

De Anza College
Change Report
04/17/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
Comments	Stage 8: Dean of Online Learning
Course Justification	Course Justification
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Mi Chang	• Brett Johnson
	Course ID (CB01A and CB01B)	AUTOD057A	AUTOD057A
	Course Control Number	CCC000281573	CCC000281573
	Course Title (CB02)	Career Research and Employment in the Automotive Industry	Career Research and Employment in the Automotive Industry
	Short Course Title	CAREER RES & EMPLOY AUTO	CAREER RES & EMPLOY AUTO
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Career research in the automotive industry: job search, applications, and resumes, employer-employee relationships, job interviews.	Career <u>This course focuses on career</u> research in the automotive industry; <u>industry including</u> job search, applications, <u>applications</u> and resumes, employer-employee relationships, <u>and</u> job interviews.
	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	<ul style="list-style-type: none"> Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - AUTO TECH

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs in the Certificate of Achievement-Advanced and AS degree in Automotive Technology as recommended by industry advisory committees. This course will also prepare students for resume writing, cover letter writing, and interviewing skills in high demand job markets.	This CTE, CSU transferable course belongs in the Certificate of Achievement-Advanced and AS degree in Automotive Technology as recommended by industry advisory committees. <u>Technology.</u> This course will also prepare students for resume writing, cover letter writing, and interviewing skills in high demand job markets.

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	Yes	Yes
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	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 <u>No</u>
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Cross-listed Course

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

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

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	Course Prior To College Level	Not applicable.	Not applicable.
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	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
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	Course Support Status (CB26)	Course is not a support course	Course is not a support course
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	Repeat Limit	0	0
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	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
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Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	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** Automotive Chassis and Powertrain**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Chassis and Powertrain**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Chassis and Powertrain**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Chassis and Powertrain**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Chassis and Powertrain (In Development)**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Chassis and Powertrain (In Development)**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Chassis and Powertrain (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Chassis and Powertrain (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Engine Performance**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Engine Performance**Award Type** Associate in Science (A.S.) Degree**Associated Program** Automotive Engine Performance**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Automotive Engine Performance**Award Type** Certificate of Achievement-Advanced (COA-A)

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

Associated Program Automotive Engine Performance (In Development)

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

Associated Program Automotive Engine Performance (In Development)

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

Associated Program Automotive Engine Performance (In Development)

Award Type Associate in Science (A.S.) Degree

Associated Program Automotive Engine Performance (In Development)

Award Type Associate in Science (A.S.) Degree

Associated Program Automotive Machining and Engine Repair

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

Associated Program Automotive Machining and Engine Repair

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

Associated Program Automotive Machining and Engine Repair

Award Type Associate in Science (A.S.) Degree

Associated Program Automotive Machining and Engine Repair

Award Type Associate in Science (A.S.) Degree

Associated Program Automotive Machining and Engine Repair (In Development)

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

Associated Program Automotive Machining and Engine Repair (In Development)

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

Associated Program Automotive Machining and Engine Repair (In Development)

Associated Program Automotive Machining and Engine Repair (In Development)

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out- of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	24	24
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Homework and extended projects In-class mock interview</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Homework and extended projects In-class mock job interview</p>
	Assignments	<ol style="list-style-type: none"> 1. Prepare a written letter of application specific to the automotive industry 2. Prepare a job application specific to the automotive industry 3. Prepare an up-to-date resume 4. Final Exam - Participate in in-class job interviews 5. Readings and research of soft-skills important for employment in the automotive industry 	<ol style="list-style-type: none"> 1. Prepare a written letter of application specific to the automotive industry 2. Prepare a job application specific to the automotive industry 3. Prepare an up-to-date resume 4. Final Exam - Participate in in-class job interviews 5. Readings and research of soft-skills important for employment in the automotive industry

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. Letter of application (cover letter) for a specific job announcement which will be evaluated using a rubric and checked for completeness and accuracy
2. Job application filled out and evaluated for completeness and accuracy
3. Resume, specific to the automotive industry, using supplied guidelines will be evaluated for completeness using a rubric
4. Final Exam - Participation in an in-class job interview conducted by the instructor and industry professionals and evaluated using a rubric. Students in the class will also provide peer evaluations
5. Multiple choice quiz evaluated for correctness

**Methods
of
Evaluation**

1. Letter of application (cover letter) for a specific job announcement which will be evaluated using a rubric and checked for completeness and accuracy
2. Job application filled out and evaluated for completeness and accuracy
3. Resume, specific to the automotive industry, using supplied guidelines will be evaluated for completeness using a rubric
4. Final Exam - Participation in an in-class job interview conducted by the instructor and industry professionals and evaluated using a rubric. Students in the class will also provide peer evaluations
5. Multiple choice quiz evaluated for correctness

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



Examples of Primary Texts and References

Title	No value
Author	Career Research Packet, Dave Capitolo, 2018
Publisher	No value
Date/Edition	No value
ISBN	No value

No value



Suggested Reading List

Reading List	Sample resume and letter of application
May include, but are not limited to	No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
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Course Objectives

- | | |
|--|--|
| <ul style="list-style-type: none"> • Evaluate the various automotive employment opportunities available. • Describe employee-employer relationships. • Discuss the different styles of letters of application (Cover letters). • Discuss information required to complete a job application. • Discuss the different types of resumes and when to use each. • Discuss techniques that apply to a job interview. • Discuss various soft-skills in the workplace. | <ul style="list-style-type: none"> • Evaluate the various automotive employment opportunities available. • Describe employee-employer relationships. • Discuss the different styles of letters of application (Cover letters). • Discuss information required to complete a job application. • Discuss the different types of resumes and when to use each. • Discuss techniques that apply to a job interview. • Discuss various soft-skills in the workplace. |
|--|--|

CSLOs

CSLOs

Participate in an 'in-class' job interview, after studying the various parts of the automotive industry and learning job interview skills.

Expected SLO Performance 0.0

CSLOs

Participate in an 'in-class' job interview, after studying the various parts of the automotive industry and learning job interview skills.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Evaluate the various automotive employment opportunities available. <ol style="list-style-type: none"> 1. Various automotive areas 2. Skill requirements for various shops 3. Training 4. Benefits 5. Locating job opportunities <ol style="list-style-type: none"> 1. Job announcements 2. "In house" hiring 3. Newspaper 4. Employment agencies 5. Industry publications 6. Compare the skills needed for employment in various shops. 2. Describe employee-employer relationships. <ol style="list-style-type: none"> 1. Self evaluation 2. Positive/negative attitudes 3. Characteristics employers look for 4. Workmanship 3. Discuss the different styles of letters of application (Cover letters). <ol style="list-style-type: none"> 1. Letter types 2. Objective of letter of application 3. Developing a letter of application 4. The most common mistakes 4. Discuss information required to complete a job application. <ol style="list-style-type: none"> 1. Application types 2. Objective of applications 3. The most common mistakes 5. Discuss the different types of resumes and when to use each. 	<ol style="list-style-type: none"> 1. Evaluate the various automotive employment opportunities available. <ol style="list-style-type: none"> 1. Various automotive areas 2. Skill requirements for various shops 3. Training 4. Benefits 5. Locating job opportunities <ol style="list-style-type: none"> 1. Job announcements 2. "In house" hiring 3. Newspaper 4. Employment agencies 5. Industry publications 6. Compare the skills needed for employment in various shops. 2. Describe employee-employer relationships. <ol style="list-style-type: none"> 1. Self evaluation 2. Positive/negative attitudes 3. Characteristics employers look for 4. Workmanship 3. Discuss the different styles of letters of application (Cover letters). <ol style="list-style-type: none"> 1. Letter types 2. Objective of letter of application 3. Developing a letter of application 4. The most common mistakes 4. Discuss information required to complete a job application. <ol style="list-style-type: none"> 1. Application types 2. Objective of applications 3. The most common mistakes 5. Discuss the different types of resumes and when to use each. <ol style="list-style-type: none"> 1. Resume types

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

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | <ol style="list-style-type: none"> 1. Resume types 2. Objective of resume 3. Developing a resume 4. Tips for effective resume writing 5. Sample resume outlines 6. The most common mistakes | <ol style="list-style-type: none"> 2. Objective of resume 3. Developing a resume 4. Tips for effective resume writing 5. Sample resume outlines 6. The most common mistakes 7. Creating a portfolio 8. Objective of a portfolio 9. Developing a portfolio |
| | <ol style="list-style-type: none"> 6. Discuss techniques that apply to a job interview. <ol style="list-style-type: none"> 1. Objective of interview 2. Attitude/appearance 3. Know something about the company 4. Most asked questions 5. Stress questions 6. Why employers do not hire | <ol style="list-style-type: none"> 6. Discuss techniques that apply to a job interview. <ol style="list-style-type: none"> 1. Objective of interview 2. Attitude/appearance 3. Know something about the company 4. Most asked questions 5. Stress questions 6. Why employers do not hire |
| | <ol style="list-style-type: none"> 7. Discuss various soft-skills in the workplace. <ol style="list-style-type: none"> 1. Define and discuss adaptability 2. Define and discuss analysis/solutions mindset 3. Define and discuss collaboration 4. Define and discuss communication 5. Define and discuss empathy 6. Define and discuss resilience 7. Define and discuss social and diversity awareness | <ol style="list-style-type: none"> 7. Discuss various soft-skills in the workplace. <ol style="list-style-type: none"> 1. Define and discuss adaptability 2. Define and discuss analysis/solutions mindset 3. Define and discuss collaboration 4. Define and discuss communication 5. Define and discuss empathy 6. Define and discuss resilience 7. Define and discuss social and diversity awareness |

Lab Component in this Course

No

No

Lab Outline

No value

No value

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

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

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

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

Changed	Questions	Current Version	Proposed Version
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Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

No Value



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

No Value

From Outline: E. Discuss the different types of resumes and when to use each. 3. Developing a resume

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

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

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

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	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
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	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
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**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
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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
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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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/9/25</td> <td>Gabriela Nocito</td> <td>Basic Information - Proposal Details - Attachments</td> <td>Required</td> <td>Please attach the Course Online Delivery Request form.</td> <td>Y</td> </tr> </tbody> </table> <p>This course was offered as an online course during the pandemic, although historically in person. We have no plans of offering this course online any more as the in person modality allows for simulated in person job interviews. I reverted "Mode of Delivery" to reflect "In Person ONLY".</p>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	4/9/25	Gabriela Nocito	Basic Information - Proposal Details - Attachments	Required	Please attach the Course Online Delivery Request form.	Y
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
4/9/25	Gabriela Nocito	Basic Information - Proposal Details - Attachments	Required	Please attach the Course Online Delivery Request form.	Y										
	Stage 9: Articulation Officer	No Value	No Value												
	Stage 10: De Anza General Education	No Value	No Value												
	Stage 13: Curriculum Committee	No Value	No Value												

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	AUTO 057A	AUTO 057A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE

Changed	Questions	Current Version	Proposed Version
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Cross-Listed/Related Course Information

NA

NA

Cross-Listed/Related Course ID's

No Value

No Value

DL Approval Date (MM/DD/YYYY)

No Value

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

No Value

Curriculum Office Notes

- Requisite change appr. 1/17/23 (effect. F23).-cc
- CCN requisite changes appr. 9/23/24 (effect. F25). -mc

- Requisite change appr. 1/17/23 (effect. F23).-cc
- CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
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Curriculum ID

AUTOD057A

Distance Education Approved

No

Board of Trustees Approval Date

Curriculum Committee Approval Date

Time to Next Review

Sep 1, 2024 12:00:00 AM

Changed	Field	Current Version
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	External Review Approval Date	Sep 1, 2019 12:00:00 AM
--	--	-------------------------

	Course Control Number	CCC000281573
--	--------------------------------------	--------------

Articulation

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

	Course Crosswalk CRS-NUMBER	
--	--	--

De Anza College
Change Report
 04/18/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Advisory(ies):
E-Matrix Form	<u>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</u>
Comments	Stage 8: Dean of Online Learning
Comments	Stage 9: Articulation Officer
Course Justification	Course Justification
Stand-Alone Statement	Stand-Alone Statement

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Dave Capitolo
	Course ID (CB01A and CB01B)	AUTOD060N	AUTOD060N

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000460661	CCC000460661
	Course Title (CB02)	Hybrid Vehicle Safety and Maintenance	Hybrid Vehicle Safety and Maintenance
	Short Course Title	HYBRID VEHCL SAFTY AND MAINT	HYBRID VEHCL SAFTY AND MAINT
	TOP Code (CB03)	0948.40	0948.40 Alternative Fuels and Advanced Transportation Technology
	CIP Code	Alternative Fuel Vehicle Technology/Technician	47.0614 Alternative Fuel Vehicle Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Explores the use of hybrid electric power for vehicle transportation. Topics will include safety, maintenance of hybrid propulsion and internal combustion systems, drivability, and storage battery technology. Various designs of hybrid vehicles and their integrated systems from multiple manufacturers will be discussed. This course also fulfills the Toyota Technician Education Network training requirement for the T-256 course. This course is suitable for students interested in alternative fuels or power and energy technology.	Explores <u>This course explores</u> the use of hybrid electric power for vehicle transportation. Topics will include safety, maintenance of hybrid propulsion and internal combustion systems, drivability, and storage battery technology. Various designs of hybrid vehicles and their integrated systems from multiple manufacturers will be discussed. This course also fulfills the Toyota Technician Education Network training requirement for the T-256 course. <u>This course</u> is suitable for students interested in alternative fuels or power and energy <u>technology.</u>
	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	• Automotive Technology
	Discipline 2	No value	No value

Changed	Field	Current Version	Proposed Version
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - AUTO TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This CTE, CSU transferable, stand-alone course was developed based on essential requirements for California State Smog Technician Licensing and the subsequent fulfillment of NATEF (National Automotive Technician's Education Foundation) accreditation standards. Data from our advisory committee indicates a student must be prepared with an array of workplace skills as well as a unique blend of academic and technical skills. This course is a requirement of the Toyota TTen certification.</p>	<p>This CTE, CSU transferable, stand-alone course was developed based on essential requirements for California State Smog Technician Licensing and the subsequent fulfillment of NATEF (National Automotive Technician's Education Foundation) accreditation standards. Data from our advisory committee indicates a student must be prepared with an array of workplace skills as well as a unique blend of academic and technical skills. This course is a requirement of the Toyota TTen certification. <u>standards.</u></p>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<p><u>AUTO 60N is intended to educate automotive technicians and first responders with safety procedures for servicing and repairing hybrid and electric vehicles.</u></p>

Course Philosophy

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Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Foothill Equivalency

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

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

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

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4

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	72	72
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	24	24
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

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)	<input type="checkbox"/>	<input type="checkbox"/>

Changed	Field	Current Version	Proposed Version
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	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
--	-------------------------------	--------------------------	--------------------------

Credit Units

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

	Total Lecture Hours per Term	72	72
--	-------------------------------------	----	----

	Total Laboratory Hours per Term	-	0
--	--	---	---

	Total Contact Hours per Term	-	0
--	-------------------------------------	---	---

	Total Credit Units	2	2
--	---------------------------	---	---

	Minimum Credit Units	2	2
--	-----------------------------	---	---

	Maximum Credit Units	2	2
--	-----------------------------	---	---

SKIP

Changed	Field	Current Version	Proposed Version
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	SKIP	No Value	No Value
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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
In-class exploration of Internet sites
Quiz and examination review performed in class
Collaborative learning and small group exercises

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
In-class exploration of Internet sites
Quiz and examination review performed in class
Collaborative learning and small group exercises

Assignments

1. Required reading from text, handouts, and web based publications
2. Research assignments on technical data such as fluid capacities and recommended service intervals
3. Hybrid electric vehicle work sheets
4. Multiple choice quizzes covering the weeks lecture units.
5. A comprehensive and objective final examination.

1. Required reading from text, handouts, and web based publications
2. Research assignments on technical data such as fluid capacities and recommended service intervals
3. Hybrid electric vehicle work sheets
4. Multiple choice quizzes covering the weeks lecture units.
5. A comprehensive and objective final examination.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Weekly objective multiple choice and/or essay quizzes evaluated for accuracy, covering the weeks lecture units, assigned reading, and relative data obtained from assigned research and hybrid electric vehicle worksheets.
2. Hybrid electric vehicle work sheets are graded for accuracy based on a point system.
3. Comprehensive and objective final examination consisting of multiple choice and/or essay questions.

Methods of Evaluation

Methods of Evaluation

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1. Weekly objective multiple choice and/or essay quizzes evaluated for accuracy, covering the weeks lecture units, assigned reading, and relative data obtained from assigned research and hybrid electric vehicle worksheets.
2. Hybrid electric vehicle work sheets are graded for accuracy based on a point system.
3. Comprehensive and objective final examination consisting of multiple choice and/or essay questions.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Safety glasses for laboratory demonstrations

Essential College Facilities:

- Access to automotive technology laboratory for demonstrations

Essential Student Materials:

- Safety glasses for laboratory demonstrations

Essential College Facilities:

- Access to automotive technology laboratory for demonstrations

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

Title	No value
Author	Auto Staff, '60N Hybrid Electric Vehicles 2018', De Anza College, Cupertino, CA 95014
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Electric and Hybrid Vehicles
Author	Halderman, James
Publisher	Pearson
Date/Edition	2022
ISBN	978-0137532124

Title	No value
Author	Handouts and worksheets as required
Publisher	No value
Date/Edition	No value
ISBN	No value

**Suggested Reading List**

Reading List	All Data (http://library.alldatapro.com/alldata/) electronic information system (web based)
May include, but are not limited to	No value

No value

Reading List	Shopkey5 (http://www.shopkey5.com/) electronic information system (web based)
May include, but are not limited to	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version								
	Course Objectives	<ul style="list-style-type: none"> Assess the safety aspects of servicing the hybrid vehicle Distinguish various types or designs of hybrid systems. Classify the different types of hybrid system components. Summarize hybrid vehicle cooling systems Formulate hybrid vehicle storage methods Appraise vehicle lubricants and maintenance Correlate electronic feature groups 	<ul style="list-style-type: none"> Assess the safety aspects of servicing the hybrid vehicle Distinguish various types or designs of hybrid systems. Classify the different types of hybrid system components. Summarize hybrid vehicle cooling systems Formulate hybrid vehicle storage methods Appraise vehicle lubricants and maintenance Correlate electronic feature groups 								
	CSLOs	<table border="1"> <tbody> <tr> <td>CSLOs</td> <td>Identify the function of an automotive hybrid propulsion system.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </tbody> </table>	CSLOs	Identify the function of an automotive hybrid propulsion system.	Expected SLO Performance	0.0	<table border="1"> <tbody> <tr> <td>CSLOs</td> <td>Identify the function of an automotive hybrid propulsion system.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </tbody> </table>	CSLOs	Identify the function of an automotive hybrid propulsion system.	Expected SLO Performance	0.0
CSLOs	Identify the function of an automotive hybrid propulsion system.										
Expected SLO Performance	0.0										
CSLOs	Identify the function of an automotive hybrid propulsion system.										
Expected SLO Performance	0.0										

Course Outline

Course Content

1. Assess the safety aspects of servicing the hybrid vehicle
 1. Safely deactivating the high voltage system
 2. Selecting the appropriate safety equipment.
 3. Care and usage of high voltage gloves.
 4. Understanding of safety procedures as applied to servicing a hybrid electric vehicle.
 5. Prepare a hybrid vehicle for safe servicing.
 6. System approach to safety resources such as first responder guides.
 7. Know when to deactivate the high voltage system.
2. Distinguish various types or designs of hybrid systems.
 1. Identify basic system designs.
 1. Series and Parallel hybrid systems.
 2. Optimum distribution of drive sources.
 2. Basic Hybrid system configuration.
 1. Various types of motive power sources.
 2. High efficiency internal combustion engines.
 3. Permanent magnet three phase AC motors.
3. Classify the different types of hybrid system components.
 1. Electric Motors.
 1. AC synchronous motors.
 2. DC brush-less motors.
 2. Hybrid power regeneration.
 1. High speed AC generator.
 2. Principles of regenerative braking.
 3. Power inverter.
 1. Basic operation.
 2. Inspection and maintenance.
 3. Serving the power inverter cooling system.
 4. Hybrid Batteries

1. Assess the safety aspects of servicing the hybrid vehicle
 1. Safely deactivating the high voltage system
 2. Selecting the appropriate safety equipment.
 3. Care and usage of high voltage gloves.
 4. Understanding of safety procedures as applied to servicing a hybrid electric vehicle.
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 3. Power inverter.
 1. Basic operation.
 2. Inspection and maintenance.
 3. Serving the power inverter cooling system.
 4. Hybrid Batteries

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

- | | | |
|--|---|---|
| | <ol style="list-style-type: none"> 1. Nickel Metal Hydride NiMH 2. Lithium ion battery Li-ion 3. Battery pack design and servicing 5. Servicing regenerative hybrid braking systems <ol style="list-style-type: none"> 1. Inspection and renewal of friction materials 2. Service bleeding procedures of the hydraulic unit 3. Interpreting vehicle warning lamps 4. Brake by wire systems 4. Summarize hybrid vehicle cooling systems <ol style="list-style-type: none"> 1. Inverter cooling 2. Perform basic inverter coolant inspection and service 3. Proper use of scan tool for complete bleeding 4. Integrated radiators 5. Maintenance of coolant heat storage tanks 5. Formulate hybrid vehicle storage methods <ol style="list-style-type: none"> 1. Consumer level basics 2. Navigating the owners manual 3. Considerations for long term storage such as fuse removal 4. Jump starting a hybrid electric vehicle 5. Charging the high voltage battery 6. Appraise vehicle lubricants and maintenance <ol style="list-style-type: none"> 1. Servicing the engine oil 2. Determining the correct oil viscosity and quantity 3. Replacing the oil filter(s) 4. Servicing transmission fluid 7. Correlate electronic feature groups <ol style="list-style-type: none"> 1. Programming the Smart Key 2. Adding spare keys including valet 3. Vehicle theft alarm | <ol style="list-style-type: none"> 1. Nickel Metal Hydride NiMH 2. Lithium ion battery Li-ion 3. Battery pack design and servicing 5. Servicing regenerative hybrid braking systems <ol style="list-style-type: none"> 1. Inspection and renewal of friction materials 2. Service bleeding procedures of the hydraulic unit 3. Interpreting vehicle warning lamps 4. Brake by wire systems 4. Summarize hybrid vehicle cooling systems <ol style="list-style-type: none"> 1. Inverter cooling 2. Perform basic inverter coolant inspection and service 3. Proper use of scan tool for complete bleeding 4. Integrated radiators 5. Maintenance of coolant heat storage tanks 5. Formulate hybrid vehicle storage methods <ol style="list-style-type: none"> 1. Consumer level basics 2. Navigating the owners manual 3. Considerations for long term storage such as fuse removal 4. Jump starting a hybrid electric vehicle 5. Charging the high voltage battery 6. Appraise vehicle lubricants and maintenance <ol style="list-style-type: none"> 1. Servicing the engine oil 2. Determining the correct oil viscosity and quantity 3. Replacing the oil filter(s) 4. Servicing transmission fluid 7. Correlate electronic feature groups <ol style="list-style-type: none"> 1. Programming the Smart Key 2. Adding spare keys including valet 3. Vehicle theft alarm |
|--|---|---|

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
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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
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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.
Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra

Advisory(ies) - Other:

AUTO D060A and AUTO D060B

AUTO D060A and AUTO D060B

Limitation(s) on Enrollment:

No Value

No Value

Limitation(s) on Enrollment - Other:

No Value

No Value

Entrance Skills(s):

No Value

No Value

Entrance Skill(s) - Other:

No Value

No Value

General Course Statement(s):

No Value

No Value

General Course Statement(s) - Other:

No Value

No Value

A-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

**Objective 2: Develop
analytical ideas and
topics for essays.**

No Value

No Value

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

No Value

No Value

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**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
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**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	C. 5. c. Interpreting vehicle warning lamps
	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

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
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H-Matrix Form

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

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	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
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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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/9/25</td> <td>Gabriela Nocito</td> <td>Basic Information Modality</td> <td>-Required</td> <td>Please indicate the course modality. None is selected.</td> <td>Y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	4/9/25	Gabriela Nocito	Basic Information Modality	-Required	Please indicate the course modality. None is selected.	Y
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
4/9/25	Gabriela Nocito	Basic Information Modality	-Required	Please indicate the course modality. None is selected.	Y										
!	Stage 9: Articulation Officer	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>04/16/2025</td> <td>Specifications</td> <td>Primary Texts</td> <td>Required</td> <td>There is nothing listed in the primary text section. The first thing listed in assignments is required reading from the text, so you would likely need a text listed, or to remove that from the list of assignments.</td> <td>Y - Oops</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	04/16/2025	Specifications	Primary Texts	Required	There is nothing listed in the primary text section. The first thing listed in assignments is required reading from the text, so you would likely need a text listed, or to remove that from the list of assignments.	Y - Oops
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response										
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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)	AUTO 060N	AUTO 060N
	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)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
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Changed	Field	Current Version
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	Curriculum ID	AUTOD060N
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	Distance Education Approved	No
--	------------------------------------	----

	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2024 12:00:00 AM
--	----------------------------	-------------------------

	External Review Approval Date	Sep 1, 2019 12:00:00 AM
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	Course Control Number	CCC000460661
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
04/18/2025

Summary of Changes

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

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.
Comments	Stage 8: Dean of Online Learning
Comments	Stage 9: Articulation Officer
Course Justification	Course Justification
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
Stand-Alone Statement	Stand-Alone Statement
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

Section**Changed field**

UC Transferable and/or Lower-Division Major Requirement

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

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• eLumenData, eLumenData	• Dave Capitolo
	Course ID (CB01A and CB01B)	APRND060N	APRND060N
	Course Control Number	CCC000460656	CCC000460656
	Course Title (CB02)	Hybrid Vehicle Safety and Maintenance	Hybrid Vehicle Safety and Maintenance
	Short Course Title	HYBRID VEHCL SAFTY AND MAINT	HYBRID VEHCL SAFTY AND MAINT
	TOP Code (CB03)	0948.40	0948.40 Alternative Fuels and Advanced Transportation Technology
	CIP Code	Alternative Fuel Vehicle Technology/Technician	47.0614 Alternative Fuel Vehicle Technology/Technician
	Department	APRN - Auto. Apprenticeship	APRN - Auto. Apprenticeship
!	Effective Term	Fall 2021	Fall 2024 <u>2026</u>
	SAM Priority Code (CB09)	Apprenticeship	Apprenticeship
!	Course Description	Explores the use of hybrid electric power for vehicle transportation. Topics will include safety, maintenance of hybrid propulsion and internal combustion systems, drivability, and storage battery technology. Various designs of hybrid vehicles and their integrated systems from multiple manufacturers will be discussed. This course also fulfills the Toyota Technician Education Network training requirement for the T-256 course. This course is suitable for students interested in alternative fuels or power and energy technology.	Explores <u>This course explores</u> the use of hybrid electric power for vehicle transportation. Topics will include safety, maintenance of hybrid propulsion and internal combustion systems, drivability, and storage battery technology. Various designs of hybrid vehicles and their integrated systems from multiple manufacturers will be discussed. This course also fulfills the Toyota Technician Education Network training requirement for the T-256 course. <u>This course</u> is suitable for students interested in alternative fuels or power and energy technology. <u>technology.</u>

Changed	Field	Current Version	Proposed Version
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - AUTO TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. This course was developed based on essential requirements for California State Smog Technician Licensing and the subsequent fulfillment of NATEF (National Automotive Technician's Education Foundation) accreditation standards. Data from our advisory committee indicates a student must be prepared with an array of workplace skills as well as a unique blend of academic and technical skills. This course is a requirement of the Toyota TTen certification.</p>	<p><u>This is CSU transferable.</u> This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. This course was developed based on essential requirements. <u>It is also intended to better prepare students for California State Smog Technician Licensing and work in the subsequent fulfillment of NATEF (National Automotive Technician's Education Foundation) accreditation standards.</u> Data from our advisory committee indicates a student must be prepared with an array of workplace skills as well as a unique blend of academic and technical skills. <u>This course is a requirement</u> <u>automotive industry in the areas</u> of the Toyota TTen certification. <u>hybrid vehicle technology.</u></p>

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>APRN 60N is intended to educate automotive technicians who work at a union shop so these students can complete their apprenticeship program and become journeyman technicians</u>

CTE Course

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Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No value	<u>No</u>
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No value	<u>No</u>
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	Course Prior To College Level	Not applicable.	Not applicable.
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	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
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Changed	Field	Current Version	Proposed Version
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Stand-Alone Statement

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

UC Transferable and/or Lower-Division Major Requirement

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

Changed	Field	Current Version	Proposed Version
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Will the course fulfill a UC/CSU lower-division major requirement?

No value

No

Associated Programs

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

No value

No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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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
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Lecture Hours - In Class

2

2

Lecture Hours - Out of Class

4

4

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	72	72
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	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	24	24

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

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
In-class exploration of Internet sites
Quiz and examination review performed in class
Collaborative learning and small group exercises

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
In-class exploration of Internet sites
Quiz and examination review performed in class
Collaborative learning and small group exercises

Assignments

1. Required reading from text, handouts, and web based publications
2. Research assignments on technical data such as fluid capacities and recommended service intervals
3. Hybrid electric vehicle work sheets
4. Multiple choice quizzes covering the weeks lecture units.
5. A comprehensive and objective final examination.

1. Required reading from text, handouts, and web based publications
2. Research assignments on technical data such as fluid capacities and recommended service intervals
3. Hybrid electric vehicle work sheets
4. Multiple choice quizzes covering the weeks lecture units.
5. A comprehensive and objective final examination.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Weekly objective multiple choice and/or essay quizzes evaluated for accuracy, covering the weeks lecture units, assigned reading, and relative data obtained from assigned research and hybrid electric vehicle worksheets.
2. Hybrid electric vehicle work sheets are graded for accuracy based on a point system.
3. Comprehensive and objective final examination consisting of multiple choice and/or essay questions.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Weekly objective multiple choice and/or essay quizzes evaluated for accuracy, covering the weeks lecture units, assigned reading, and relative data obtained from assigned research and hybrid electric vehicle worksheets.
2. Hybrid electric vehicle work sheets are graded for accuracy based on a point system.
3. Comprehensive and objective final examination consisting of multiple choice and/or essay questions.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Safety glasses for laboratory demonstrations

Essential College Facilities:

- Access to automotive technology laboratory for demonstrations

Essential Student Materials:

- Safety glasses for laboratory demonstrations

Essential College Facilities:

- Access to automotive technology laboratory for demonstrations

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

Title	No value
Author	Auto Staff, '60N Hybrid Electric Vehicles 2018', De Anza College, Cupertino, CA 95014
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Electric and Hybrid Vehicles
Author	Halderman, James
Publisher	Pearson
Date/Edition	2022
ISBN	978-0137532124

Title	No value
Author	Handouts and worksheets as required
Publisher	No value
Date/Edition	No value
ISBN	No value

**Suggested Reading List**

Reading List	All Data (http://library.alldatapro.com/alldata/) electronic information system (web based)
May include, but are not limited to	No value

No value

Reading List	Shopkey5 (http://www.shopkey5.com/) electronic information system (web based)
May include, but are not limited to	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version								
	Course Objectives	<ul style="list-style-type: none"> Assess the safety aspects of servicing the hybrid vehicle Distinguish various types or designs of hybrid systems. Classify the different types of hybrid system components. Summarize hybrid vehicle cooling systems Formulate hybrid vehicle storage methods Appraise vehicle lubricants and maintenance Correlate electronic feature groups 	<ul style="list-style-type: none"> Assess the safety aspects of servicing the hybrid vehicle Distinguish various types or designs of hybrid systems. Classify the different types of hybrid system components. Summarize hybrid vehicle cooling systems Formulate hybrid vehicle storage methods Appraise vehicle lubricants and maintenance Correlate electronic feature groups 								
	CSLOs	<table border="1"> <tbody> <tr> <td>CSLOs</td> <td>Identify the function of an automotive hybrid propulsion system.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </tbody> </table>	CSLOs	Identify the function of an automotive hybrid propulsion system.	Expected SLO Performance	0.0	<table border="1"> <tbody> <tr> <td>CSLOs</td> <td>Identify the function of an automotive hybrid propulsion system.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </tbody> </table>	CSLOs	Identify the function of an automotive hybrid propulsion system.	Expected SLO Performance	0.0
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Expected SLO Performance	0.0										

Course Outline

Course Content

1. Assess the safety aspects of servicing the hybrid vehicle
 1. Safely deactivating the high voltage system
 2. Selecting the appropriate safety equipment.
 3. Care and usage of high voltage gloves.
 4. Understanding of safety procedures as applied to servicing a hybrid electric vehicle.
 5. Prepare a hybrid vehicle for safe servicing.
 6. System approach to safety resources such as first responder guides.
 7. Know when to deactivate the high voltage system.
2. Distinguish various types or designs of hybrid systems.
 1. Identify basic system designs.
 1. Series and Parallel hybrid systems.
 2. Optimum distribution of drive sources.
 2. Basic Hybrid system configuration.
 1. Various types of motive power sources.
 2. High efficiency internal combustion engines.
 3. Permanent magnet three phase AC motors.
3. Classify the different types of hybrid system components.
 1. Electric Motors.
 1. AC synchronous motors.
 2. DC brush-less motors.
 2. Hybrid power regeneration.
 1. High speed AC generator.
 2. Principles of regenerative braking.
 3. Power inverter.
 1. Basic operation.
 2. Inspection and maintenance.
 3. Serving the power inverter cooling system.
 4. Hybrid Batteries

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 3. Serving the power inverter cooling system.
 4. Hybrid Batteries

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

- | | | |
|--|---|---|
| | <ol style="list-style-type: none"> 1. Nickel Metal Hydride NiMH 2. Lithium ion battery Li-ion 3. Battery pack design and servicing 5. Servicing regenerative hybrid braking systems <ol style="list-style-type: none"> 1. Inspection and renewal of friction materials 2. Service bleeding procedures of the hydraulic unit 3. Interpreting vehicle warning lamps 4. Brake by wire systems 4. Summarize hybrid vehicle cooling systems <ol style="list-style-type: none"> 1. Inverter cooling 2. Perform basic inverter coolant inspection and service 3. Proper use of scan tool for complete bleeding 4. Integrated radiators 5. Maintenance of coolant heat storage tanks 5. Formulate hybrid vehicle storage methods <ol style="list-style-type: none"> 1. Consumer level basics 2. Navigating the owners manual 3. Considerations for long term storage such as fuse removal 4. Jump starting a hybrid electric vehicle 5. Charging the high voltage battery 6. Appraise vehicle lubricants and maintenance <ol style="list-style-type: none"> 1. Servicing the engine oil 2. Determining the correct oil viscosity and quantity 3. Replacing the oil filter(s) 4. Servicing transmission fluid 7. Correlate electronic feature groups <ol style="list-style-type: none"> 1. Programming the Smart Key 2. Adding spare keys including valet 3. Vehicle theft alarm | <ol style="list-style-type: none"> 1. Nickel Metal Hydride NiMH 2. Lithium ion battery Li-ion 3. Battery pack design and servicing 5. Servicing regenerative hybrid braking systems <ol style="list-style-type: none"> 1. Inspection and renewal of friction materials 2. Service bleeding procedures of the hydraulic unit 3. Interpreting vehicle warning lamps 4. Brake by wire systems 4. Summarize hybrid vehicle cooling systems <ol style="list-style-type: none"> 1. Inverter cooling 2. Perform basic inverter coolant inspection and service 3. Proper use of scan tool for complete bleeding 4. Integrated radiators 5. Maintenance of coolant heat storage tanks 5. Formulate hybrid vehicle storage methods <ol style="list-style-type: none"> 1. Consumer level basics 2. Navigating the owners manual 3. Considerations for long term storage such as fuse removal 4. Jump starting a hybrid electric vehicle 5. Charging the high voltage battery 6. Appraise vehicle lubricants and maintenance <ol style="list-style-type: none"> 1. Servicing the engine oil 2. Determining the correct oil viscosity and quantity 3. Replacing the oil filter(s) 4. Servicing transmission fluid 7. Correlate electronic feature groups <ol style="list-style-type: none"> 1. Programming the Smart Key 2. Adding spare keys including valet 3. Vehicle theft alarm |
|--|---|---|

Lab Component in this Course No

No

Lab Outline No value

No value

Req/Adv

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2AT	No Value
	Catalog Term (21-22)	21-22	No Value
	5 Year Revision Year (2021)	2019	No Value
	Effective Quarter	Fall	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	APRN 060N	APRN 060N
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	AUTO	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Two hours lecture (24 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236503	No Value

Changed	Questions	Current Version	Proposed Version
!	Account Code	1320	No Value
!	Program Code	094800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models.</p>	No Value	No Value
	<p>Objective 5: Use systems of two linear equations to solve real world problems.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</p>	No Value	No Value
	<p>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</p>	No Value	No Value
	<p>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</p>	No Value	No Value

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
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	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
!	<p>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</p>	No Value	Employed by the local 1101 union or the City of San Jose
	<p>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.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
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	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
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	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
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	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
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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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/9/25</td> <td>Gabriela Nocito</td> <td>Basic Information</td> <td>-Required Modality</td> <td>Please indicate the course modality. None is selected.</td> <td>Y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	4/9/25	Gabriela Nocito	Basic Information	-Required Modality	Please indicate the course modality. None is selected.	Y
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
4/9/25	Gabriela Nocito	Basic Information	-Required Modality	Please indicate the course modality. None is selected.	Y										
	Stage 9: Articulation Officer	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>04/16/2025</td> <td>Specifications</td> <td>Primary Texts</td> <td>Required</td> <td>There is nothing listed in the primary text section. The first thing listed in assignments is required reading from the text, so you would likely need a text listed, or to remove that from the list of assignments.</td> <td>Y</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	04/16/2025	Specifications	Primary Texts	Required	There is nothing listed in the primary text section. The first thing listed in assignments is required reading from the text, so you would likely need a text listed, or to remove that from the list of assignments.	Y
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Changed	Questions	Current Version	Proposed Version
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	Stage 10: De Anza General Education	No Value	No Value
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	Stage 13: Curriculum Committee	No Value	No Value
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	APRND060N
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Aug 31, 2024 12:00:00 AM
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	External Review Approval Date	Sep 1, 2019 12:00:00 AM
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	Course Control Number	CCC000460656
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
 04/18/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
More Options	Grade Options
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Advisory(ies):
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
Comments	Stage 8: Dean of Online Learning
Comments	Stage 9: Articulation Officer
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Dave Capitolo
	Course ID (CB01A and CB01B)	AUTOD360N	AUTOD360N

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000621439	CCC000621439
	Course Title (CB02)	Hybrid Vehicle Safety and Maintenance	Hybrid Vehicle Safety and Maintenance
	Short Course Title	HYBRID VEHCL SAFTY AND MAINT	HYBRID VEHCL SAFTY AND MAINT
	TOP Code (CB03)	0948.40	0948.40 Alternative Fuels and Advanced Transportation Technology
	CIP Code	Alternative Fuel Vehicle Technology/Technician	47.0614 Alternative Fuel Vehicle Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	<p>This course explores the use of hybrid electric power for vehicle transportation. Topics will include safety, maintenance of hybrid propulsion and internal combustion systems, drivability, and storage battery technology. Various designs of hybrid vehicles and their integrated systems from multiple manufacturers will be discussed. This course also fulfills the Toyota Technician Education Network training requirement for the T-256 course. This course is suitable for students interested in alternative fuels or power and energy technology.</p>	<p>This course explores the use of hybrid electric power for vehicle transportation. Topics will include safety, maintenance of hybrid propulsion and internal combustion systems, drivability, and storage battery technology. Various designs of hybrid vehicles and their integrated systems from multiple manufacturers will be discussed. This course also fulfills the Toyota Technician Education Network training requirement for the T-256 course. This course is suitable for students interested in alternative fuels or power and energy technology. <u>technology.</u></p>
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	No value	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Automotive Technology
	Discipline 2	No value	No value

Changed	Field	Current Version	Proposed Version
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - AUTO TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This is a noncredit enhanced, CTE course that belongs on the EV and Fuel Vehicle Safety Certificate of Completion. It was developed based on essential requirements for California State Smog Technician Licensing and the subsequent fulfillment of NATEF (National Automotive Technician's Education Foundation) accreditation standards. Data from our advisory committee indicates a student must be prepared with an array of workplace skills as well as a unique blend of academic and technical skills. This course is a requirement of the Toyota TTen certification.</p>	<p>This is a noncredit enhanced, CTE course that and belongs on the EV and Fuel Vehicle Safety Certificate of Completion. It was developed based on essential requirements <u>is intended to better prepare students</u> for <u>California State Smog Technician Licensing and work in the subsequent fulfillment</u> <u>automotive industry in the areas</u> of NATEF (National Automotive Technician's Education Foundation) accreditation standards. Data from our advisory committee indicates a student must be prepared with an array of workplace skills as well as a unique blend of academic and technical skills. This course is a requirement of the Toyota TTen certification. <u>hybrid vehicle technology.</u></p>

Stand-Alone Statement

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

Course Philosophy

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Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	Yes	Yes
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non- honors course?	No	No
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	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
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Cross-listed Course

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

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
!	Grade Options	<ul style="list-style-type: none"> • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	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	

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

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>EV and Fuel Vehicle Safety</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Completion</td> </tr> </table>	Associated Program	EV and Fuel Vehicle Safety	Award Type	Certificate of Completion	<table border="1"> <tr> <td>Associated Program</td> <td>EV and Fuel Vehicle Safety</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Completion</td> </tr> </table>	Associated Program	EV and Fuel Vehicle Safety	Award Type	Certificate of Completion
Associated Program	EV and Fuel Vehicle Safety										
Award Type	Certificate of Completion										
Associated Program	EV and Fuel Vehicle Safety										
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

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Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	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	24	24
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	24	24
	Total - Course Out-of-Class Hours	48	48
	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.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	24	24
	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

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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
In-class exploration of Internet sites
Quiz and examination review performed in class
Collaborative learning and small group exercises

Methods of Instruction

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Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
In-class exploration of Internet sites
Quiz and examination review performed in class
Collaborative learning and small group exercises

Assignments

1. Required reading from text, handouts, and web based publications
2. Research assignments on technical data such as fluid capacities and recommended service intervals
3. Hybrid electric vehicle work sheets
4. Multiple choice quizzes covering the weeks lecture units.
5. A comprehensive and objective final examination.

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Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Weekly objective multiple choice and/or essay quizzes evaluated for accuracy, covering the weeks lecture units, assigned reading, and relative data obtained from assigned research and hybrid electric vehicle worksheets.
2. Hybrid electric vehicle work sheets are graded for accuracy based on a point system.
3. Comprehensive and objective final examination consisting of multiple choice and/or essay questions.

Methods of Evaluation

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Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Safety glasses for laboratory demonstrations

Essential College Facilities:

- Access to automotive technology laboratory for demonstrations

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- Safety glasses for laboratory demonstrations

Essential College Facilities:

- Access to automotive technology laboratory for demonstrations

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

Title	No value
Author	Auto Staff, '60N Hybrid Electric Vehicles 2018', De Anza College, Cupertino, CA 95014
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Electric and Hybrid Vehicles
Author	Halderman, James
Publisher	Pearson
Date/Edition	2022
ISBN	978-0137532124

Title	No value
Author	Handouts and worksheets as required
Publisher	No value
Date/Edition	No value
ISBN	No value

**Suggested Reading List**

Reading List	All Data (http://library.alldatapro.com/alldata/) electronic information system (web based)
May include, but are not limited to	No value

No value

Reading List	Shopkey5 (http://www.shopkey5.com/) electronic information system (web based)
May include, but are not limited to	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version								
	Course Objectives	<ul style="list-style-type: none"> Assess the safety aspects of servicing the hybrid vehicle Distinguish various types or designs of hybrid systems. Classify the different types of hybrid system components. Summarize hybrid vehicle cooling systems Formulate hybrid vehicle storage methods Appraise vehicle lubricants and maintenance Correlate electronic feature groups 	<ul style="list-style-type: none"> Assess the safety aspects of servicing the hybrid vehicle Distinguish various types or designs of hybrid systems. Classify the different types of hybrid system components. Summarize hybrid vehicle cooling systems Formulate hybrid vehicle storage methods Appraise vehicle lubricants and maintenance Correlate electronic feature groups 								
	CSLOs	<table border="1"> <tbody> <tr> <td>CSLOs</td> <td>Identify the function of an automotive hybrid propulsion system.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </tbody> </table>	CSLOs	Identify the function of an automotive hybrid propulsion system.	Expected SLO Performance	0.0	<table border="1"> <tbody> <tr> <td>CSLOs</td> <td>Identify the function of an automotive hybrid propulsion system.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </tbody> </table>	CSLOs	Identify the function of an automotive hybrid propulsion system.	Expected SLO Performance	0.0
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CSLOs	Identify the function of an automotive hybrid propulsion system.										
Expected SLO Performance	0.0										

Course Outline

Course Content

1. Assess the safety aspects of servicing the hybrid vehicle
 1. Safely deactivating the high voltage system
 2. Selecting the appropriate safety equipment.
 3. Care and usage of high voltage gloves.
 4. Understanding of safety procedures as applied to servicing a hybrid electric vehicle.
 5. Prepare a hybrid vehicle for safe servicing.
 6. System approach to safety resources such as first responder guides.
 7. Know when to deactivate the high voltage system.
2. Distinguish various types or designs of hybrid systems.
 1. Identify basic system designs.
 1. Series and Parallel hybrid systems.
 2. Optimum distribution of drive sources.
 2. Basic Hybrid system configuration.
 1. Various types of motive power sources.
 2. High efficiency internal combustion engines.
 3. Permanent magnet three phase AC motors.
3. Classify the different types of hybrid system components.
 1. Electric Motors.
 1. AC synchronous motors.
 2. DC brush-less motors.
 2. Hybrid power regeneration.
 1. High speed AC generator.
 2. Principles of regenerative braking.
 3. Power inverter.
 1. Basic operation.
 2. Inspection and maintenance.
 3. Serving the power inverter cooling system.
 4. Hybrid Batteries

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

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Nickel Metal Hydride NiMH 2. Lithium ion battery Li-ion 3. Battery pack design and servicing 5. Servicing regenerative hybrid braking systems <ol style="list-style-type: none"> 1. Inspection and renewal of friction materials 2. Service bleeding procedures of the hydraulic unit 3. Interpreting vehicle warning lamps 4. Brake by wire systems 4. Summarize hybrid vehicle cooling systems <ol style="list-style-type: none"> 1. Inverter cooling 2. Perform basic inverter coolant inspection and service 3. Proper use of scan tool for complete bleeding 4. Integrated radiators 5. Maintenance of coolant heat storage tanks 5. Formulate hybrid vehicle storage methods <ol style="list-style-type: none"> 1. Consumer level basics 2. Navigating the owners manual 3. Considerations for long term storage such as fuse removal 4. Jump starting a hybrid electric vehicle 5. Charging the high voltage battery 6. Appraise vehicle lubricants and maintenance <ol style="list-style-type: none"> 1. Servicing the engine oil 2. Determining the correct oil viscosity and quantity 3. Replacing the oil filter(s) 4. Servicing transmission fluid 7. Correlate electronic feature groups <ol style="list-style-type: none"> 1. Programming the Smart Key 2. Adding spare keys including valet 3. Vehicle theft alarm | <ol style="list-style-type: none"> 1. Nickel Metal Hydride NiMH 2. Lithium ion battery Li-ion 3. Battery pack design and servicing 5. Servicing regenerative hybrid braking systems <ol style="list-style-type: none"> 1. Inspection and renewal of friction materials 2. Service bleeding procedures of the hydraulic unit 3. Interpreting vehicle warning lamps 4. Brake by wire systems 4. Summarize hybrid vehicle cooling systems <ol style="list-style-type: none"> 1. Inverter cooling 2. Perform basic inverter coolant inspection and service 3. Proper use of scan tool for complete bleeding 4. Integrated radiators 5. Maintenance of coolant heat storage tanks 5. Formulate hybrid vehicle storage methods <ol style="list-style-type: none"> 1. Consumer level basics 2. Navigating the owners manual 3. Considerations for long term storage such as fuse removal 4. Jump starting a hybrid electric vehicle 5. Charging the high voltage battery 6. Appraise vehicle lubricants and maintenance <ol style="list-style-type: none"> 1. Servicing the engine oil 2. Determining the correct oil viscosity and quantity 3. Replacing the oil filter(s) 4. Servicing transmission fluid 7. Correlate electronic feature groups <ol style="list-style-type: none"> 1. Programming the Smart Key 2. Adding spare keys including valet 3. Vehicle theft alarm |
|---|---|

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
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	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
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Req/Adv

Changed	Questions	Current Version	Proposed Version
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	Prerequisite(s):	No Value	No Value
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	Corequisite(s):	No Value	No Value
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	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
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	Advisory(ies) - Other:	AUTO D360A and AUTO D360B	AUTO D360A and AUTO D360B
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	Limitation(s) on Enrollment:	No Value	No Value
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	Limitation(s) on Enrollment - Other:	No Value	No Value
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	Entrance Skills(s):	No Value	No Value
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	Entrance Skill(s) - Other:	No Value	No Value
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	General Course Statement(s):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
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	General Course Statement(s) - Other:	No Value	No Value
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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
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**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
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**ESL D272. and ESL
D273., or ESL D472.
and ESL D473., or
eligibility for EWRT
D001A or EWRT
D01AH or ESL D005.
If this is the
requisite for the
course, complete
the objective(s)
below. If this
requisite is being
removed, provide an
explanation as to
why.**

No Value

No Value

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

No Value

No Value

**Objective 2: Develop
analytical ideas and
topics for essays.**

No Value

No Value

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

No Value

No Value

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**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
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**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	C. 5. c. Interpreting vehicle warning lamps
	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

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
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H-Matrix Form

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

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	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
	<p>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.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>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.)</p>	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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/9/25</td> <td>Gabriela Nocito</td> <td>Basic Information</td> <td>-Required Modality</td> <td>Please indicate the course modality. None is selected.</td> <td>Y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	4/9/25	Gabriela Nocito	Basic Information	-Required Modality	Please indicate the course modality. None is selected.	Y
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4/9/25	Gabriela Nocito	Basic Information	-Required Modality	Please indicate the course modality. None is selected.	Y										
	Stage 9: Articulation Officer	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>04/16/2025</td> <td>Specifications</td> <td>Primary Texts</td> <td>Required</td> <td>There is nothing listed in the primary text section. The first thing listed in assignments is required reading from the text, so you would likely need a text listed, or to remove that from the list of assignments.</td> <td>Y</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	04/16/2025	Specifications	Primary Texts	Required	There is nothing listed in the primary text section. The first thing listed in assignments is required reading from the text, so you would likely need a text listed, or to remove that from the list of assignments.	Y
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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)	AUTO 360N	AUTO 360N
	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)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-mkct • Tech. change to program applicability appr. 3/19/24 (effect. 24).-mkct • CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-mkct • Tech. change to program applicability appr. 3/19/24 (effect. 24).-mkct • CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	AUTOD360N
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	Distance Education Approved	No
--	------------------------------------	----

	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	Mar 19, 2024 12:00:00 AM
--	---	--------------------------

	Time to Next Review	Sep 1, 2024 12:00:00 AM
--	----------------------------	-------------------------

	External Review Approval Date	Sep 1, 2019 12:00:00 AM
--	--------------------------------------	-------------------------

	Course Control Number	CCC000621439
--	------------------------------	--------------

Articulation

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

	Course Crosswalk CRS-NUMBER	
--	------------------------------------	--

EDACD430. : Vocational Interests and Aptitudes**General Information**

Faculty Initiator:	• Cathy Patel
Attachments:	Hybrid_EDAC_430_2026F.pdf
Course ID (CB01A and CB01B) :	EDACD430.
Short Course Title:	VOC INTERESTS AND APTITUDES
Course Title (CB02) :	Vocational Interests and Aptitudes
Department:	EDAC - Educational Access
Effective Term:	Fall 2026
TOP Code (CB03) :	(4930.31) Living Skills, Disabled
CIP Code:	(32.0199) Basic Skills and Developmental/Remedial Education, Other.
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2023
Course Description:	This course is specifically designed for students with verified intellectual disabilities. It includes the exploration of vocational interests, aptitudes, career choices, and life goals. It also includes the development of essential work-related attitudes, behaviors, interpersonal skills, work skills and addresses personal responsibility through individualized instruction and training to meet the skill level identified in the Student Educational Contract.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Community College Counselor of Students with Disabilities
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - COUNS FOR STDNT W/DISABILITIES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit stand-alone course. This course assists students in determining a career goal based on their vocational interests and aptitudes. This course provides reasonable and appropriate accommodations needed to be equal and effective for disabled student success.

Stand-Alone Statement

Stand-Alone Statement

This course is a stand-alone, non-degree applicable, non-transfer level course for students who need assistance in determining a career goal based on their interests and aptitudes. Its purpose is to support the intellectually disabled student to develop basic level vocational skills leading to future supported employment. The individualized nature of setting vocational SEC goals for each intellectually disabled student and the varying levels of learning, retention, education, and work experience. The course is designed for students with verified intellectual disabilities who would benefit from individualized guidance in basic vocational skills training.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is designated as an "approved special class" for students with disabilities.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

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

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

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

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	0
Laboratory	36
NA	0
Total	36

Course Out-of-Class Hours

Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Discussion and problem solving performed in class
In-class exploration of Internet sites
Quiz and examination review performed in class
Guest speakers
Collaborative learning and small group exercises
Other: Demonstration and modeling of task
Other: Classes may take place at the HOPE site
Field observation and field trips

Assignments

A. Group or individual presentations.

- B. Group or individual projects.
- C. Practice of basic academic skills.
- D. Completion of a product or task.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Presentations to be evaluated by a rubric for level of clarity and sensitivity to diversity.
- B. Projects to be evaluated by a rubric for level of self-expression and creativity.
- C. Short quizzes evaluated by a graded scale or rubric.
- D. Work skills evaluated by a rubric for level of proficiency.
- E. Final Project by a rubric for level of proficiency.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Author: Bolles, Richard and Carol Christen	Title: What Color is Your Parachute for Teens: Discovering Yourself, Defining Your Future.	Publisher: New York NY Random House	Date/Edition: 2015/3rd Edition	
Author: Farr, Michael	Title: Getting the Job You Really Want: A Step-By-Step Guide for Finding a Good Job in Less Time	Publisher: Indianapolis, IN Jist Works Publishing	Date/Edition: 2011/6th Edition	
Author: Tieger, D. Paul, Barron Barbara	Title: Do What You Are: Discover the Perfect Career For You Through the Secrets of Personality Type	Publisher: New York NY Little Brown Publishers	Date/Edition: 2014/5th Edition	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Identify areas of interest and aptitude.

Choose one or more vocational goals in support of interests and aptitudes.

Propose a plan stating work objectives in support of each identified goal.

Demonstrate the necessary job performance requirements to maintain a job including the incorporation of appropriate cultural, ethnic, language, disability, and/or gender issues.

Practice using flexible thinking and problem solving skills.

Demonstrate leadership and teamwork skills.

Demonstrate basic academic skills appropriate for the job.

CSLOs

Identify and develop aptitudes that can enhance work skills.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Identify areas of interest and aptitude.
 1. Assess interests and aptitudes.
 2. Discuss previous employment and activities.
 3. Identify additional types of employment or work skills to explore.
- B. Choose one or more vocational goals in support of interests and aptitudes.
 1. Identify areas of vocational interest.
 2. Identify aptitudes that support vocational goal.
 3. Determine a vocational goal.
 4. Identify support services and accommodations needed to meet objectives.
- C. Propose a plan stating work objectives in support of each identified goal.
 1. Choose interpersonal objectives.
 2. Choose work skills objectives.
 3. Compare personal goals to employer goals.
 4. Propose time management goals and objectives.
- D. Demonstrate the necessary job performance requirements to maintain a job including the incorporation of appropriate cultural, ethnic, language, disability, and/or gender issues.
 1. Practice daily work routine independently.
 2. Demonstrate ability to follow instructions.
 3. Demonstrate appropriate workplace behavior.
 4. Demonstrate sensitivity to diversity issues.
 5. Identify self-advocacy process.
 6. Develop communication strategies using different modalities.
- E. Practice using flexible thinking and problem solving skills.

1. Demonstrate the ability to share information by using verbal, non verbal, written or visual communication skills.
2. Demonstrate the ability to participate in brainstorming activities
3. Demonstrate collaborative problem solving.

F. Demonstrate leadership and teamwork skills.

1. Demonstrate leadership skills.
2. Develop ideas through group discussion.
3. Practice taking different roles on a team.

G. Demonstrate basic academic skills appropriate for the job.

1. Demonstrate level of reading needed for identified goals.
2. Demonstrate level of math needed for identified goals.
3. Demonstrate level of writing needed for identified goals.
4. Demonstrate level of computer literacy needed for identified tasks.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 05/02/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
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2/19/25	Gabriela Nocito	Basic Information - Proposal Details - Attachments	Required	Please attach the Course Hybrid Delivery Request form.	Y
3/17/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	For purposes of this form, the percentage of Online vs. Face-to-Face is more in line with an Online course. Please refer to the eLumen_DE_Hybrid_Jan2025_Guide.pdf for guidance on percentages. -	Y

Stage 9: Articulation Officer					
No Value					
Stage 10: De Anza General Education					
No Value					
Stage 13: Curriculum Committee					
No Value					

CO					
Sort ID (00 < 10; 0 < 100)					
No Value					
Course Status					
No Value					
Course Characteristics					
No Value					
Cross-Listed/Related Course Information					
No Value					
Cross-Listed/Related Course ID's					
No Value					
DL Approval Date (MM/DD/YYYY)					
No Value					
Hybrid Approval Date (MM/DD/YYYY)					
No Value					
Curriculum Office Notes					
<ul style="list-style-type: none"> • Changed 5-year revision to match credit course – ACE 					

EDACD433. : Professional Conduct

General Information

Faculty Initiator:	<ul style="list-style-type: none">Cathy Patel
Attachments:	Hybrid_EDAC_433_2026F.pdf
Course ID (CB01A and CB01B) :	EDACD433.
Short Course Title:	PROFESSIONAL CONDUCT
Course Title (CB02) :	Professional Conduct
Department:	EDAC - Educational Access
Effective Term:	Fall 2026
TOP Code (CB03) :	(4930.31) Living Skills, Disabled
CIP Code:	(32.0199) Basic Skills and Developmental/Remedial Education, Other.
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	The course is specifically designed for students with verified intellectual disabilities. Students will be able to develop an understanding of professional conduct necessary for success in varied employment settings. Students will learn how to communicate clearly and professionally in the context of a work environment and demonstrate individual and collaborative work habits with
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Community College Counselor of Students with Disabilities
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - DEVELOPMENTAL DISABILITIES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit stand-alone course that focuses on assisting students to understand and compare the various behaviors and conduct necessary in varied work environments. This course provides reasonable and appropriate accommodations needed to be equal and effective for disabled student success.

Stand-Alone Statement

Stand-Alone Statement

This is a stand-alone, non-degree applicable, non-transfer level course for students who need assistance in developing an understanding of professional conduct necessary for success in varied employment settings. Because of the individualized nature of setting vocational SEC goals for each intellectually disabled student and the varying levels of learning, retention, education, work experience, and any potentially disruptive behaviors that need to be addressed, this is a stand-alone class. Students will learn how to communicate clearly and professionally in the context of a work environment and demonstrate individual and collaborative work habits with respect for

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is designated as an "approved special class" for students with disabilities.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

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

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

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

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	0
Laboratory	36
NA	0
Total	36

Course Out-of-Class Hours

Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Discussion and problem solving performed in class
Quiz and examination review performed in class
Collaborative learning and small group exercises
Other: Demonstration and modeling of task.
Other: Classes may take place at the HOPE site.
Guest speakers
Field observation and field trips

Assignments

- A. Group or individual presentations.
- B. Group or individual projects.

- C. Practice of basic academic skills.
- D. Completion of a product or task.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Presentations to be evaluated by a rubric for level of clarity and sensitivity to diversity.
- B. Projects to be evaluated by a rubric for level of proficiency, self-expression, and/or creativity.
- C. Short quizzes evaluated by a graded scale or rubric.
- D. Work skills to be evaluated by a rubric for level of proficiency.
- E. Behavior and attitude evaluated by a rubric for compliance with professional expectations.
- F. Final project to be evaluated by a rubric for level of proficiency

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Author: Margolis, Sheila	Title: Building a Culture of Distinction: Participant Workbook for Defining Organizational Culture and Managing Change	Publisher: Atlanta, GA Workplace Culture Institute	Date/Edition: 2010	
Author: Stride June	Title: Attainment's Connections in the Workplace Social Skills Reader	Publisher: Verona, WI: Wolfpack Multimedia, Inc	Date/Edition: 2008	
Author: Roulstone, Allen, Lesley Child, Lorraine Gradwell, Jeni Price	Title: Thriving and Surviving at Work Disabled People's Employment Strategies	Publisher: Bristol, UK The Policy Press	Date/Edition: 2004 9th Edition	
Author: Havens, Jeff	Title: How to Get Fired! The New Employee's Guide to Perpetual Unemployment	Publisher: Illinois, IL Big Pow! Books	Date/Edition: 2010	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Demonstrate an understanding of employer expectations.

Demonstrate professional communication skills including the incorporation of appropriate cultural, ethnic, language, disability, and/or gender issues.

Demonstrate a positive attitude while performing work skills.

Demonstrate diplomacy while maintaining quality control.

Dramatize and practice conflict resolution procedures.

Practice using flexible thinking and problem solving skills.

Demonstrate collaboration and teamwork.

Demonstrate basic academic skills needed for appropriate work.

CSLOs

Identify and develop areas of vocational interest.

Expected SLO Performance: 0.0

Identify and develop aptitudes that can enhance work skills.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate an understanding of employer expectations.
 1. Summarize procedures and information received during orientation for a job.
 2. Summarize common workplace rules and regulations.
 - a. Summarize key points from Americans with Disabilities Act.
 - b. Identify questions allowed during an interview.
 - c. Identify what information to disclose and when.
 3. Identify daily work schedules and attendance requirements.
 4. Discuss issues related to respect for diversity and employee rights.
- B. Demonstrate professional communication skills including the incorporation of appropriate cultural, ethnic, language, disability, and/or gender issues.

1. Utilize language/communication that is acceptable with supervisors and coworkers.
 2. Emplly appropriate social interaction with supervisors and peers.
 3. Demonstrate appropriate non-verbal behavior in a variety of situations.
 4. Differentiate between behavior and language that is acceptable at home versus in the public/community versus at a site of employment.
 5. Discuss consequences of behavior and language in various situations.
 6. Demonstrate a sensitivity and respect for social and cultural diversity.
- C. Demonstrate a positive attitude while performing work skills.
1. Identify and demonstrate strategies to deal with frustrating or repetitive tasks.
 2. Identify and demonstrate strategies to deal with making a mistake.
 3. Identify and demonstrate strategies to deal with annoying co-workers.
 4. Demonstrate an ability to accept supervision and direction.
- D. Demonstrate diplomacy while maintaining quality control.
1. Identify and demonstrate tactful communication skills.
 2. Identify strategies and procedures for quality control.
 3. Demonstrate the ability to problem solve quality control issues.
- E. Dramatize and practice conflict resolution procedures.
1. Differentiate between when a problem should be solved independently versus asking for assistance.
 2. Identify the appropriate person to contact for conflict resolution.
 3. Utilize self-control techniques when frustrated and/or when assistance is needed.
 4. Propose a plan for self-advocacy.
- F. Practice using flexible thinking and problem solving skills.
1. Demonstrate the ability to share information by using verbal, non-verbal, written or visual communication skills.
 2. Demonstrate individual versus collaborative in-class activities.
- G. Demonstrate collaboration and teamwork.
1. Demonstrate leadership skills.
 2. Develop ideas through group problem solving.
 3. Take part in different roles on the team.
- H. Demonstrate basic academic skills needed for appropriate work.
1. Demonstrate level of reading needed for identified goals.
 2. Demonstrate level of math needed for identified goals.
 3. Demonstrate level of writing needed for identified goals.
 4. Demonstrate level of computer literacy needed for identified goals.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 05/02/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/4/2025	Learning Outcomes	CSLOs	Required	You must have at least one course level Student Learning Outcomes. Please remember it must begins with a Bloom's Taxonomy (https://www.deanza.edu/curriculum/guides/blooms.html) verb.	Y

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/19/25	Gabriela Nocito	Basic Information - Proposal Details - Attachments	Required	Please attach the Course Hybrid Delivery Request form.	Y
3/17/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	For purposes of this form, the percentage of Online vs. Face-to-Face is more in line with an Online course. Please refer to the eLumen_DE_Hybrid_Jan2025_Guide.pdf for guidance on percentages. -	Y

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

Course Outline of Record Report

04/23/2025

EDACD435. : Transition to Campus

General Information

Faculty Initiator:	• Cathy Patel
Attachments:	Hybrid_EDAC 435_2026F.pdf
Course ID (CB01A and CB01B) :	EDACD435.
Short Course Title:	TRANSITION TO CAMPUS
Course Title (CB02) :	Transition to Campus
Department:	EDAC - Educational Access
Effective Term:	Fall 2026
TOP Code (CB03) :	(4930.31) Living Skills, Disabled
CIP Code:	(32.0199) Basic Skills and Developmental/Remedial Education, Other.
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	Transition to Campus and life goals and explore the requirements, coursework, and strategies to obtain a certificate or degree. There will be individualized instruction and training to meet the skills identified in the Student Educational Contract.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Community College Counselor of Students with Disabilities
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - DEVELOPMENTAL DISABILITIES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone course that focuses on teaching students about college campus culture including appropriate behaviors and campus rules, necessary requirements for specific courses, and time management strategies. It provides reasonable and appropriate accommodations needed to be equal and effective for disabled student success.

Stand-Alone Statement

Stand-Alone Statement

This course is a stand-alone, non-degree applicable, non-transfer level course for students who need assistance in gaining an understanding of on-campus college culture and the expectations and rules for all students on a college campus. Students will learn how to access campus information and services and activities available to all students on the campus. They will learn that there is disciplinary action for disruptive student behavior on the college campus and where to go for help. Because of the individualized nature of setting vocational SEC goals for each intellectually disabled student and the varying levels of learning, retention, education, work experience, and any potentially disruptive behaviors that need to be addressed, this is a stand-alone class. The intended audience is designed for students with verified intellectual

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is designated as an "approved special class" for students with disabilities.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

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

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

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

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

Courses for Persons with Substantial Disabilities.

Course Classification Code (CB11)

Workforce Preparation Enhanced Funding.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	0
Laboratory	36
NA	0
Total	36

Course Out-of-Class Hours

Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Discussion and problem solving performed in class
In-class exploration of Internet sites
Quiz and examination review performed in class
Field observation and field trips
Guest speakers
Collaborative learning and small group exercises
Demonstration and modeling of task
Classes may take place at the HOPE site

Assignments

A. Group or individual presentations.

- B. Group or individual projects.
- C. Worksheets to be completed in class.
- D. Practice of basic academic skills.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Presentations to be evaluated by a rubric for level of clarity and sensitivity to diversity.
- B. Projects to be evaluated by a rubric for level of proficiency, self-expression, and/or creativity.
- C. Short quizzes evaluated by a graded scale or rubric.
- D. Completion of worksheets.
- E. Behavior and attitude evaluated by a rubric for appropriate conduct in a college classroom.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Author: Getzel, Elizabeth Evans, and Paul Wehman	Title: Going to College Expanding Opportunities for People with Disabilities	Publisher: Baltimore MD: Brookes Pub.	Date/Edition: 2005	
Author: Grandin, Temple and Kate Duffy	Title: Developing Talents Careers for Individuals with Asperger Syndrome and High Functioning Autism	Publisher: Shawnee Mission KS: Autism Asperger Pub. Co.	Date/Edition: 2004	
Author: Shaw, Stan F., Joseph W. Madaus, and Lyman L. Dukes	Title: Preparing Students with Disabilities for College Success	Publisher: Baltimore, MD: Brookes, Pub.	Date/Edition: 2009	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Identify vocational interests congruent with individual skills and abilities.

Determine types of courses/programs needed to support vocational goals.

Determine colleges and programs available that support vocational goals.

Discuss campus support services.

Discuss campus life.

Demonstrate appropriate behavior for a college campus including the incorporation of appropriate cultural, ethnic, language, disability, and/or gender issues.

Demonstrate a respect for social and cultural diversity on campus and in the community.

Demonstrate awareness of campus and community safety.

Discuss and demonstrate strategies for maintaining physical and mental health.

Practice using flexible thinking and problem solving skills.

Demonstrate collaboration and teamwork.

Demonstrate basic academic skills needed for appropriate tasks.

CSLOs

Identify and develop aptitudes that can enhance work skills.

Expected SLO Performance: 0.0

Identify and develop areas of vocational interest.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Identify vocational interests congruent with individual skills and abilities.
 - 1. Complete vocational interest inventory.
 - 2. Complete basic academic skills assessment.
 - 3. Determine if any academic accommodations are needed.
- B. Determine types of courses/programs needed to support vocational goals.
 - 1. Compare certificates versus A.A./A.S.
 - a. Certificate of Completion
 - b. Certificate of Achievement
 - c. Certificate of Proficiency
 - 2. Compare units required for B.A./B.S versus M.A./M.S versus M.D./Ph.D.
- C. Determine colleges and programs available that support vocational goals.
 - 1. Identify colleges and programs within commuting distance from student's home.
 - 2. Identify colleges and programs providing dormitory or other living accommodations for people with disabilities.
- D. Discuss campus support services.
 - 1. Define role of academic counseling and tutorial services.
 - 2. Determine support available through Disabled Student Services.
 - 3. Determine eligibility for Financial Aid.
 - 4. Discuss services available through Health Office, medical insurance.
 - 5. Demonstrate ability to access information: library, bookstore, and related services.
 - 6. Determine accommodations and assistive technology that is available.
 - a. Note taking.
 - b. Text to speech technology.
 - c. Test accommodations.
 - d. Sign-Language interpreters and captioning services.
 - e. Braille and low vision devices.
 - f. Mobility assistance and architectural barriers.
- E. Discuss campus life.
 - 1. Describe the function of Student Body Government.
 - 2. Identify clubs and service organizations that are of interest to the student.
 - 3. Discuss the protocol of campus dances, concerts, and other events.
 - 4. Determine the types of performing and visual arts available on a typical campus.
 - 5. Determine the types of sports available on a typical campus.
 - 6. Discuss the purpose and resources found in the student newspaper, student handbook, and other publications.
 - 7. Identify the types of exhibits available on campus: planetarium, historical, artistic, scientific.
- F. Demonstrate appropriate behavior for a college campus including the incorporation of appropriate cultural, ethnic, language, disability, and/or gender issues.
 - 1. Determine when and where cell phone use is acceptable.
 - 2. Determine when and where it is acceptable to eat food.
 - 3. Determine when and where it is acceptable to smoke.
 - 4. Determine when and how it is appropriate to talk during class.
 - a. Effective listening.
 - b. Taking turns in a discussion.
 - c. Staying focused upon topic.
 - d. Respect for differing opinions.
 - e. Non-verbal communication.
 - 5. Determine when and how it is appropriate to talk outside of class with faculty and staff.
 - 6. Determine when and how it is appropriate to talk outside of class with students.
- G. Demonstrate a respect for social and cultural diversity on campus and in the community.
 - 1. Define harassment and discrimination.
 - 2. Discuss formal and informal procedures to resolve complaints.
 - 3. Identify how to obtain help in an emergency.
 - 4. Role of Office for Civil Rights in providing equal access to education: www2.ed.gov/about/offices/list/ocr
- H. Demonstrate awareness of campus and community safety.
 - 1. Compare appropriate interaction with strangers, friends, and college staff.
 - 2. Identify strategies to protect personal identification information: phone, internet, face to face.
 - 3. Discuss internet safety: chat rooms, email, websites.
 - 4. Identify campus police and ways to report problems or obtain help.
- I. Discuss and demonstrate strategies for maintaining physical and mental health.
 - 1. Identify physical conditioning and sports programs on and off campus.

2. Determine healthy food options available on campus or from home.
 3. Identify mental health counseling services and programs available on and off campus.
 4. Demonstrate techniques to deal with stress, anxiety, and concentration.
 5. Develop a time management strategy for completing coursework.
 6. Develop a time management strategy to balance work, school, and home.
- J. Practice using flexible thinking and problem solving skills.
1. Employ creative expression techniques for communication.
 2. Demonstrate nonverbal communication.
 3. Demonstrate individual versus collaborative in-class activities.
- K. Demonstrate collaboration and teamwork.
1. Demonstrate leadership skills.
 2. Develop ideas through group problem solving.
 3. Take part in different roles on the team.
- L. Demonstrate basic academic skills needed for appropriate tasks.
1. Demonstrate level of reading needed for identified goals.
 2. Demonstrate level of math needed for identified goals.
 3. Demonstrate level of writing needed for identified goals.
 4. Demonstrate level of computer literacy needed for identified goals.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 4/23/25)

Req/Adv**Prerequisite(s):**

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/4/2025	Learning Outcomes	CSLOs	Required	You must have at least one course level Student Learning Outcomes. Please remember it must begins with a Bloom's Taxonomy (https://www.deanza.edu/curriculum/guides/blooms.html) verb.	Y

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/19/25	Gabriela Nocito	Basic Information - Proposal Details - Attachments	Required	Please attach the Course Hybrid Delivery Request form.	Y
3/17/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	For purposes of this form, the percentage of Online vs. Face-to-Face is more in line with an Online course. Please refer to the eLumen_DE_Hybrid_Jan2025_Guide.pdf for guidance on percentages. -	Y

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- 5-year revision year edited to match credit course -mc

Course Outline of Record Report

04/23/2025

EDACD435Z : Transition to Campus

General Information

Faculty Initiator:	• Cathy Patel
Attachments:	Hybrid_EDAC 435Z_2026F.pdf
Course ID (CB01A and CB01B) :	EDACD435Z
Short Course Title:	TRANSITION TO CAMPUS
Course Title (CB02) :	Transition to Campus
Department:	EDAC - Educational Access
Effective Term:	Fall 2026
TOP Code (CB03) :	(4930.31) Living Skills, Disabled
CIP Code:	(32.0199) Basic Skills and Developmental/Remedial Education, Other.
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course is specifically designed for students with verified intellectual disabilities. This course focuses on campus culture and the expectations and rules for all students on a college campus. Students will learn how to access campus information and services. This course represents the core competencies of personal responsibility with an emphasis on respect for diversity. Students will explore the steps necessary to meet career choices
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Community College Counselor of Students with Disabilities
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - DEVELOPMENTAL DISABILITIES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone course that focuses on teaching students about college campus culture including appropriate behaviors and campus rules, necessary requirements for specific courses, and time management strategies. It provides reasonable and appropriate accommodations needed to be equal and effective for disabled student success.

Stand-Alone Statement

Stand-Alone Statement

This course is a stand-alone, non-degree applicable, non-transfer level course for students who need assistance in gaining an understanding of on-campus college culture and the expectations and rules for all students on a college campus. Students will learn how to access campus information and services and activities available to all students on the campus. They will learn that there is disciplinary action for disruptive student behavior on the college campus and where to go for help. Because of the individualized nature of setting vocational SEC goals for each intellectually disabled student and the varying levels of learning, retention, education, work experience, and any potentially disruptive behaviors that need to be addressed, this is a stand-alone class. The intended audience is designed for students with verified intellectual disabilities who would benefit from individualized guidance in basic vocational skills training. While it does not fit into a specific certificate or degree, this course contributes to students learning how to access services on the college campus and the rules and behaviors expected of every student on campus.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Repeat Limit

99

Course Support Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is designated as an "approved special class" for students with disabilities.

Course Prior To College Level

Not applicable.

Grade Options

- Letter Grade
- Pass/No Pass

Repeatability Statement

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

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	360
Total Course Out-of-Class Hours	0
Total Student Learning Hours	360

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

Courses for Persons with Substantial Disabilities.

Course Classification Code (CB11)

Workforce Preparation Enhanced Funding.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	30	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	360
NA	0
Total	360
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Discussion and problem solving performed in class
In-class exploration of Internet sites
Quiz and examination review performed in class
Field observation and field trips
Guest speakers
Collaborative learning and small group exercises
Demonstration and modeling of task
Classes may take place at the HOPE site

Assignments

A. Group or individual presentations.

- B. Group or individual projects.
- C. Worksheets to be completed in class.
- D. Practice of basic academic skills.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Presentations to be evaluated by a rubric for level of clarity and sensitivity to diversity.
- B. Projects to be evaluated by a rubric for level of proficiency, self-expression, and/or creativity.
- C. Short quizzes evaluated by a graded scale or rubric.
- D. Completion of worksheets.
- E. Behavior and attitude evaluated by a rubric for appropriate conduct in a college classroom.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Author: Getzel, Elizabeth Evans, and Paul Wehman	Title: Going to College Expanding Opportunities for People with Disabilities	Publisher: Baltimore MD: Brookes Pub.	Date/Edition: 2005	
Author: Grandin, Temple and Kate Duffy	Title: Developing Talents Careers for Individuals with Asperger Syndrome and High Functioning Autism	Publisher: Shawnee Mission KS: Autism Asperger Pub. Co.	Date/Edition: 2004	
Author: Shaw, Stan F., Joseph W. Madaus, and Lyman L. Dukes	Title: Preparing Students with Disabilities for College Success	Publisher: Baltimore, MD: Brookes, Pub.	Date/Edition: 2009	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Identify vocational interests congruent with individual skills and abilities.

Determine types of courses/programs needed to support vocational goals.

Determine colleges and programs available that support vocational goals.

Discuss campus support services.

Discuss campus life.

Demonstrate appropriate behavior for a college campus including the incorporation of appropriate cultural, ethnic, language, disability, and/or gender issues.

Demonstrate a respect for social and cultural diversity on campus and in the community.

Demonstrate awareness of campus and community safety.

Discuss and demonstrate strategies for maintaining physical and mental health.

Practice using flexible thinking and problem solving skills.

Demonstrate collaboration and teamwork.

Demonstrate basic academic skills needed for appropriate tasks.

CSLOs

Identify and develop areas of vocational interest.

Expected SLO Performance: 0.0

Identify and develop aptitudes that can enhance work skills.

Expected SLO Performance: 0.0

Outline

Course Outline

1. Identify vocational interests congruent with individual skills and abilities.
 - A. Complete vocational interest inventory.
 - B. Complete basic academic skills assessment.
 - C. Determine if any academic accommodations are needed.
2. Determine types of courses/programs needed to support vocational goals.
 1. Compare certificates versus A.A./A.S.
 - a. Certificate of Completion
 - b. Certificate of Achievement
 - c. Certificate of Proficiency
 2. Compare units required for B.A./B.S versus M.A./M.S versus M.D./Ph.D.
3. Determine colleges and programs available that support vocational goals.
 1. Identify colleges and programs within commuting distance from the student's home.
 2. Identify colleges and programs providing dormitory or other living accommodations for people with disabilities.
4. Discuss campus support services.
 1. Define role of academic counseling and tutorial services.
 2. Determine support available through Disabled Student Services.
 3. Determine eligibility for Financial Aid.
 4. Discuss services available through Health Office, medical insurance.
 5. Demonstrate ability to access information: library, bookstore, and related services.
 6. Determine accommodations and assistive technology that is available.
 - a. Note taking.
 - b. Text to speech technology.
 - c. Test accommodations.
 - d. Sign-Language interpreters and captioning services.
 - e. Braille and low vision devices.
 - f. Mobility assistance and architectural barriers.
5. Discuss campus life.
 1. Describe the function of Student Body Government.
 2. Identify clubs and service organizations that are of interest to the student.
 3. Discuss the protocol of campus dances, concerts, and other events.
 4. Determine the types of performing and visual arts available on a typical campus.
 5. Determine the types of sports available on a typical campus.
 6. Discuss the purpose and resources found in the student newspaper, student handbook, and other publications.
 7. Identify the types of exhibits available on campus: planetarium, historical, artistic, and scientific.
6. Demonstrate appropriate behavior for a college campus, including the incorporation of appropriate cultural, ethnic, language, disability, and/or gender issues.
 1. Determine when and where cell phone use is acceptable.
 2. Determine when and where it is acceptable to eat food.
 3. Determine when and where it is acceptable to smoke.
 4. Determine when and how it is appropriate to talk during class.
 - a. Effective listening.
 - b. Taking turns in a discussion.
 - c. Staying focused on the topic.
 - d. Respect for differing opinions.
 - e. Non-verbal communication.
 5. Determine when and how it is appropriate to talk outside of class with faculty and staff.
 6. Determine when and how it is appropriate to talk outside of class with students.
7. Demonstrate a respect for social and cultural diversity on campus and in the community.
 1. Define harassment and discrimination.
 2. Discuss formal and informal procedures to resolve complaints.
 3. Identify how to obtain help in an emergency.
 4. Role of Office for Civil Rights in providing equal access to education: www2.ed.gov/about/offices/list/ocr
8. Demonstrate awareness of campus and community safety.
 1. Compare appropriate interaction with strangers, friends, and college staff.
 2. Identify strategies to protect personal identification information: phone, internet, face to face.
 3. Discuss internet safety: chat rooms, email, websites.
 4. Identify campus police and ways to report problems or obtain help.
9. Discuss and demonstrate strategies for maintaining physical and mental health.
 1. Identify physical conditioning and sports programs on and off campus.

2. Determine healthy food options available on campus or from home.
 3. Identify mental health counseling services and programs available on and off campus.
 4. Demonstrate techniques to deal with stress, anxiety, and concentration.
 5. Develop a time management strategy for completing coursework.
 6. Develop a time management strategy to balance work, school, and home.
10. Practice using flexible thinking and problem solving skills.
 1. Employ creative expression techniques for communication.
 2. Demonstrate nonverbal communication.
 3. Demonstrate individual versus collaborative in-class activities.
 11. Demonstrate collaboration and teamwork.
 1. Demonstrate leadership skills.
 2. Develop ideas through group problem solving.
 3. Take part in different roles on the team.
 12. Demonstrate basic academic skills needed for appropriate tasks.
 1. Demonstrate the level of reading needed for identified goals.
 2. Demonstrate the level of math needed for identified goals.
 3. Demonstrate the level of writing needed for identified goals.
 4. Demonstrate level of computer literacy needed for identified goals.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lab Hrs: 30
- Load: 0
- Seat Ct: 0
- (mkct 4/23/25)

Req/Adv**Prerequisite(s):**

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/4/2025	Learning Outcomes	CSLOs	Required	You must have at least one course level Student Learning Outcomes. Please remember it must begins with a Bloom's Taxonomy (https://www.deanza.edu/curriculum/guides/blooms.html) verb.	Y

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/19/25	Gabriela Nocito	Basic Information - Proposal Details - Attachments	Required	Please attach the Course Hybrid Delivery Request form.	Y
3/17/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	For purposes of this form, the percentage of Online vs. Face-to-Face is more in line with an Online course. Please refer to the eLumen_DE_Hybrid_Jan2025_Guide.pdf for guidance on percentages.	Y

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- 5-year revision year changed to match credit course -mc

ENGRD011. : Programming and Problem-Solving in MATLAB**General Information**

Faculty Initiator:	<ul style="list-style-type: none"> • Saied Rafati • Deming, Chris • Yarahmadi, Fatemeh
Attachments:	ReqAdv_G_ENGR_11_2026F_1.pdf UC_Lower_ENGR_11_2026F.pdf UC_ENGR_11_2026F.pdf
Course ID (CB01A and CB01B) :	ENGRD011.
Short Course Title:	No value
Course Title (CB02) :	Programming and Problem-Solving in MATLAB
Department:	ENGR - Engineering
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course utilizes the MATLAB environment to provide students with a working knowledge of computer-based problems-solving methods relevant to science and engineering. It introduces the fundamentals of procedural and object orientated programming, numerical analysis and data structures. Examples and assignment in the course are and drawn from practical applications in engineering, physics, mathematics.
Course Type (CB27) :	<ul style="list-style-type: none"> • Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> • In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> • Engineering
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> • FHDA FSA - ENGINEERING

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a transfer course for the engineering major at both CSU and UC and belongs on the Liberal Arts AA degree. This course provide students with a working knowledge of computer-based problem-solving methods relevant to science and engineering.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

Yes

Foothill Faculty Consultation Name

No Value

Foothill Course ID

ENGR 11

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

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

ENGIN 7 UC Berkeley. This is a required course for Bioengineering, aerospace and mechanical engineering.

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

Yes

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

ENGIN 7 UC Berkeley. Aerospace Engineering

Units and Hours

Summary

Minimum Credit Units	5
Maximum Credit Units	5
Total Course In-Class (Contact) Hours	84
Total Course Out-of-Class Hours	96
Total Student Learning Hours	180

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	48
Laboratory	36
NA	0
Total	84

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Method of Instruction (Lecture)

Lecture and visual aids

Discussion of assigned reading

Quiz

Homework

Discussion and problem solving preformed in class

Collaborative learning and small group discussion.

Method of Instruction (Lab)

Use MATLAB tools to for coding practices and activities

Assignments

- A. Required reading in the textbook
- B. Computer simulation of assigned problems
- C. Lecture quizzes
- D. End of quarter Final exam
- E. Weekly lab assignment
- F. Lab quizzes

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Assigned problems are graded based on rubric
- B. Periodic quizzes will be used to test the comprehension of topic covered during the lecture and in the assigned reading. Evaluated based on rubric.
- C. Examinations based on accuracy
- D. Final examination
- E. Laboratory assignment are graded based on rubric
- F. Laboratory quizzes are graded based on accuracy

Essential Student Materials/Essential College Facilities

Essential Students Materials

- None

Essential College Facilities

- A room equipped with sufficient number of computers
- A CAD (MATLAB) package software

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
William J. Palm III	Matlab for Engineering applications	McGraw Hill	2024/5th	978-1-264-14404-4

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Identify and apply basic programming syntax in computational contexts.

Explain the concepts of modeling, computer representation of numbers, and error analysis.

Solve nonlinear equations using numerical methods for roots of equations.

Apply numerical techniques to solve systems of linear algebraic equations.

Implement sorting algorithms in computational procedures.

Perform curve fitting using regression and interpolation methods.

Compute numerical derivatives and integrals using appropriate techniques.

Analyze ordinary differential equations using numerical solutions.

Explore optimization techniques and their computational applications (optional).

Generate and apply random numbers in computational simulations.

CSLOs

Write programs using MATLAB to implement problem solving algorithms.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Identify and apply basic programming syntax in computational contexts.
 1. Overview of computer systems and the MATLAB environment
 2. Floating point formats
 3. Variables, expressions, and order of operation
 4. Elementary functions
 5. Pseudo-code, flowcharts, and documentation
 6. Formatted input and output
 7. Selection programming structures (IF , ELSE)
 8. Repetition programming structures (FOR, WHILE)
 9. User-defined functions
- B. Explain the concepts of modeling, computer representation of numbers, and error analysis
 1. Mathematical modeling and engineering problem solving
 2. Programming and software
 3. Precision and accuracy
 - a. Approximations and round-off errors
 - b. Absolute and relative error
 - c. Truncation errors
 - d. Significant digits
- C. Solve nonlinear equations using numerical methods for roots of equations

1. Bisection methods
 - a. Bracketing a root
 - b. Accuracy and speed
 2. Fixed-point theorem
 - a. Fixed point of a function
 - b. Geometry of a fixed point iteration
 - c. Linear convergence and stopping criteria
 3. Newton's Method
 - a. Linear and quadratic convergence
 - b. Error analysis
 4. Plotting
- D. Apply numerical techniques to solve systems of linear algebraic equations
1. Matrix algebra
 - a. Add, subtract, multiply, inverse
 - b. Determinants and properties of matrices
 2. Gaussian elimination
 - a. Operation count
 - b. Pivoting strategies and numerical stability
 3. LU decomposition and matrix inversion
 - a. Matrix form of Gaussian elimination
 - b. Back substitution
 - c. Complexity
- E. Implement sorting algorithms in computational procedures
1. Bubble sort
 2. Straight Insertion and Shell's Method
 3. Quicksort and heapsort
- F. Perform curve fitting using regression and interpolation methods
1. Least-squares regression
 - a. Inconsistent system
 - b. Fitting models to data
 - c. Conditioning of least square
 2. Cubic spline interpolation
 - a. Properties of splines
 - b. End point conditions
 3. Taylor polynomials
 - a. Error analysis
 - b. Convergence and truncation errors
 4. Fast Fourier transform
 - a. Orthogonality and interpolation
 - b. Least square fitting with trigonometric functions
 5. Error analysis
 6. Plotting
- G. Compute numerical derivatives and integrals using appropriate techniques
1. Differentiation
 - a. Forward divided-difference formulae
 - b. Centered divided-difference formulae
 - c. Backward divided-difference formulae
 2. Integration
 - a. Newton-Cotes integration formulas
 - b. Trapezoidal rule
 - c. Simpson's rule
 3. Error analysis
- H. Analyze ordinary differential equations using numerical solutions
1. Theory of initial-value problems
 - a. Euler's Method
 - b. Runge-Kutta Methods
 - c. Stability region
 2. Theory of boundary-value problems
 - a. Linear Shooting Methods
 - b. Finite Difference Method
 3. Higher Order ODE
 - a. Solve as system
 - b. Applications in engineering
 4. Error analysis

- I. Explore optimization techniques and their computational applications (optional)
 - 1. Linear programming
 - 2. Simplex Method
 - 3. Duality Method
- J. Generate and apply random numbers in computational simulations
 - 1. Random digits and random numbers
 - 2. Pseudorandom numbers
 - 3. Monte Carlos Method
 - 4. Brownian motion
 - 5. Applications of random walks

Lab Outline

- A. Finding Roots of Equations, Linear Programming (Optimization)
 - 1. Designing an algorithm to find roots
 - 2. Implementing the plan using MATLAB
 - 3. Including comments in the program
 - 4. Checking for reasonableness
 - 5. Debugging the program
- B. Solving Linear Algebraic Equations
 - 1. Designing an algorithm to solve linear algebraic equations
 - 2. Implementing the plan using MATLAB
 - 3. Including comments in the program
 - 4. Checking for reasonableness
 - 5. Debugging the program
- C. Curve Fitting
 - 1. Designing an algorithm for curve fitting
 - 2. Implementing the plan using MATLAB
 - 3. Including comments in the program
 - 4. Checking for reasonableness
 - 5. Debugging the program
- D. Numerical Integration and Differentiation
 - 1. Designing an algorithm for integration and differentiation
 - 2. Implementing the plan using MATLAB
 - 3. Including comments in the program
 - 4. Checking for reasonableness
 - 5. Debugging the program
- E. Solving Ordinary Differential Equations
 - 1. Designing an algorithm for solving ordinary differential equations
 - 2. Implementing the plan using MATLAB
 - 3. Including comments in the program
 - 4. Checking for reasonableness
 - 5. Debugging the program

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 5
- Lec Hrs: 4
- Lec Load: .089
- Lab Hrs: 3
- Lab Load: .067
- Total Load: .156
- Seat Ct: 35
- (mkct 4/16/25)

Req/Adv

Prerequisite(s):

MATH D001B or MATH D01BH

Corequisite(s):

No Value

Advisory(ies):

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

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

Outline A. Basics of programing syntaxes 5. Pseudo-code, flowcharts, and documentation 6. Formatted input and output

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

Outline A. Basics of programing syntaxes 7. Selection programming structures (IF, ELSE) 8. Repetition programming structures (FOR, WHILE) 9. User-defined functions

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

No Value

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

No Value

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

Outline B. Modeling, Computers, and Error Analysis 1. Mathematical modeling and engineering problem solving 3. Precision and accuracy a. Approximations and round-off errors b. Absolute and relative error c. Truncation errors d. Significant digits

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/11/25	Matrix B		Required	Clarify how the elements listed correspond to the objectives. Example: What does plotting roots of an equation or plotting a Y curve have to do with English grammar?	

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
03/27/2025	Learning Outcomes	Course Objectives	Required	Course Objectives must start with a Bloom's taxonomy verb https://www.deanza.edu/curriculum/guides/blooms.html This appears to be a list of topics, not objectives	Y
	Outline	Course outline	Required	Course Objectives must start with a Bloom's taxonomy verb https://www.deanza.edu/curriculum/guides/blooms.html This appears to be a list of topics, not objectives	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/15/2025	Req/Adv	Prerequisites	Suggestion	Can we include MATH 1BH?	
04/15/2025	Outline	Course Outline	Suggestion	Section F, part 3 (Taylor Polynomials), there's a typo for truncation errors. I wouldn't normally send back a typo, but since I'm already sending back for prereqs, I figured I'd include it	Y

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College
Change Report

04/17/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 10: De Anza General Education
CO	Hybrid Approval Date (MM/DD/YYYY)

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Alicia De Toro • McCluskey, Joshua
	Course ID (CB01A and CB01B)	ESCID001L	ESCID001L
	Course Control Number	CCC000310913	CCC000310913
	Course Title (CB02)	Environmental Science Laboratory	Environmental Science Laboratory

Changed	Field	Current Version	Proposed Version
	Short Course Title	ENVIRON SCIENCE LAB	ENVIRON SCIENCE LAB
	TOP Code (CB03)	0301.00	0301.00 Environmental Science
	CIP Code	Environmental Science	03.0104 Environmental Science
	Department	ESCI - Environmental Science	ESCI - Environmental Science
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	An introduction to environmental science as a branch of the sciences including the scientific method and its relation to the scientific field in a laboratory and field setting. Applications of scientific, environmental, ecological and sustainability principles as they relate to human societies will be explored.	An <u>This course provides an</u> introduction to environmental science as a branch of the sciences including sciences, <u>encompassing</u> the scientific method and its relation to the scientific field in a <u>application within both</u> laboratory and field setting. Applications- <u>settings.</u> <u>It examines the application</u> of scientific, environmental, ecological-ecological, and sustainability principles as they relate in relation <u>to human societies will be explored-</u> <u>societies.</u>
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Biological Sciences
!	Discipline 2	No value	<ul style="list-style-type: none"> Ecology
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and Cal-GETC and provides students with an introductory general education lab science with a focus on environmental science and ecological literacy skills and applying these concepts in a field setting. It is UC and CSU transferable. This course belongs on the Environmental Resource Management and Pollution Prevention degree program.	This course meets a general education requirement for De Anza and Cal-GETC and provides students with an introductory general education lab science with a focus on environmental science and ecological literacy skills and applying these concepts in a field setting. It is UC and CSU transferable. This course belongs on the Environmental Resource Management and Pollution Prevention degree program.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No	No
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No	No
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Cross-listed Course

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

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

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

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

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

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

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

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

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

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

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

Associated Program	Community Impact (In Development)
Award Type	Certificate of Achievement (COA)

Associated Program	Community Impact (In Development)
Award Type	Certificate of Achievement (COA)

Associated Program	Environmental Resource Management and Pollution Prevention
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Environmental Resource Management and Pollution Prevention
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Environmental Resource Management and Pollution Prevention (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Environmental Resource Management and Pollution Prevention (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	IGETC

Associated Program	IGETC

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

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
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GE Information

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA5C - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA5C - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G5X - Approved.
-	This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G5X - Approved.
-	This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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Lecture Hours - In Class 0

0

Lecture Hours - Out of Class 0

0

Laboratory Hours - In Class 3

3

Laboratory Hours - Out of Class 0

0

NA Hours - In Class 0

0

NA Hours - Out of Class 0

0

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
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	Total Credit Units - Minimum Credit Units	1	1
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	Total Credit Units - Maximum Credit Units	1	1
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Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
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	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
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	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
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	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
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	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
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	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications



Methods of Instruction

Methods of Instruction

Methods of Instruction Discussion of assigned reading
 Discussion and problem solving performed in class
 Field observation and field trips
 Guest speakers
 Collaborative learning and small group exercises
 Collaborative projects
 Laboratory experience which involve students in formal exercises of data collection and analysis
 Laboratory discussion sessions and quizzes that evaluate the proceedings
 weekly laboratory exercises
 Laboratory experience which involve students in formal exercises of environmental survey techniques, data collection and analysis.

Methods of Instruction

Methods of Instruction

Methods of Instruction Discussion of assigned reading
 Discussion and problem solving performed in class
 Field observation and field trips
 Guest speakers
 Collaborative learning and small group exercises
 Collaborative projects
 Laboratory experience which involve students in formal exercises of data collection and analysis
 Laboratory discussion sessions and quizzes that evaluate the proceedings
 weekly laboratory exercises
 Laboratory experience which involve students in formal exercises of environmental survey techniques, data collection and analysis.

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

- | Changed Field | Current Version | Proposed Version |
|--------------------|--|--|
| Assignments | <ol style="list-style-type: none">1. Reading from assigned text, news article, or research paper.2. Field assignments including; animal and plant surveys, environmental observations, environmental analysis through the use of environmental indicator techniques and modern tools, and analysis of soil, water, and air quality.3. Lab and field procedures including field data collection techniques and monitoring protocols.4. Final team project and presentation on an assigned topic, and reflection incorporating how the information gained in the course can help them participate in building a more sustainable society. | <ol style="list-style-type: none">1. Reading from assigned text, news article, or research paper.2. Field assignments including; animal and plant surveys, environmental observations, environmental analysis through the use of environmental indicator techniques and modern tools, and analysis of soil, water, and air quality.3. Lab and field procedures including field data collection techniques and monitoring protocols.4. Final team project and presentation on an assigned topic, and reflection incorporating how the information gained in the course can help them participate in building a more sustainable society. |



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Completion of reading and writing assignments including an assessment (quiz) process to evaluate student comprehension of concepts and principles 2. Evaluation of completed lab and field assignments based on student comprehension. 3. Assessment (quiz) on lab and field procedures including field data collection techniques and monitoring protocols evaluated for correctness. 4. Final team project/presentation evaluated on accuracy, student comprehension, and insight.

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> 1. Completion of reading and writing assignments including an assessment (quiz) process to evaluate student comprehension of concepts and principles 2. Evaluation of completed lab and field assignments based on student comprehension. 3. Assessment (quiz) on lab and field procedures including field data collection techniques and monitoring protocols evaluated for correctness. 4. Final team project/presentation evaluated on accuracy, student comprehension, and insight.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- Kirsch Center for Environmental Studies and surrounding Environmental Study Area gardens

Essential Student Materials:

- None

Essential College Facilities:

- Kirsch Center for Environmental Studies and surrounding Environmental Study Area gardens



Examples of Primary Texts and References

Title	No value
Author	Wright, R.T. and D.F. Boorse. Environmental Science: Toward A Sustainable Future. Pearson Education, Inc. 13th Edition. 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	McConnell, R.L., D.C. Abel. Environmental Issues and Case Studies: An Introduction to Sustainability. 4th Edition. Pearson Prentice Hall. 2013.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Living in the Environment
Author	G. Tyler Miller, Scott Spoolman
Publisher	Cengage
Date/Edition	2021 / 20th Edition
ISBN	9780357818541

Title	National Audubon Society Field Guide to California
Author	Peter Alden & Fred Heath
Publisher	Knopf
Date/Edition	1998, 1st
ISBN	978-0679446781

Title	Environmental Science
Author	G. Tyler Miller, Scott Spoolman, Danielle M. Andrews-Brown
Publisher	Cengage
Date/Edition	17th Edition, 2025
ISBN	978-0357976319

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List Withgott & Laposata, "Environmental: The Science Behind the Stories," 6th Edition. Pearson, 2018.

May include, but are not limited to No value

Reading List Miller & Spoolman, "Living in the Environment", 19th Edition. Cengage, 2017

May include, but are not limited to No value

Reading List Cunningham & Cunningham, "Principles of Environmental Science", 8th Edition. McGraw & Hill, 2017.

May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	<p>Course Objectives</p>	<ul style="list-style-type: none"> • Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. • Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena. • Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits. • Assess the methodology utilized by environmental professionals to apply environmental indicators to assess current trends. • Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions. 	<ul style="list-style-type: none"> • Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. • Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena. • Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits. • Assess the methodology utilized by environmental professionals to apply environmental indicators to assess current trends. • Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions.

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

Assess local open space areas such as major aquatic life zones (coastal wetlands, inland wetlands, and riparian) and terrestrial biomes (grasslands, forests, savannah and transitional areas (ecotones)) and the impacts on these systems by humans, such as human systems including sanitary landfills, sewage treatment facilities and others.

Expected SLO Performance 0.0

CSLOs

Assess local open space areas such as major aquatic life zones (coastal wetlands, inland wetlands, and riparian) and terrestrial biomes (grasslands, forests, savannah and transitional areas (ecotones)) and the impacts on these systems by humans, such as human systems including sanitary landfills, sewage treatment facilities and others.

Expected SLO Performance 0.0

Course Outline

Course Content

- | | | |
|---|---|---|
| <ol style="list-style-type: none"> 1. Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. <ol style="list-style-type: none"> 1. Hypothesize environmental impacts utilizing the scientific method, Environmental science laboratory and field protocols and guidelines. 2. Adaptation of health and safety in a laboratory/field class. 2. Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena. <ol style="list-style-type: none"> 1. Analyze environmental principles 2. Analyze ecological principles 3. Analyze principles and applications of sustainability. 3. Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits. <ol style="list-style-type: none"> 1. Compile watershed management techniques through the use of water testing, community assessment, and other data collecting strategies. 2. Compile air quality management techniques through the use of water testing, community assessment, and other data collecting strategies. 3. Compile land management techniques through the use of soil testing, understanding and application of landscape planning, superfund (CERCLA) remediation, community assessment, and other data collecting strategies. | <ol style="list-style-type: none"> 1. Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. <ol style="list-style-type: none"> 1. Hypothesize environmental impacts utilizing the scientific method, Environmental science laboratory and field protocols and guidelines. 2. Adaptation of health and safety in a laboratory/field class. 2. Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena. <ol style="list-style-type: none"> 1. Analyze environmental principles 2. Analyze ecological principles 3. Analyze principles and applications of sustainability. 3. Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits. <ol style="list-style-type: none"> 1. Compile watershed management techniques through the use of water testing, community assessment, and other data collecting strategies. 2. Compile air quality management techniques through the use of water testing, community assessment, and other data collecting strategies. 3. Compile land management techniques through the use of soil testing, understanding and application of landscape planning, superfund (CERCLA) remediation, community assessment, and other data collecting strategies. | <ol style="list-style-type: none"> 1. Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. <ol style="list-style-type: none"> 1. Hypothesize environmental impacts utilizing the scientific method, Environmental science laboratory and field protocols and guidelines. 2. Adaptation of health and safety in a laboratory/field class. 2. Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena. <ol style="list-style-type: none"> 1. Analyze environmental principles 2. Analyze ecological principles 3. Analyze principles and applications of sustainability. 3. Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits. <ol style="list-style-type: none"> 1. Compile watershed management techniques through the use of water testing, community assessment, and other data collecting strategies. 2. Compile air quality management techniques through the use of water testing, community assessment, and other data collecting strategies. 3. Compile land management techniques through the use of soil testing, understanding and application of landscape planning, superfund (CERCLA) remediation, community assessment, and other data collecting strategies. |
|---|---|---|

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

-
- | | |
|---|---|
| 4. Compile ecosystem conservation and management techniques through the use of ecological assessment, community assessment, and other data collecting strategies. | 4. Compile ecosystem conservation and management techniques through the use of ecological assessment, community assessment, and other data collecting strategies. |
| 4. Assess the methodology utilized by environmental professionals to apply environmental indicators to assess current trends. <ol style="list-style-type: none">1. Generate a fundamental understanding of Environmental Indicators assessment tools.2. Generate a fundamental understanding of risk assessment, including environmental health and safety.3. Generate a fundamental understanding of Environmental regulations. | 4. Assess the methodology utilized by environmental professionals to apply environmental indicators to assess current trends. <ol style="list-style-type: none">1. Generate a fundamental understanding of Environmental Indicators assessment tools.2. Generate a fundamental understanding of risk assessment, including environmental health and safety.3. Generate a fundamental understanding of Environmental regulations. |
| 5. Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions. <ol style="list-style-type: none">1. Develop a fundamental understanding of water collection, purification, distribution, and sewage treatment systems.2. Develop a fundamental understanding of air pollution.3. Develop a fundamental understanding of integrated waste management.4. Develop a fundamental understanding of land management and conservation strategies, including ecological restoration, focused protection of threatened and protected species, and importance of landscape connectivity.5. Develop a fundamental understanding of food | 5. Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions. <ol style="list-style-type: none">1. Develop a fundamental understanding of water collection, purification, distribution, and sewage treatment systems.2. Develop a fundamental understanding of air pollution.3. Develop a fundamental understanding of integrated waste management.4. Develop a fundamental understanding of land management and conservation strategies, including ecological restoration, focused protection of threatened and protected species, and importance of landscape connectivity.5. Develop a fundamental understanding of food |

Changed	Field	Current Version	Proposed Version
		systems including sustainable agriculture, organic, and conventional farming methods. 6. Develop a fundamental understanding of renewable versus non-renewable energy systems, and centralized and decentralized systems.	systems including sustainable agriculture, organic, and conventional farming methods. 6. Develop a fundamental understanding of renewable versus non-renewable energy systems, and centralized and decentralized systems.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ESCI D001. (may be taken concurrently)	ESCI D001. (may be taken concurrently)
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
❗	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Assignment A - Read and comprehend lab instructions, readings from text and scientific literature. Methods of Evaluation A. Complete reading and writing assignments including an assessment (quiz) process showing comprehension of concepts and principles. Outline D. Ability to assess methodology utilized by environmental professionals to address environmental concerns.
❗	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignment B - Complete field assignments examining the natural environment. Methods of Evaluation C - Assessments on field procedures including data collection techniques and monitoring protocols. Outline B - Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena.
❗	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignments A - Reading from assigned text, news article, or research paper. Methods of Evaluation D - Final team project/presentation evaluated on accuracy, student comprehension, and insight. Outline D - Ability to assess methodology utilized by environmental professionals to address environmental concerns. Outline E - Examine the interplay of stakeholders on environmental policy.
❗	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation C - Assessments on field procedures including data collection techniques and monitoring protocols. Methods of Evaluation D - Final team project/presentation evaluated on accuracy, student comprehension, and insight. Outline D - Ability to assess methodology utilized by environmental professionals to address environmental concerns.

Changed

Questions

Current Version

Proposed Version



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

No Value

Assignment D - Final team project/presentation on an assigned topic, and reflection incorporating information gained in the course. Methods of Evaluation D - Final team project/presentation evaluated on accuracy, student comprehension, and insight. Outline E - Examine the interplay of stakeholders on environmental policy. Outline C - Examine environmental assessment techniques, methods, and synthesis to predict possible environmental changes.

B-Matrix Form

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**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
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**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

Blank area for E-Matrix Form.

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</p>	No Value	No Value
	<p>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</p>	No Value	No Value
	<p>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</p>	No Value	No Value

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**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
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**If the requisite
does not fall
under an A-F
Matrix is being
removed,
provide an
explanation as
to why.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A. Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. Outline E - Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions.

Changed**Questions****Current Version****Proposed Version**

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

No Value

Oral: Methods of Evaluation D - Final team project/presentation evaluated on accuracy, student comprehension, and insight. Assignments A - Reading from assigned text, news article, or research paper. Assignments D - Final team project and presentation on an assigned topic, and reflection incorporating how the information gained in the course can help them participate in building a more sustainable society. Written: Methods of Evaluation A - Completion of reading and writing assignments including an assessment (quiz) process to evaluate student comprehension of concepts and principles. Methods of Evaluation C - Assessment (quiz) on lab and field procedures including field data collection techniques and monitoring protocols evaluated for correctness. Collaborative Exercise: Assignment B - Field assignments including animal and plant surveys, environmental observations, environmental analysis through the use of environmental indicator techniques and modern tools, and analysis of soil, water, and air quality. Methods of Evaluation B - Evaluation of completed lab and field assignments based on student comprehension. Methods of Evaluation C - Assessment (quiz) on lab and field procedures including field data collection techniques and monitoring protocols evaluated for correctness. Methods of Evaluation D - Final team project/presentation evaluated on accuracy, student comprehension, and insight.

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Assignment D - Final team project and presentation on an assigned topic, and reflection incorporating how the information gained in the course can help them participate in building a more sustainable society. Outline E - Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions. Outline C - Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits.</p>
!	<p>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.)</p>	No Value	<p>Assignments A - Reading from assigned text, news article, or research paper. Outline C - Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits.</p>
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Assignments A - Reading from assigned text, news article, or research paper. Outline A - Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. Outline E - Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions.</p>

Changed	Questions	Current Version	Proposed Version
!	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline B.1 - Analyze environmental principles Outline B.2 - Analyze ecological principles Outline B.3 - Analyze principles and applications of sustainability. Outline C - Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits. Outline D - Assess the methodology utilized by environmental professionals to apply environmental indicators to assess current trends.

Comments

Changed	Questions	Current Version	Proposed Version																								
	Stage 2: Department Chair	No Value	No Value																								
!	Stage 3: Division Curriculum Representative	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/25</td> <td>Basic course info</td> <td>Course description</td> <td>required</td> <td>please use complete sentences attach online</td> <td>Y</td> </tr> <tr> <td></td> <td></td> <td>Proposal details</td> <td>required</td> <td>delivery form and G-matrix for prerequisite</td> <td>Y</td> </tr> <tr> <td>3/27</td> <td>G-Matrix is required</td> <td></td> <td></td> <td></td> <td>Y</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	3/25	Basic course info	Course description	required	please use complete sentences attach online	Y			Proposal details	required	delivery form and G-matrix for prerequisite	Y	3/27	G-Matrix is required				Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed																						
3/25	Basic course info	Course description	required	please use complete sentences attach online	Y																						
		Proposal details	required	delivery form and G-matrix for prerequisite	Y																						
3/27	G-Matrix is required				Y																						
	Stage 4: Division Dean	No Value	No Value																								
	Stage 5: SLO Coordinator	No Value	No Value																								

Changed	Questions	Current Version	Proposed Version												
	Stage 7: Content Review Matrix Liaison	No Value	No Value												
	Stage 8: Dean of Online Learning	No Value	No Value												
	Stage 9: Articulation Officer	No Value	No Value												
!	Stage 10: De Anza General Education	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>4/15/25</td> <td></td> <td>De Anza Criteria GE 2 Form</td> <td>Required</td> <td>Add three separate pieces in Criteria 2: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</td> <td>Y</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	4/15/25		De Anza Criteria GE 2 Form	Required	Add three separate pieces in Criteria 2: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response										
4/15/25		De Anza Criteria GE 2 Form	Required	Add three separate pieces in Criteria 2: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Y										
	Stage 13: Curriculum Committee	No Value	No Value												

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ESCI 001L	ESCI 001L

Changed	Questions	Current Version	Proposed Version
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Confirmed removal of DL and Hybrid delivery 10/2/18.-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Confirmed removal of DL and Hybrid delivery 10/2/18.-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ESCID001L
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
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	Time to Next Review	Sep 1, 2024 12:00:00 AM
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	External Review Approval Date	Sep 1, 2019 12:00:00 AM
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	Course Control Number	CCC000310913
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
05/01/2025

Summary of Changes

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

Section	Changed field
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 8: Dean of Online Learning
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• eLumenData, eLumenData	• Maureen Miramontes
	Course ID (CB01A and CB01B)	HTECD093.	HTECD093.
	Course Control Number	CCC000574876	CCC000574876
	Course Title (CB02)	Pharmacology for Medical Assistants	Pharmacology for Medical Assistants
	Short Course Title	PHARMACOLOGY FOR MED ASSISTNTS	PHARMACOLOGY FOR MED ASSISTNTS
	TOP Code (CB03)	1208.00	1208.00 Medical Assisting
	CIP Code	Medical/Clinical Assistant	51.0801 Medical/Clinical Assistant
	Department	HTEC - Health Technologies	HTEC - Health Technologies
!	Effective Term	Fall 2021	Fall 2024 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	To learn drug legislation and standards, dosage calculation, drug preparations and information regarding drugs and how they affect various system of the body.	To learn- <u>This course provides an in-depth study of</u> drug legislation and standards, dosage calculation,- <u>calculations, and</u> drug preparations and- <u>preparations.</u> <u>Students will also learn essential</u> information regarding- about various drugs and how they affect various system <u>their effects on different systems</u> of the body- body.
!	Course Type (CB27)	No value	• Lower Division
	Mode of Delivery	• Online	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - HEALTH CARE SERVICES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable and part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Associate's Degree in Health Technologies. This course will educate students on the fundamentals of pharmacology and how to inspect information on drug labels.	This course is CSU transferable and part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Associate's Degree in Health Technologies. This course will educate students on the fundamentals of pharmacology and how to inspect information on drug labels.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

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

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

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

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	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	36	36
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

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 Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz review performed in class
Collaborative learning and small group discussions
Homework and Extended projects

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz review performed in class
Collaborative learning and small group discussions
Homework and Extended projects

Assignments

- 1. Reading:
 - 1. Required readings from the text as preparation for class discussion and application of concepts in written analysis
 - 2. Assignments from text and supplemental sources in preparation for class discussion
- 2. Writing:
 - 1. Homework from the student's study guide including key terminology assessment, evaluation of performance, and clinical thinking.
 - 2. Complete worksheets that include observations, results and critical analysis

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Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Written Assignments- Demonstrate critical thinking in regards to the discussions of case studies that reinforces the lecture and tracks the students comprehension of the material
2. Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention
3. Objective tests- Written examination designed to demonstrate students understanding of the course material presented in lecture
4. Comprehensive Final Examination- Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course

Methods of Evaluation

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Changed	Field	Current Version	Proposed Version																				
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • None. 	Essential Student Materials: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • None 																				
	Examples of Primary Texts and References	<table border="1"> <tr> <td>Title</td> <td>No value</td> </tr> <tr> <td>Author</td> <td>Watkins, Cynthia J. "Pharmacology Clear & Simple". Philadelphia, PA: F.A. Davis Co. 3rd Ed. 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	Watkins, Cynthia J. "Pharmacology Clear & Simple". Philadelphia, PA: F.A. Davis Co. 3rd Ed. 2018.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table border="1"> <tr> <td>Title</td> <td>"Pharmacology Clear & Simple"</td> </tr> <tr> <td>Author</td> <td>Watkins, Cynthia J.</td> </tr> <tr> <td>Publisher</td> <td>Davis Co</td> </tr> <tr> <td>Date/Edition</td> <td>2025, 5th Ed.</td> </tr> <tr> <td>ISBN</td> <td>No value</td> </tr> </table>	Title	"Pharmacology Clear & Simple"	Author	Watkins, Cynthia J.	Publisher	Davis Co	Date/Edition	2025, 5th Ed.	ISBN	No value
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	Suggested Reading List	<table border="1"> <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	<table border="1"> <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												
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Learning Outcomes

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

- | | |
|---|---|
| <ul style="list-style-type: none"> • Define the fundamentals of pharmacology • Compare and contrast systems of measurement systems in pharmacology • Interpret information of drug labels • Inspect information on drug labels • Calculate drug doses • Analyze basic understanding of pharmacology • Define classification of major drugs by the body system • Compare and contrast indications and contraindications for drugs • Assess areas in the medical office setting that may lead to drug errors • Recognize alternative perspectives of the delivery of health care with regard to gender, age, various cultural backgrounds and those persons with disabilities. • Compare and contrast drugs commonly used in the medical office setting. | <ul style="list-style-type: none"> • Define the fundamentals of pharmacology • Compare and contrast systems of measurement systems in pharmacology • Interpret information of drug labels • Inspect information on drug labels • Calculate drug doses • Analyze basic understanding of pharmacology • Define classification of major drugs by the body system • Compare and contrast indications and contraindications for drugs • Assess areas in the medical office setting that may lead to drug errors • Recognize alternative perspectives of the delivery of health care with regard to gender, age, various cultural backgrounds and those persons with disabilities. • Compare and contrast drugs commonly used in the medical office setting. |
|---|---|

CSLOs**CSLOs**

Demonstrate dosage calculation, define drug legislation and standards, compare and contrast drug preparations, and identify classification of major drugs affecting various systems and indications and side effects of the drugs.

Expected SLO Performance 0.0

CSLOs

Demonstrate dosage calculation, define drug legislation and standards, compare and contrast drug preparations, and identify classification of major drugs affecting various systems and indications and side effects of the drugs.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Define the fundamentals of pharmacology <ol style="list-style-type: none"> 1. Pharmacology 2. Parenteral 3. Metric system 4. Pharmacology terms related to body systems 2. Compare and contrast systems of measurement systems in pharmacology <ol style="list-style-type: none"> 1. Diagram the systems of measurement <ol style="list-style-type: none"> 1. Metric <ol style="list-style-type: none"> 1. Gram 2. Liter 3. Meter 4. Kilo, milli, centi 2. Apothecary <ol style="list-style-type: none"> 1. Grains 2. Pounds 3. Inches, feet, yards 3. Household <ol style="list-style-type: none"> 1. Drops 2. Teaspoons and tablespoons 3. Pints and quarts 2. Convert from one unit to another within the same system of measurement 3. Convert from one system to another 3. Interpret information of drug labels <ol style="list-style-type: none"> 1. Define common prescription of drug labels <ol style="list-style-type: none"> 1. Common prescription abbreviations 2. Abbreviations and symbols 2. Explain prescription orders to patients 4. Inspect information on drug labels <ol style="list-style-type: none"> 1. Locate important information of drug labels 2. Describe the meaning of drug label information <ol style="list-style-type: none"> 1. Brand name 2. Generic name 3. Chemical name 4. Dosage strength 5. Total volume 	<ol style="list-style-type: none"> 1. Define the fundamentals of pharmacology <ol style="list-style-type: none"> 1. Pharmacology 2. Parenteral 3. Metric system 4. Pharmacology terms related to body systems 2. Compare and contrast systems of measurement systems in pharmacology <ol style="list-style-type: none"> 1. Diagram the systems of measurement <ol style="list-style-type: none"> 1. Metric <ol style="list-style-type: none"> 1. Gram 2. Liter 3. Meter 4. Kilo, milli, centi 2. Apothecary <ol style="list-style-type: none"> 1. Grains 2. Pounds 3. Inches, feet, yards 3. Household <ol style="list-style-type: none"> 1. Drops 2. Teaspoons and tablespoons 3. Pints and quarts 2. Convert from one unit to another within the same system of measurement 3. Convert from one system to another 3. Interpret information of drug labels <ol style="list-style-type: none"> 1. Define common prescription of drug labels <ol style="list-style-type: none"> 1. Common prescription abbreviations 2. Abbreviations and symbols 2. Explain prescription orders to patients 4. Inspect information on drug labels <ol style="list-style-type: none"> 1. Locate important information of drug labels 2. Describe the meaning of drug label information <ol style="list-style-type: none"> 1. Brand name 2. Generic name 3. Chemical name 4. Dosage strength 5. Total volume

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

-
- | | |
|---|---|
| 6. Expiration date
7. Mixing directions
8. Others | 6. Expiration date
7. Mixing directions
8. Others |
| 5. Calculate drug doses | 5. Calculate drug doses |
| 1. Calculate dosages of drugs given orally | 1. Calculate dosages of drugs given orally |
| 1. Tablets | 1. Tablets |
| 2. Liquids | 2. Liquids |
| 2. Calculate dosages of drugs given parentally | 2. Calculate dosages of drugs given parentally |
| 3. Utilize standard dosage calculation methods | 3. Utilize standard dosage calculation methods |
| 1. Ratio | 1. Ratio |
| 2. Desired/on hand | 2. Desired/on hand |
| 4. Evaluate drug dosage calculations for accuracy | 4. Evaluate drug dosage calculations for accuracy |
| 5. Values importance of accurate drug dosage calculations | 5. Values importance of accurate drug dosage calculations |
| 6. Analyze basic understanding of pharmacology | 6. Analyze basic understanding of pharmacology |
| 1. Identify and use the U.S. Pharmacopoeia, National Formulary | 1. Identify and use the U.S. Pharmacopoeia, National Formulary |
| 2. Identify drugs commonly used in the medical office setting | 2. Identify drugs commonly used in the medical office setting |
| 3. Classify drugs according to their form | 3. Classify drugs according to their form |
| 1. Tincture | 1. Tincture |
| 2. Solutions | 2. Solutions |
| 3. Tablet | 3. Tablet |
| 4. Others | 4. Others |
| 4. Classify drugs according to their usage | 4. Classify drugs according to their usage |
| 1. Analgesics | 1. Analgesics |
| 2. Antacids | 2. Antacids |
| 3. Antibiotics | 3. Antibiotics |
| 4. Diuretics | 4. Diuretics |
| 5. Others | 5. Others |
| 7. Define classification of major drugs by the body system | 7. Define classification of major drugs by the body system |
| 1. Describe five drugs in each category according to usage | 1. Describe five drugs in each category according to usage |
| 1. Vitamins | 1. Vitamins |
| 2. Antibiotics, antifungal, and antiviral agents | 2. Antibiotics, antifungal, and antiviral agents |
| 3. Sulfonamides | 3. Sulfonamides |
| 4. Antihistamines | 4. Antihistamines |
| 2. Discuss potential side effects, untoward reactions and contraindications | 2. Discuss potential side effects, untoward reactions and contraindications |

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

-
- | | |
|---|---|
| 3. Describe medical legal implications | 3. Describe medical legal implications |
| 1. Drug interactions | 1. Drug interactions |
| 2. Patient education | 2. Patient education |
| 3. Major precautions | 3. Major precautions |
| 8. Compare and contrast indications and contraindications for drugs | 8. Compare and contrast indications and contraindications for drugs |
| 1. Drugs that affect the skin and mucous membranes | 1. Drugs that affect the skin and mucous membranes |
| 2. Drugs that affect the respiratory system | 2. Drugs that affect the respiratory system |
| 3. Drugs that affect the circulatory system | 3. Drugs that affect the circulatory system |
| 4. Drugs that affect the central nervous system | 4. Drugs that affect the central nervous system |
| 5. Tranquilizers and antidepressants | 5. Tranquilizers and antidepressants |
| 6. Prostaglandins and prostaglandin inhibitors | 6. Prostaglandins and prostaglandin inhibitors |
| 7. Drugs that affect the autonomic nervous system | 7. Drugs that affect the autonomic nervous system |
| 8. Drugs that affect the digestive system | 8. Drugs that affect the digestive system |
| 9. The endocrine glands and hormones | 9. The endocrine glands and hormones |
| 10. Diuretics and urinary antiseptics | 10. Diuretics and urinary antiseptics |
| 11. Antineoplastic drugs | 11. Antineoplastic drugs |
| 12. Immunizing agents and immunosuppressives | 12. Immunizing agents and immunosuppressives |
| 9. Assess areas in the medical office setting that may lead to drug errors | 9. Assess areas in the medical office setting that may lead to drug errors |
| 1. Identify "at risk" process situations | 1. Identify "at risk" process situations |
| 1. Verbal orders | 1. Verbal orders |
| 2. Failure to clarify | 2. Failure to clarify |
| 3. Multi-dose vials | 3. Multi-dose vials |
| 2. Recognize "at risk" patient situations | 2. Recognize "at risk" patient situations |
| 1. Disabled | 1. Disabled |
| 2. Cultural differences | 2. Cultural differences |
| 3. Compliance issues | 3. Compliance issues |
| 3. State methods to eliminate drug errors given process or patient scenarios | 3. State methods to eliminate drug errors given process or patient scenarios |
| 10. Recognize alternative perspectives of the delivery of health care with regard to gender, age, various cultural backgrounds and those persons with disabilities. | 10. Recognize alternative perspectives of the delivery of health care with regard to gender, age, various cultural backgrounds and those persons with disabilities. |
| 1. Identify cultural differences | 1. Identify cultural differences |
| 2. Compare gender differences | 2. Compare gender differences |

Changed	Field	Current Version	Proposed Version
		3. Describe various techniques for working with co-workers with disabilities 4. Compare various techniques for working with patients with disabilities 11. Compare and contrast drugs commonly used in the medical office setting. 1. Describe five drugs in each category according to usage 1. Vitamins 2. Antibiotics, antifungal, and antiviral agents 3. Sulfonamides 4. Antihistamines 2. Discuss potential side effects, untoward reactions and contraindications 3. Describe medical legal implications 1. Drug interactions 2. Patient education 3. Major precautions	3. Describe various techniques for working with co-workers with disabilities 4. Compare various techniques for working with patients with disabilities 11. Compare and contrast drugs commonly used in the medical office setting. 1. Describe five drugs in each category according to usage 1. Vitamins 2. Antibiotics, antifungal, and antiviral agents 3. Sulfonamides 4. Antihistamines 2. Discuss potential side effects, untoward reactions and contraindications 3. Describe medical legal implications 1. Drug interactions 2. Patient education 3. Major precautions
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	Banner Start Term (202122)	202122	No Value
❗	Banner Division	2BH	No Value
❗	Catalog Term (21-22)	21-22	No Value
❗	5 Year Revision Year (2021)	2019	No Value
❗	Effective Quarter	Fall	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	HTEC 093	HTEC 093
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	HTEC	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
!	DL Approval Date (MM/DD/YYYY)	11/08/2022	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	! Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	! Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	! Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours lecture (36 hours total per quarter).	No Value
	! Noncredit Enhanced Funding Indicator	N	No Value
	! In Service Indicator	N	No Value
	! Sports/Physical Education Course Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237003	No Value
!	Account Code	1320	No Value
!	Program Code	120800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Online Added. 11/08/2022. MK. 	<ul style="list-style-type: none"> Online Added. 11/08/2022. MK.
!	Print/No Print to Catalog	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	HTEC D060A	HTEC D060A
	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

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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
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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
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
---------	-----------	-----------------	------------------

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<p>If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.</p>	No Value	No Value

H-Matrix Form

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

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
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**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
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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
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**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

Date Name - Role OR Tab Part - Field Type of Edit Edit

Initiator - Indicate "Y" When Completed

4/8/25 Gabriela Nocito Basic Information - Proposal Details - Attachments Required

Please attach the new Course Online Delivery Request form. One attached is the old version. Form is available within eLumen under Reference materials.

Stage 9: Articulation Officer

No Value

No Value

Stage 10: De Anza General Education

No Value

No Value

Stage 13: Curriculum Committee

No Value

No Value

Course Administration Codes

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

Changed Field Current Version

Curriculum ID HTECD093.

Distance Education Approved Yes

Board of Trustees Approval Date

Changed	Field	Current Version
----------------	--------------	------------------------

	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2024 12:00:00 AM
--	--------------------------------	-------------------------

	External Review Approval Date	Sep 1, 2019 12:00:00 AM
--	--	-------------------------

	Course Control Number	CCC000574876
--	----------------------------------	--------------

Articulation

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

	Course Crosswalk CRS- NUMBER	
--	---	--

HTECD393. : Pharmacology for Medical Assistants**General Information**

Faculty Initiator:	<ul style="list-style-type: none"> Maureen Miramontes
Attachments:	<p>Online_HTEC_393_2026F.pdf</p> <p>ReqAdv_G_HTEC_393_2026F.pdf</p>
Course ID (CB01A and CB01B) :	HTECD393.
Short Course Title:	PHARMACOLOGY FOR MED ASSISTNTS
Course Title (CB02) :	Pharmacology for Medical Assistants
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course covers drug legislation, dosage calculations, drug preparations, and pharmacological principles. Students will learn medication regulations, safe administration, and how drugs affect different body systems.
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This is a stand-alone course. This course will educate students on the fundamentals of pharmacology and how to inspect information on drug labels.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is demonstrate dosage calculation, define drug legislation and standards, compare and contrast drug preparations, and identify classification of major drugs affecting various systems and indications and side effects of the drugs. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

No value

Repeatability Statement

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

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

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

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	36
Laboratory	0
NA	0
Total	36

Course Out-of-Class Hours

Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz review performed in class
Collaborative learning and small group discussions
Homework and Extended projects

Assignments

A. Reading:

1. Required readings from the text as preparation for class discussion and application of concepts in written analysis
2. Assignments from text and supplemental sources in preparation for class discussion

B. Writing:

1. Homework from the student's study guide including key terminology assessment, evaluation of performance, and clinical thinking.
2. Complete worksheets that include observations, results and critical analysis

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Written Assignments-Demonstrate critical thinking in regards to the discussions of case studies that reinforces the lecture and tracks the students comprehension of the material
- B. Quizzes-Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention
- C. Objective tests-Written examination designed to demonstrate students understanding of the course material presented in lecture
- D. Comprehensive Final Examination-Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Watkins, Cynthia J.	"Pharmacology Clear & Simple"	Davis Co	2022, 4th Ed.	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Define the fundamentals of pharmacology

Compare and contrast systems of measurement systems in pharmacology

Interpret information of drug labels

Inspect information on drug labels

Calculate drug doses

Analyze basic understanding of pharmacology

Define classification of major drugs by the body system

Compare and contrast indications and contraindications for drugs

Assess areas in the medical office setting that may lead to drug errors

Recognize alternative perspectives of the delivery of health care with regard to gender, age, various cultural backgrounds and those persons with disabilities.

Compare and contrast drugs commonly used in the medical office setting.

CSLOs

Demonstrate dosage calculation, define drug legislation and standards, compare and contrast drug preparations, and identify classification of major drugs affecting various systems and indications and side effects of the drugs.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define the fundamentals of pharmacology
 - 1. Pharmacology
 - 2. Parenteral
 - 3. Metric system
 - 4. Pharmacology terms related to body systems
- B. Compare and contrast systems of measurement systems in pharmacology
 - 1. Diagram the systems of measurement
 - 1. Metric
 - 1. Gram
 - 2. Liter
 - 3. Meter
 - 4. Kilo, milli, centi
 - 2. Apothecary
 - 1. Grains
 - 2. Pounds
 - 3. Inches, feet, yards
 - 3. Household

1. Drops
2. Teaspoons and tablespoons
3. Pints and quarts
2. Convert from one unit to another within the same system of measurement
3. Convert from one system to another
- C. Interpret information of drug labels
 1. Define common prescription of drug labels
 1. Common prescription abbreviations
 2. Abbreviations and symbols
 2. Explain prescription orders to patients
- D. Inspect information on drug labels
 1. Locate important information of drug labels
 2. Describe the meaning of drug label information
 1. Brand name
 2. Generic name
 3. Chemical name
 4. Dosage strength
 5. Total volume
 6. Expiration date
 7. Mixing directions
 8. Others
- E. Calculate drug doses
 1. Calculate dosages of drugs given orally
 1. Tablets
 2. Liquids
 2. Calculate dosages of drugs given parentally
 3. Utilize standard dosage calculation methods
 1. Ratio
 2. Desired/on hand
 4. Evaluate drug dosage calculations for accuracy
 5. Values importance of accurate drug dosage calculations
- F. Analyze basic understanding of pharmacology
 1. Identify and use the U.S. Pharmacopoeia, National Formulary
 2. Identify drugs commonly used in the medical office setting
 3. Classify drugs according to their form
 1. Tincture
 2. Solutions
 3. Tablet
 4. Others
 4. Classify drugs according to their usage
 1. Analgesics
 2. Antacids
 3. Antibiotics
 4. Diuretics
 5. Others
- G. Define classification of major drugs by the body system
 1. Describe five drugs in each category according to usage
 1. Vitamins
 2. Antibiotics, antifungal, and antiviral agents
 3. Sulfonamides
 4. Antihistamines
 2. Discuss potential side effects, untoward reactions and contraindications
 3. Describe medical legal implications
 1. Drug interactions
 2. Patient education
 3. Major precautions
- H. Compare and contrast indications and contraindications for drugs
 1. Drugs that affect the skin and mucous membranes
 2. Drugs that affect the respiratory system
 3. Drugs that affect the circulatory system
 4. Drugs that affect the central nervous system
 5. Tranquilizers and antidepressants
 6. Prostaglandins and prostaglandin inhibitors
 7. Drugs that affect the autonomic nervous system

8. Drugs that affect the digestive system
 9. The endocrine glands and hormones
 10. Diuretics and urinary antiseptics
 11. Antineoplastic drugs
 12. Immunizing agents and immunosuppressives
- I. Assess areas in the medical office setting that may lead to drug errors
1. Identify "at risk" process situations
 1. Verbal orders
 2. Failure to clarify
 3. Multi-dose vials
 2. Recognize "at risk" patient situations
 1. Disabled
 2. Cultural differences
 3. Compliance issues
 3. State methods to eliminate drug errors given process or patient scenarios
- J. Recognize alternative perspectives of the delivery of health care with regard to gender, age, various cultural backgrounds and those persons with disabilities.
1. Identify cultural differences
 2. Compare gender differences
 3. Describe various techniques for working with co-workers with disabilities
 4. Compare various techniques for working with patients with disabilities
- K. Compare and contrast drugs commonly used in the medical office setting.
1. Describe five drugs in each category according to usage
 1. Vitamins
 2. Antibiotics, antifungal, and antiviral agents
 3. Sulfonamides
 4. Antihistamines
 2. Discuss potential side effects, untoward reactions and contraindications
 3. Describe medical legal implications
 1. Drug interactions
 2. Patient education
 3. Major precautions

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 5/1/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

HTEC D360A

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/12	Basic course info	proposal details	required	attach online delivery form	Y
		course description	required	please use only complete sentences	Y
		course justification	required	remove transferability	Y
		stand-alone statement	required	remove statement	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College
Change Report
05/06/2025

Summary of Changes

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

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: Division Curriculum Representative
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• eLumenData, eLumenData	• Maureen Miramontes
	Course ID (CB01A and CB01B)	HTECD101C	HTECD101C
	Course Control Number	CCC000100397	CCC000100397
	Course Title (CB02)	Skill Building in Medical Communications	Skill Building in Medical Communications
	Short Course Title	SKL BUILDNG/MEDCL COMMUNIC	SKL BUILDNG/MEDCL COMMUNIC
	TOP Code (CB03)	1208.00	1208.00 Medical Assisting
	CIP Code	Medical/Clinical Assistant	51.0801 Medical/Clinical Assistant
	Department	HTEC - Health Technologies	HTEC - Health Technologies
!	Effective Term	Fall 2021	Fall 2024 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Development of speed and accuracy in skills learned in medical communications and advanced medical terminology.	Development of <u>This course focuses on improving speed and accuracy in medical communication skills learned while reinforcing advanced medical terminology. Students will develop proficiency in effectively utilizing medical communications and advanced medical terminology. language in various healthcare settings.</u>
!	Course Type (CB27)	No value	• Lower Division
!	Mode of Delivery	• NA	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - HEALTH CARE SERVICES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course belongs on the Health Technologies Insurance and Coding Certificate of Achievement. It is a major preparation requirement in the skills learned in medical communication and advanced medical terminology. This course will equip students with the skills to compose and write non-medical letters and communications for the physician to include letters of referral, consultation, litigation, and personal correspondence.	This <u>CTE</u> course belongs on the Health Technologies Insurance and Coding Certificate of Achievement. It is a major preparation requirement in the skills learned in medical communication and advanced medical terminology. This course will equip students with the skills to compose and write non-medical letters and communications for the physician to include letters of referral, consultation, litigation, and personal correspondence.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

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

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

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

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

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

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	
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UC Transferable and/or Lower-Division Major Requirement

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

	If yes, identify the lower-division UC course and campus.	No value	
--	--	----------	--

	Will the course fulfill a UC/CSU lower-division major requirement?	No value	<u>No</u>
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Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** Insurance and Coding**Award Type** Certificate of Achievement (COA)**Associated Program** Insurance and Coding**Award Type** Certificate of Achievement (COA)**Associated Program** Medical Assisting**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Medical Assisting**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Medical Assisting**Award Type** Associate in Science (A.S.) Degree**Associated Program** Medical Assisting**Award Type** Associate in Science (A.S.) Degree**Associated Program** Medical Assisting (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Medical Assisting (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Medical Assisting (In Development)**Award Type** Associate in Science (A.S.) Degree**Associated Program** Medical Assisting (In Development)**Award Type** Associate in Science (A.S.) Degree**Associated Program** Medical Reception**Award Type** Certificate of Achievement (COA)**Associated Program** Medical Reception**Award Type** Certificate of Achievement (COA)**Associated Program** Medical Reception (In Development)**Award Type** Certificate of Achievement (COA)**Associated Program** Medical Reception (In Development)**Award Type** Certificate of Achievement (COA)

Changed	Field	Current Version	Proposed Version
	Associated Program	Medical Transcribing with Editing	Associated Program Medical Transcribing with Editing
	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)	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	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

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Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version								
	Methods of Instruction	<table border="1"> <tr> <td>Methods of Instruction</td> <td></td> </tr> <tr> <td>Methods of Instruction</td> <td>Laboratory problem solving performed in class Quiz review performed in class Laboratory exercises and extended projects</td> </tr> </table>	Methods of Instruction		Methods of Instruction	Laboratory problem solving performed in class Quiz review performed in class Laboratory exercises and extended projects	<table border="1"> <tr> <td>Methods of Instruction</td> <td>Methods of Instruction</td> </tr> <tr> <td>Methods of Instruction</td> <td>Laboratory problem solving performed in class Quiz review performed in class Laboratory exercises and extended projects</td> </tr> </table>	Methods of Instruction	Methods of Instruction	Methods of Instruction	Laboratory problem solving performed in class Quiz review performed in class Laboratory exercises and extended projects
Methods of Instruction											
Methods of Instruction	Laboratory problem solving performed in class Quiz review performed in class Laboratory exercises and extended projects										
Methods of Instruction	Methods of Instruction										
Methods of Instruction	Laboratory problem solving performed in class Quiz review performed in class Laboratory exercises and extended projects										

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

1. Reading:
 1. Required readings from the required medical communications textbook.
 2. Assignments from textbook.
2. Writing assignments from student textbook including key terminology and critical thinking.

1. Reading:
 1. Required readings from the required medical communications textbook.
 2. Assignments from textbook.
2. Writing assignments from student textbook including key terminology and critical thinking.

**Methods of Evaluation****Methods of Evaluation****Methods of Evaluation**

1. Typed Assignments in lab or assigned readings, evaluated using a rubric.
2. Quizzes- Objective/subjective quizzes that test comprehension laboratory course material on a routine basis and help identify areas that may need extra attention, evaluated using a rubric.
3. Comprehensive Practical Final Examination- Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the laboratory course, evaluated using a rubric.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Typed Assignments in lab or assigned readings, evaluated using a rubric.
2. Quizzes- Objective/subjective quizzes that test comprehension laboratory course material on a routine basis and help identify areas that may need extra attention, evaluated using a rubric.
3. Comprehensive Practical Final Examination- Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the laboratory course, evaluated using a rubric.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> Flash drive Essential College Facilities: <ul style="list-style-type: none"> Computer lab with printer 	Essential Student Materials: <ul style="list-style-type: none"> Flash drive Essential College Facilities: <ul style="list-style-type: none"> Computer lab with printer



Examples of Primary Texts and References

Title	No value
Author	Diehl, Marcy. "Medical Transcription: Techniques and Procedures". Philadelphia, PA: Saunders, 7th Ed. 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	"Medical Transcription: Techniques and Procedures"
Author	Diehl, Marcy
Publisher	Saunders
Date/Edition	2012, 7th Ed.
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	<ul style="list-style-type: none"> Demonstrate a level of competence in the skills learned in medical communications and advanced medical terminology Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. 	<ul style="list-style-type: none"> Demonstrate a level of competence in the skills learned in medical communications and advanced medical terminology Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

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

Demonstrate a level of competence in the skills learned in Medical Communications and in preparation for Medical Transcription.

Expected SLO Performance 0.0

CSLOs

Demonstrate a level of competence in the skills learned in Medical Communications and in preparation for Medical Transcription.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Demonstrate a level of competence in the skills learned in medical communications and advanced medical terminology</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the current edition of Word for Windows and ability to keyboard 35-40 words per minute 2. Demonstrate composing and keyboarding medical reports and communications in an acceptable mailable format currently in use in medicine and will improve their speed and accuracy in this area 3. Demonstrate the ability in composing and writing non-medical letters and communications for the physician to include letters of referral, consultation, litigation and personal correspondence <p>2. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</p> <ol style="list-style-type: none"> 1. Identify cultural differences 2. Compare gender differences 3. Describe various techniques for working with co-workers with disabilities 4. Compare various techniques for working with patients with disabilities 	<p>1. Demonstrate a level of competence in the skills learned in medical communications and advanced medical terminology</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the current edition of Word for Windows and ability to keyboard 35-40 words per minute 2. Demonstrate composing and keyboarding medical reports and communications in an acceptable mailable format currently in use in medicine and will improve their speed and accuracy in this area 3. Demonstrate the ability in composing and writing non-medical letters and communications for the physician to include letters of referral, consultation, litigation and personal correspondence <p>2. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</p> <ol style="list-style-type: none"> 1. Identify cultural differences 2. Compare gender differences 3. Describe various techniques for working with co-workers with disabilities 4. Compare various techniques for working with patients with disabilities
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	HTEC D061.	HTEC D061.
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2BH	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2019	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2019	No Value

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	HTEC 101C	HTEC 101C
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	HTEC	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours laboratory (36 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237003	No Value
!	Account Code	1320	No Value
!	Program Code	120800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Print/No Print to Catalog

Yes

No Value

Blue Form

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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
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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
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<p>If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.</p>	No Value	No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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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
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**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
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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
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Stage 2: Department Chair

No Value

No Value



Stage 3: Division Curriculum Representative

No Value

3/12 Please attach online delivery form.

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

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	HTECD101C
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000100397

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

HTECD301C : Skill Building in Medical Communications

General Information

Faculty Initiator:	<ul style="list-style-type: none">Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_301C_2026F.pdf Online_HTEC_301C_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD301C
Short Course Title:	SKL BUILDNG/MEDCL COMMUNIC
Course Title (CB02) :	Skill Building in Medical Communications
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course focuses on enhancing speed and accuracy in medical communication skills while expanding knowledge of advanced medical terminology.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. It is a major preparation requirement in the skills learned in medical communication and advanced medical terminology. This course will equip students with the skills to compose and write non-medical letters and communications for the physician to include letters of referral, consultation, litigation, and personal correspondence.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is demonstrate a level of competence in the skills learned in Medical Communications and in preparation for Medical Transcription. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

No value

Repeatability Statement

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

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

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

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	0
Laboratory	36
NA	0
Total	36

Course Out-of-Class Hours

Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Laboratory problem solving performed in class Quiz review performed in class Laboratory exercises and extended projects

Assignments

- A. Reading:
1. Required readings from the required medical communications textbook.
 2. Assignments from textbook.
- B. Writing assignments from student textbook including key terminology and critical thinking.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Typed Assignments in lab or assigned readings, evaluated using a rubric.
- B. Quizzes-Objective/subjective quizzes that test comprehension laboratory course material on a routine basis and help identify areas that may need extra attention, evaluated using a rubric.
- C. Comprehensive Practical Final Examination-Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the laboratory course, evaluated using a rubric.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Flash drive

Essential College Facilities:

- Computer lab with printer

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Diehl, Marcy.	"Medical Transcription: Techniques and Procedures"	PA: Saunders	2012/7th Ed.	

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Demonstrate a level of competence in the skills learned in medical communications and advanced medical terminology

Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

CSLOs

Demonstrate a level of competence in the skills learned in Medical Communications and in preparation for Medical Transcription.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate a level of competence in the skills learned in medical communications and advanced medical terminology
 1. Demonstrate knowledge of the current edition of Word for Windows and ability to keyboard 35-40 words per minute
 2. Demonstrate composing and keyboarding medical reports and communications in an acceptable mailable format currently in use in medicine and will improve their speed and accuracy in this area
 3. Demonstrate the ability in composing and writing non-medical letters and communications for the physician to include letters of referral, consultation, litigation and personal correspondence
- B. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.
 1. Identify cultural differences
 2. Compare gender differences
 3. Describe various techniques for working with co-workers with disabilities
 4. Compare various techniques for working with patients with disabilities

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 05/05/2025)

Req/Adv**Prerequisite(s):**

No Value

Corequisite(s):

HTEC D361.

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/6	Basic course info	Proposal details	required	Effective term is F26	Y
		Course description	required	Attach online delivery form	Y
		Stand-alone statement	required	Please use complete sentences	Y
		Remove statement			Y
	Specifications	Primary texts	question	Update to include recent edition?	

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

HTECD301A : Skill Building in Clinical Laboratory Procedures II

General Information

Faculty Initiator:	<ul style="list-style-type: none">Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_301A_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD301A
Short Course Title:	SKIL BLDG CLINIC LAB PROCED II
Course Title (CB02) :	Skill Building in Clinical Laboratory Procedures II
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course covers the proper collection and handling of blood specimens while developing speed and accuracy.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course provides a practical setting and grants the platform to develop speed and accuracy with blood collection procedures.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is to consistently apply the OSHA Bloodborne Pathogen Standard during the collection of blood specimens The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

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

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

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

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	0
Laboratory	36
NA	0
Total	36

Course Out-of-Class Hours

Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Laboratory and visual aids Discussion of assigned reading Laboratory problem solving performed in class Laboratory experience which involves students in formal exercises

Assignments

- A. Reading: Required readings from the required laboratory text, and supplemental sources
- B. Writing: Documentation as required by the phlebotomy procedures.
- C. Assignments from laboratory text and supplemental sources in preparation for analysis
- D. Practical: Perform laboratory procedures in the collection of blood specimens.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Lab Activity-Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve.
- B. Demonstrate practical laboratory documentation to assess knowledge of information needed on labels applied to specimen tubes and lab requisitions.
- C. Written Assignments- Demonstration of Critical analysis by discussion of laboratory case studies present to reinforced lab or assigned readings
- D. Comprehensive Practical Examination-Requires students to demonstrate concepts that have been introduced and practiced throughout the laboratory course.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Laboratory coat, closed toe shoes, gloves, hand sanitizer, safety glasses

Essential College Facilities:

- Equipped phlebotomy drawing station

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
McCall, Ruth	"Phlebotomy Essentials"	Bartlett Learning	2020, 7th Edition	

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Demonstrate professional behavior throughout the blood collection process.

Compare and contrast factors to consider prior to blood collection.

Identify and describe blood collection equipment and supplies.

Demonstrate and explain various venipuncture procedures.

Identify and explain capillary puncture equipment and procedures.

Consistent demonstration of the OSHA safety precautions that must be followed:

Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

CSLOs

Demonstrate the proper procedures for the collection of blood by venipuncture and capillary puncture.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate professional behavior throughout the blood collection process.
 1. Appropriate manner to greet and identify the patient.
 2. Subsequent patient interactions.
 3. Verbal and non-verbal communication.
 4. Demonstrate empathy, friendliness, and adaptability with diverse patients in laboratory setting.
 5. Identify the challenges of pediatric venipuncture and describe how to deal with the patient and parents.
 6. Appropriate post-phlebotomy instructions.
- B. Compare and contrast factors to consider prior to blood collection.
 1. List factors to consider in site selection; describe causes for concern and procedures to follow when encountering each.
 2. Differentiate between complications associated with blood collection and describe how they may affect the patient or the integrity of the specimen.
 3. Describe how to prepare patients for testing, how to answer inquiries concerning tests, and what to do if a patient objects to a test.
 4. Describe the process involved in requesting a test, identify the type of requisitions used, and list required requisition information.
 5. Explain the importance of proper patient identification and describe what information is verified, how to handle discrepancies or missing information.
- C. Identify and describe blood collection equipment and supplies.
 1. List the equipment and supplies needed to collect blood by venipuncture.
 2. Explain the purpose of using a tourniquet for venipuncture.
 3. List and describe evacuated tube and syringe system components.
 4. Identify types of additives used in blood collection.
 5. Describe the principle behind, and list the evacuated tube system and the syringe system.
 6. Identify selection of equipment for various types of patients and conditions.
- D. Demonstrate and explain various venipuncture procedures.
 1. Demonstrate each step of the venipuncture process using the vacutainer and syringe systems with safety needles.
 2. Describe the transferring of specimens using the syringe system.
 3. Describe how to avoid complications and how to handle those that occur.
 4. Compare and contrast situations that may lead to failure to obtain blood and list the acceptable reasons for the inability to collect a specimen.
 5. Describe the collection procedure when using a winged infusion system for performing a venipuncture.
- E. Identify and explain capillary puncture equipment and procedures.
 1. List and describe the various types of equipment needed to perform skin punctures.
 2. State indicators for performing skin punctures on adults, infants, and children.
 3. Demonstrate the proper procedure for selecting a skin puncture site and indicate precautions associated with site selection.
 4. Describe the principle behind, and list the order of draw for collecting capillary puncture specimens.
- F. Consistent demonstration of the OSHA safety precautions that must be followed:
 1. In the preparation for blood collection.
 2. During the blood collection procedure.
 3. In the handling of the specimens.
 4. In the disposal of equipment.

- G. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.
1. Identify cultural differences.
 2. Compare gender differences.
 3. Describe various techniques for working with co-workers with disabilities.
 4. Compare various techniques for working with patients with disabilities.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 05/05/2025)

Req/Adv

Prerequisite(s):

HTEC D364B (may be taken concurrently)

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
	Basic course info	Proposal details	required	effective term is F26	Y
		Stand-alone statement required		please remove	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

HTECD301B : Skill Building in Basic Patient Care**General Information**

Faculty Initiator:	• Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_301B_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD301B
Short Course Title:	SKL BUILDNG/BASIC PATNT CARE
Course Title (CB02) :	Skill Building in Basic Patient Care
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course covers the development of speed and accuracy in skills learned in the basic patient care course; skills include proper handwashing, vital signs, examination room, patient preparation, and various procedures in the medical office.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is demonstrate vital signs and various procedures performed in the medical office. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

No value

Repeatability Statement

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

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status
(CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement**Will the course be UC transferable?**

No

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

No Value

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

No

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

No Value

Units and Hours**Summary**

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

Credit / Non-Credit Options**Course Credit Status (CB04)**

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

 Status (CB10) Variable Credit Course**Weekly Student Hours**

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	

NA Hours	0	0	Lecture	0
			Laboratory	36
			NA	0
			Total	36
Course Out-of-Class Hours				
			Lecture	0
			Laboratory	0
			NA	0
			Total	0

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Laboratory and visual aids
 Discussion of assigned reading
 Laboratory problem solving performed in class
 Quiz review performed in class
 Laboratory extended projects
 Laboratory quizzes that evaluate the weekly exercises
 Laboratory experience which involves students in formal exercises

Assignments

A. Reading:

1. Required readings from the required laboratory text, student study guide and supplemental sources
2. Assignments from laboratory text and supplemental sources in preparation for analysis

B. Writing: Documentation of vital logs, chief complaints.

C. Perform laboratory procedures as outlined in the student study guide

1. Assignments from student laboratory manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles
2. Complete laboratory worksheets that include observations, results and critical analysis

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Class Activity-Discussions and oral question and answer sessions that test comprehension of required readings from the laboratory texts and supplemental materials
- B. Written Assignments-Demonstration of Critical thinking by discussion of laboratory case studies to track students understanding of the material.
- C. Quizzes-Objective/subjective quizzes that test comprehension laboratory course material on a routine basis and help identify areas that may need extra attention
- D. Lab Activity-Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations.
- E. Comprehensive Practical Examination-Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the laboratory course

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- Professional uniform, watch with a second hand

Essential College Facilities:

- Medial office supplies, examination tables, visual acuity charts, clock with second hand

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Bonewit-West, Kathy	"Clinical Procedures for Medical Assistants"	Elsevier Inc.	2022, 11th Edition	

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Demonstrate level of proficiency of proper application of OSHA standards

Demonstrate level of proficiency of proper hand washing technique

Demonstrate level of proficiency of proper procedure for measuring temperature, respiration, heart rate, and blood pressure

Demonstrate level of proficiency of proper procedure for measuring height and weight

Demonstrate level of proficiency of proper placement and draping of patient for various exams

Demonstrate level of proficiency of measurement of basic eye and ear functioning

CSLOs

Demonstrate vital signs and various procedures performed in the medical office.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate level of proficiency of proper application of OSHA standards
 - 1. Utilizes and maintains equipment
 - 2. Expresses willingness to monitor and maintain OSHA standards in the clinical setting
 - 3. Identifies and reports to supervisors when OSHA standards are not being maintained
- B. Demonstrate level of proficiency of proper hand washing technique
 - 1. Explains importance of timing for prevention of spreading disease
 - 2. Describes underlying principles for each step of hand washing procedure
 - 3. Evaluates/critiques classmates' hand washing technique
- C. Demonstrate level of proficiency of proper procedure for measuring temperature, respiration, heart rate, and blood pressure
 - 1. Describes underlying principles for each step in the procedure
 - 2. Converts from Celsius to Fahrenheit and vice versa
 - 3. Counts a pulse for one minute accurately
 - 4. Converts 15 second respiration count to one minute respiration rate
 - 5. Measures blood pressure accurately
 - 6. Describes care and maintenance of equipment
- D. Demonstrate level of proficiency of proper procedure for measuring height and weight
 - 1. Describe the purpose of measuring height and weight.
 - 2. Describe accurate rate by interpreting calibration markings.
- E. Demonstrate level of proficiency of proper placement and draping of patient for various exams
 - 1. Identifies positions utilized for specific exams
 - a. Horizontal recumbent
 - b. Dorsal recumbent
 - c. Dorsal lithotomy
 - d. Prone
 - e. Knee-chest
 - f. Sims
 - 2. Describes potential complications associated with maintenance and privacy for each position
- F. Demonstrate level of proficiency of measurement of basic eye and ear functioning
 - 1. Describes appropriate settings for measurement
 - a. Visual acuity
 - b. Assessment of color vision
 - c. Hearing
 - 2. Discuss care and maintenance of equipment

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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No Value

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

No Value

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

- Units: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 05/05/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

HTEC D390G

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/6	Basic course info	Proposal details	required	Effective term is F26 Y	
		Stand-alone statement required		Remove statement	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

Course Outline of Record Report

05/06/2025

HTECD301F : Skill Building in Introduction to EKG

General Information

Faculty Initiator:	<ul style="list-style-type: none">Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_301F_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD301F
Short Course Title:	SKL BUILD INTRO TO EKG
Course Title (CB02) :	Skill Building in Introduction to EKG
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course covers the development of speed and accuracy in skills learned in the medical office diagnostic tests course; skills include performing assessing electrocardiograms.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course trains the students to demonstrate the steps used in performing an EKG and analyze normal and abnormal electrocardiograms.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is demonstrate measuring and assessing heart rhythms using an electrocardiograph including analyzing normal and abnormal electrocardiograms. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	0
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	0
Laboratory	36
NA	0
Total	36

Course Out-of-Class Hours

Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Laboratory and visual aids
Discussion of assigned reading
Laboratory problem solving performed in class
Quiz review performed in class
Laboratory quizzes that evaluate the weekly exercises
Laboratory experience which involves students in formal exercises

Assignments

A. Reading:

1. Required readings from the required laboratory text, student mastery manual and supplemental sources
2. Assignments from laboratory text and supplemental sources in preparation for analysis

B. Writing:

1. Assignments from student laboratory manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles
2. Complete laboratory worksheets that include observations, results and critical analysis
3. Document laboratory procedures as outlined in the evaluation of competency.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Quizzes-Objective/subjective quizzes that test comprehension laboratory course material on a routine basis and help identify areas that may need extra attention
- B. Lab Activity-Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations.
- C. Comprehensive Practical Examination-Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the laboratory course

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Professional uniform

Essential College Facilities:

- Medical office supplies, electrocardiographs, EKG electrodes, examination tables, private room with screens

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Huff, Jane	"ECG Workout, Exercises in Arrhythmia Interpretation"	Lippincott, Williams, & Wilkins	2022, 8th Edition	
Bonewit-West, Kathy	"Study Guide for Clinical Procedures for Medical Assistants"	Elsevier Inc.	2022, 11th Edition	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Demonstrate the measurement and assessing of heart rhythms using an electrocardiograph

Analyze normal and abnormal electrocardiograms

Demonstrate the steps in performing an EKG to a fellow diverse student

CSLOs

Demonstrate measuring and assessing heart rhythms using an electrocardiograph including analyzing normal and abnormal electrocardiograms.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate the measurement and assessing of heart rhythms using an electrocardiograph
 - 1. Compare and contrast the cardiac cycle
 - 1. P wave
 - 2. QRS complex
 - 3. T wave
 - 4. U wave
 - 2. Demonstrate use and purpose of the electrocardiograph components
 - 3. Describe the purpose of standardization of the electrocardiograph
 - 4. Classify the 12 leads in an electrocardiogram
 - 1. Limb leads
 - 2. Wandering baseline
 - 3. Chest leads
 - 4. Muscle
 - 5. Alternating current
 - 5. Demonstrate the procedure for running a 12-lead ECG
 - 6. Express the need to consider cultural variances while performing EKG procedure
- B. Analyze normal and abnormal electrocardiograms
 - 1. Interpret electrocardiograms
 - 2. Identify normal and abnormal heart rhythms
 - 3. Report dangerous heart rhythms to appropriate health care provider
- C. Demonstrate the steps in performing an EKG to a fellow diverse student
 - 1. Preparation of patient
 - 2. Application of leads
 - 3. Artifacts
 - 4. Running a 12-lead EKG
 - 5. Maintenance of EKG machine

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 05/05/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

HTEC D391.

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/6	Basic course info	Stand-alone statement required		Remove statement Y	

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

HTECD301H : Skill Building in Medical Transcription and Editing I

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_301H_2026F.pdf Online_HTEC_301H_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD301H
Short Course Title:	SKILL BLDG MED TRANS/EDIT I
Course Title (CB02) :	Skill Building in Medical Transcription and Editing I
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2020
Course Description:	This course develops speed and accuracy in medical transcription skills for a medical facility using actual dictation for dermatology medical specialties, along with the basic skills for speech recognition editing.
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. The medical transcription with speech recognition editing lab provides the student with an understanding of the creation and accuracy of medical documentation for the dermatology specialty. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technologies training programs.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is demonstrate knowledge of medical documentation, transcription, and editing skills. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	0
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	0
Laboratory	36
NA	0
Total	36

Course Out-of-Class Hours

Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Visual aids
	Discussion of assigned transcription
	Discussion and problem solving performed in class
	Quiz review performed in class
	Transcription and terminology exercises

Assignments

A. Reading:

1. Required readings from the text as preparation for application of concepts in transcription of assigned dictations and editing.
2. Assignments from text and supplemental sources in preparation for class discussion.

B. Writing:

1. Completion of medical terminology spelling and definition study materials.
2. Transcription of assigned dictations, including drafting and editing for final draft.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Quizzes-Objective/Subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention. Evaluated using a rubric.
- B. Lab Activity-Practice and demonstration of transcription of editing designed to demonstrate critical thinking and to problem solve as required. Evaluated using a rubric.
- C. Comprehensive Final Examination-Transcription requiring the student to demonstrate their ability to transcribe and edit medical dictation using appropriate format, style, and medical terminology. Evaluated using a rubric.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Headset

Essential College Facilities:

- Computers, printers, and transcription equipment

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Diehl, Marcy O.	"Medical Transcription: Techniques and Procedures"	Elsevier	2012, 7th Edition	
Hamilton, Byron	"Electronic Health Records"	McGraw Hill	2013, 3rd Edition	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Define terms relevant to medical transcription and speech recognition editing

Demonstrate dermatology transcription and editing of medical dictation to provide a permanent record of patient care.

CSLOs

Demonstrate knowledge of medical documentation, transcription, and editing skills.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define terms relevant to medical transcription and speech recognition editing
 1. Explain the right of privacy.
 2. Differentiate between retention of records
- B. Demonstrate dermatology transcription and editing of medical dictation to provide a permanent record of patient care.
 1. Recognize, interpret, and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation
 2. Draw clarification from dictation and if necessary, seek assistance
 3. Illustrates formats of reports according to guidelines

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0

- (mkct 05/06/2025)

Req/Adv**Prerequisite(s):**

No Value

Corequisite(s):

HTEC D374A

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/6	Basic course info	Proposal details	required	Attach online delivery form	Y
		Stand-alone statement	required	Remove statement	Y
	Specifications	Primary texts	question	Update to recent editions?	They don't have recent editions

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

HTECD360A : Basic Medical Terminology**General Information**

Faculty Initiator:	<ul style="list-style-type: none"> Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_360A_2026F.pdf Online_HTEC_360A_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD360A
Short Course Title:	BASIC MEDI TERMINOLOGY
Course Title (CB02) :	Basic Medical Terminology
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course provides an introduction to medical terminology, focusing on the fundamental structure of medical terms and their components, including prefixes, suffixes, and roots. Emphasis is placed on the analysis, definition, accurate spelling, and correct pronunciation of medical terms.
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. This course provides students with the essential foundation for the development of medical terminology. This course is a Stand-Alone course.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is develop medical terms as they relate to the body's structure, diseases of the various body systems, medical specialties and medical specialists. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	72
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	36
Laboratory	0
NA	0
Total	36

Course Out-of-Class Hours

Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and Visual Aids
Discussion of assigned reading
Quiz review preformed in class
Collaborative learning and small group discussions
Discussion and problem solving performed in class

Assignments

A. Reading

- A. Required readings from the text as preparation for class discussion and application of concepts in written analysis
- B. Assignments from worksheets in text workbook in preparation for class discussion

B. Writing.

1. Assignments from text workbook per chapter
2. Dictation from assigned chapters including spelling and definitions

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Objective tests-Written examination designed to demonstrate students understanding of the course material presented
- B. Comprehensive Final Examination-Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Leonard, Peggy C.	"Quick and Easy Medical Terminology"	Elsevier Inc.	2023. 10th Ed.	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Recognize the importance of medical terminology "language" to the health care industry.

Define and describe the word components of medical terminology.

Identify and locate medical terms of the body's structure, organs, and parts.

Use accurate medical terms to describe medical instruments, machines, and their uses.

Classify medical terms that distinguish medical specialties and specialists.

Interpret medical abbreviations in prescriptions, diagnoses and the clinical laboratory.

Demonstrate various directional and positional medical terms.

Analyze and interpret case studies that concern diseases or conditions of various body systems.

Distinguish use of appropriate terminology when discussing health care issues

Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

CSLOs

Develop medical terms as they relate to the body's structure, diseases of the various body systems, medical specialties and medical specialists.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Recognize the importance of medical terminology "language" to the health care industry.
 1. State and pronounce all medical terms accurately
 2. List and spell all medical terms accurately
 3. Discuss change over time of medical terminology within the industry
 4. Acquire and develop personal library of commonly used medical terms
- B. Define and describe the word components of medical terminology:
 1. Prefixes
 2. Suffixes
 3. Roots
 4. Combining forms
 5. Singular and plural
- C. Identify and locate medical terms of the body's structure, organs, and parts.
 1. Body cavities/structural units
 2. Body organs
 3. Body parts
- D. Use accurate medical terms to describe medical instruments, machines, and their uses.
 1. Electrocardiography-process of doing
 2. Electrocardiograph-the machine or instrument
 3. Electrocardiogram-the actual tracing or recording
- E. Classify medical terms that distinguish medical specialties and specialists.
 1. Interpret various medical specialties.
 2. Explain the differences in medical training.
 3. Determine who the appropriate caregiver would be in the various health care settings.
- F. Interpret medical abbreviations in prescriptions, diagnoses and the clinical laboratory.
 1. Recognize the importance of adhering to established institutional policies while using abbreviations.
 2. Demonstrate the ability to interpret for others commonly used abbreviations.
- G. Demonstrate various directional and positional medical terms.

1. Anterior, posterior, proximal, distal, etc.
 2. Oblique, extension, flexion, etc.
- H. Analyze and interpret case studies that concern diseases or conditions of various body systems.
1. Integumentary
 2. Musculoskeletal
 3. Cardiovascular
 4. Respiratory
 5. Gastrointestinal
 6. Genitourinary
 7. Male/Female Reproductive Systems
 8. Nervous
 9. Special Senses
 10. Endocrine
- I. Distinguish use of appropriate terminology when discussing health care issues
1. Demonstrate willingness to clarify confusing terminology with health team members.
 2. Compare and contrast use of appropriate verbal discussion in the following situations:
 - a. Health care worker to health care worker
 - b. Health care worker to patients of diverse cultural groups
- J. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.
1. Identify cultural differences
 2. Compare gender differences
 3. Describe various techniques for working with co-workers with disabilities
 4. Compare various techniques for working with patients with disabilities

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 05/06/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

HTEC D050. (may be taken concurrently)

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/12				please attach online delivery form	Y
				are there no primary texts?	Y
3/6	Basic course info	Proposal details	required	effective term is F26	Y
		Stand-alone statement	required	please remove	Y
		Course justification	required	remove transferability	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/7/25	Basic Course Information	Attachments	Required	Matrix G should have HTEC 50 rather than HTEC 350 as the requisite course.	Y

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

HTECD375. : Electronic Health Records**General Information**

Faculty Initiator:	<ul style="list-style-type: none"> Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_375_2026F_2.pdf Online_HTEC_375_2026F.pdf ReqAdv_G_HTEC_375_2026F_1.pdf
Course ID (CB01A and CB01B) :	HTECD375.
Short Course Title:	ELECTRONIC HEALTH RECORDS
Course Title (CB02) :	Electronic Health Records
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course focuses on Electronic Health Records (EHR) documentation through industry-standard software, basic technology used in EHR implementation, setup of EHR software using clinical and administrative tools, creating new EHR documentation, importing documents in a patient's chart, and creating templates for procedures and diagnoses.
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This is a stand-alone course. This course provides students with the essential knowledge of Electronic Health Records and basic technology used in the implementation of Electronic Health Records.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is illustrate competence in the implementation of EHR, creating new documentation in an EHR, setting up EHR software using clinical and administrative tools, creation of templates for procedures and diagnosis , and importing of various documents into a patient's charts. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

No value

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	24
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1	2
Laboratory Hours	2	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	12
Laboratory	24
NA	0
Total	36

Course Out-of-Class Hours

Lecture	24
Laboratory	0
NA	0
Total	24

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz review performed in class
Collaborative learning and small group discussions
Homework and Extended projects
Laboratory quizzes that evaluate the weekly laboratory exercises
Laboratory experience which involves students in formal exercises

Assignments

A. Reading:

1. Required readings from the text as preparation for class discussion and application of concepts in written analysis
2. Assignments from text and supplemental sources in preparation for class discussion

B. Writing:

1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles
2. Complete worksheets that include observations, results and critical analysis
3. Perform laboratory procedures as outlined in the student mastery manual

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Quizzes-Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention
- B. Objective tests-Written examination designed to demonstrate students understanding of the course material presented in class
- C. Lab Activity-Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations
- D. Comprehensive Final Examination-Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course
- E. Comprehensive Practical Examination-Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the course

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Shanholtzer, M. Beth, Ensign, Amy L.	"Electronic Health Records"	McGraw-Hill	2021, 4th edition	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Define the concept of an Electronic Health record

Describe meaningful use (MU) criteria including EHR functions that meet MU

Explain basic technology used in EHR implementation

Set up and edit new patients demographics and documentation

Create various office visit reports

Create and conduct a chart evaluation

CSLOs

Illustrate competence in the implementation of EHR, creating new documentation in an EHR, setting up EHR software using clinical and administrative tools, creation of templates for procedures and diagnosis , and importing of various documents into a patient's charts.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define the concept of an Electronic Health record
 - 1. List the possible capabilities of various EHR systems
 - 2. Discuss the three different models of EHR systems
 - 3. Explain how research reports can be managed efficiently
 - 4. Explain how private and governmental influences have helped direct the development and adoption of EHRs.
 - 5. Discuss population disease tracking and intervention as it relates to EHRs
 - 6. Explain patient portals
- B. Describe meaningful use (MU) criteria including EHR functions that meet MU
 - 1. Discuss the use of EHR in a specified signified manner, such as e-prescribing.
 - 2. Describe the use of certified EHR technology for electronic exchange of health information to improve the quality of healthcare, such as transmitting lab results.
 - 3. Describe the use of certified EHR technology to submit clinical quality and other measures.
- C. Explain basic technology used in EHR implementation
 - 1. Modes of EHR data entry include:
 - 1. Keyboard
 - 2. Voice recognition
 - 3. Electronic handwriting
 - 4. Templates
 - 5. Touch screens and laptops
 - 6. Computers on wheels (COWs) or workstations on wheels (WOWs)
 - 2. Types of network technologies include:
 - 1. Local area network (LAN)
 - 2. Servers and work stations
 - 3. Wired connections and wireless connections
 - 4. internet and intranet
 - 5. Application server provider (ASPs)
- D. Set up and edit new patients demographics and documentation

1. Describe the main windows and functions of specified EHR
 1. Practice view screen
 1. Set and edit patients
 2. Create and edit entries in the Address Book
 3. Set up and edit insurance companies
 4. Schedule patients on multiple schedules
 5. Track patients throughout the clinic
 6. Create unique user to-do lists
 7. Send and receive interoffice messages
 8. Send and receive urgent messages
 2. Patient chart screen
 1. Import, save and manage documents in the Care Tree
 2. Perform chart evaluations
 3. Export items from the chart
 4. Set default pharmacy and add patient's photo to the chart
 5. View vital sign graphs
 6. Order patient tests
 7. Record immunizations
 8. Order patient tests
 9. Create notes, letters and reports for the patient
 3. Office visit screen
 1. View Face Sheet information
 2. Build encounter note on SOAP format
 3. Create encounter note from 12 databases of preset text and templates
 4. Record vitals and chief complaints
 5. Order and document tests and procedures
 6. Use calculators and draw programs
 7. Import Care Plans
 8. Access patient instruction sheets
2. Demonstrate how to send and respond to urgent messages
 1. Activate the action menu
 2. Display to recipient's computer screen
 3. Save messages in message center
- E. Create various office visit reports
 1. Describe the components of an office visit note
 1. Subjective
 2. Objective
 3. Assessment
 4. Plan
 2. Create a new office visit note
 1. Review of systems
 2. Face sheet
 3. Vital signs
 4. Diagnosis
 5. Prescriptions
 3. Edit an office visit note by adding an addendum
 4. History and Physical
- F. Create and conduct a chart evaluation
 1. Define preventive health criteria to evaluate patient's charts using these criteria
 2. How to send reminder notices
 3. How to use the wellness screening criteria

Lab Outline

- A. Set up user preference for the program
- B. Build and edit Face Sheet, containing healthcare history, allergies, medication, problem list
- C. Create a routing slip (Superbills)

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 1
- Lec Load: 0
- Lab Hrs: 2
- Lab Load: 0
- Total Load: 0
- Seat Ct: 0
- (mkct 5/2/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

HTEC D360A and HTEC D372.

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone CTE course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/12	Basic course info	proposal details	required	attach online delivery form	Y
		course justification	required	remove transferability	Y
		stand-alone statement	required	remove statement	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/8/25	Req/Adv	Advisory(ies) - Other	Required	Change HTEC 372 to HTEC 72	Y
4/8/25	Basic Course Information	Attachments	Required	Update 2nd Matrix G for HTEC 72 (also in the third entry in the left hand column state the actual objective related to HIPPA)	Y

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- 5-year revision date changed to credit course -mc

De Anza College
Change Report
04/25/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Section**Changed field****De Anza GE Form**

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Comments

Stage 3: Division Curriculum Representative

Comments

Stage 8: Dean of Online Learning

CO

Hybrid Approval Date (MM/DD/YYYY)

Course Justification

Course Justification

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Shameka Walker	• Lori Clinchard
	Course ID (CB01A and CB01B)	HUMID007.	HUMID007.
	Course Control Number	CCC000313663	CCC000313663
	Course Title (CB02)	The Arts and the Human Spirit	The Arts and the Human Spirit
	Short Course Title	THE ARTS AND THE HUMAN SPIRIT	THE ARTS AND THE HUMAN SPIRIT
	TOP Code (CB03)	1599.00	1599.00 Other Humanities
	CIP Code	Liberal Arts and Sciences, General Studies and Humanities, Other	24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other
	Department	HUMI - Humanities	HUMI - Humanities
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	Explores the expression of spiritual and religious thought and aspiration in the arts. Examines religious art in various media in particular, and analyzes the roles of creativity and spirituality in the arts in general. Critical, reflective and experiential in approach.	Explores <u>This course explores</u> the expression of spiritual and religious thought and aspiration in the arts. Examines religious art in various media in particular, and analyzes the roles of creativity and spirituality in the arts in general. Critical, reflective and experiential in approach.
	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	<ul style="list-style-type: none"> Humanities
!	Discipline 2	No value	<ul style="list-style-type: none"> Religious Studies
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - HUMANITIES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course meets a general education requirement for De Anza, and Cal-GETC and is included in the Arts and Letters emphasis in the De Anza Liberal Arts Associate Degree. It is UC and CSU transferable. This course is an option for students working towards the Humanities Certificate of Achievement. This course explores the myriad ways in which human communities express their spiritual aspirations through artistic media.</p>	<p>This course meets a general education requirement for De Anza, is intended to meet GE, CSU and Cal-GETC and UC transferable <u>undergraduate course requirements. It is included in one of the Arts and Letters emphasis in electives required for the De Anza AA degree in Liberal Arts, Arts Associate Degree. It is UC & Letters Emphasis and CSU transferable. This course is serves as an option for introduction to the Humanities, wherein students working towards analyze the Humanities Certificate dynamic intersections of Achievement. This course explores the myriad ways in which human communities express their arts and the spiritual aspirations through artistic media: traditions.</u></p>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	
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Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No	No
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No	No
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No	No
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	Course Prior To College Level	Not applicable.	Not applicable.
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Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	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	Art History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Art History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Art History for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Art History for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Cal-GETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Cal-GETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Humanities
Award Type	Certificate of Achievement (COA)

Associated Program	Humanities
Award Type	Certificate of Achievement (COA)

Changed Field

Current Version

Proposed Version

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC (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

Transferability & Gen. Ed. Options

Changed Field

Current Version

Proposed Version

Transfer Status (CB05)

Transferable to both UC and CSU

Transferable to both UC and CSU

Course General Education Status (CB25)

Y

Y

Changed	Field	Current Version	Proposed Version
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	Transfer Status	Approved	Approved
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GE Information

System/Institution	Cal-GETC
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Area(s)	<ul style="list-style-type: none"> CA3B - Approved.
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-	No value
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System/Institution	Cal-GETC
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Area(s)	<ul style="list-style-type: none"> CA3B - Approved.
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-	No value
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System/Institution	De Anza GE
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Area(s)	<ul style="list-style-type: none"> 2G3X - Approved.
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-	No value
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System/Institution	De Anza GE
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Area(s)	<ul style="list-style-type: none"> 2G3X - Approved.
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-	No value
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Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	4	4
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	Lecture Hours - Out of Class	8	8
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	Laboratory Hours - In Class	0	0
--	------------------------------------	---	---

	Laboratory Hours - Out of Class	0	0
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	NA Hours - In Class	0	0
--	----------------------------	---	---

	NA Hours - Out of Class	0	0
--	--------------------------------	---	---

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
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	Total - Course In-Class (Contact) Hours	48	48
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	Total - Course Out-of-Class Hours	96	96
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	Total Credit Units - Minimum Credit Units	4	4
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	Total Credit Units - Maximum Credit Units	4	4
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Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
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	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
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	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
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	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
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Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Homework and extended projects
Field observation and field trips
Guest speakers
Collaborative learning and small group exercises
Collaborative projects
Other methods as appropriate

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
Field observation and field trips
Guest speakers
Collaborative learning and small group exercises
Collaborative projects
Other methods as appropriate

Changed Field**Current Version****Proposed Version****Assignments**

1. Regular reading assignments from a minimum of one college-level, book length textbook related to religion, spirituality, creativity, and/or art, from the library reserve and in or out of class articles and papers of various lengths.
 2. Viewing assignments of videos shown in-class or in media lab. Each viewing assignment is accompanied with specific questions or prompts to assess and summarize.
 3. Writing assignments that will demonstrate the student's increased ability to both critique and empathize with the complexities of the intersections of the arts and the spiritual traditions, through discussion questions, reflection papers, journal entries, comparing and contrasting, a comprehensive assessment of course material, and a guided research paper and/or team project.
 4. An individual or collective creative project that will require students to synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize their knowledge: a panel presentation, interview project, CD/DVD, video, film, musical, theatrical, poetic, graphic or artistic expression that reflects both the exploration and comparison of material covered.
1. Regular reading assignments from a minimum of one college-level, book length textbook related to religion, spirituality, creativity, and/or art, from the library reserve and in or out of class articles and papers of various lengths.
 2. Viewing assignments of videos shown in-class or in media lab. Each viewing assignment is accompanied with specific questions or prompts to assess and summarize.
 3. Writing assignments that will demonstrate the student's increased ability to both critique and empathize with the complexities of the intersections of the arts and the spiritual traditions, through discussion questions, reflection papers, journal entries, comparing and contrasting, a comprehensive assessment of course material, and a guided research paper and/or team project.
 4. An individual or collective creative project that will require students to synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize their knowledge: a panel presentation, interview project, CD/DVD, video, film, musical, theatrical, poetic, graphic or artistic expression that reflects both the exploration and comparison of material covered.

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. Short "prep" quizzes that are evaluated according to students' ability to analyze and critique the concepts being studied, then reviewed, and discussed in class. These quizzes will be on limited topics found within the lecture, audio and video presentations, and course reading assignments.
2. A minimum of three examinations based on lectures, audio and visual presentations, and reading assignments that test students' ability to evaluate, critique and appraise course material.
3. A minimum of one critical analysis papers: one or two, 500 words, informed reaction essays to concerts,

**Methods
of
Evaluation**

1. Short "prep" quizzes that are evaluated according to students' ability to analyze and critique the concepts being studied, then reviewed, and discussed in class. These quizzes will be on limited topics found within the lecture, audio and video presentations, and course reading assignments.
2. A minimum of three examinations based on lectures, audio and visual presentations, and reading assignments that test students' ability to evaluate, critique and appraise course material.
3. A minimum of one critical analysis papers: one or two, 500 words, informed reaction essays to concerts,

Changed Field**Current Version****Proposed Version**

performances, museums, religious site visits, etc., out of class, to be evaluated based on demonstrated mastery of course objectives.

4. Journal or homework assignments that incorporate reactions to artistic examples and comprehension of course concepts, to be evaluated based on demonstrated mastery of course objectives.

5. Final exam OR Final paper of at least 5 pages OR a Final experiential project - designed by the instructor to demonstrate the capacity to define, structure, and analyze topics related to spirituality and visual expression, to be evaluated based on

performances, museums, religious site visits, etc., out of class, to be evaluated based on demonstrated mastery of course objectives.

4. Journal or homework assignments that incorporate reactions to artistic examples and comprehension of course concepts, to be evaluated based on demonstrated mastery of course objectives.

5. Final exam OR Final paper of at least 5 pages OR a Final experiential project - designed by the instructor to demonstrate the capacity to define, structure, and analyze topics related to spirituality and visual expression, to be evaluated based on

Changed Field

Current Version

Proposed Version

demonstrated
mastery of
course
objectives.

demonstrated
mastery of
course
objectives.



**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	Cameron, Julia. "The Artist's Way: 25th Anniversary Edition." San Francisco: Chronicle Books, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Dunham, Bandhu. "Creative Life: Spirit, Power, and Relationship in the Practice of Art." Prescott, AZ: Hohm Press, 2005.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Plate, S. Brent. "Religion, Art, & Visual Culture: a cross-cultural reader." New York, NY: Palgrave. 2002.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	The Artist's Way: 25th Anniversary Edition
Author	Cameron, Julia
Publisher	Chronicle Books
Date/Edition	2016
ISBN	978-0143129257

Title	Creative Life: Spirit, Power, and Relationship in the Practice of Art
Author	Dunham, Bandhu
Publisher	Hohm Press
Date/Edition	2005
ISBN	978-1890772468

Title	A History of Religion in 51/2 Objects: Bringing the Spiritual to Its Senses
Author	Plate, S. Brent
Publisher	Beacon Press
Date/Edition	2014
ISBN	978-0-8070-3311-1

Title	The Illustrated World's Religions: A Guide to our Wisdom Traditions - Revised edition
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Changed Field**Current Version****Proposed Version**

Title	No value
Author	*Smith, Huston. "The Illustrated World's Religions: A Guide to our Wisdom Traditions - Revised edition". Harper, 2009.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	*Willis, Roy (Editor). "World Mythology: The Illustrated Guide". Oxford University Press, 2006.
Publisher	No value
Date/Edition	No value
ISBN	No value

Author	Smith, Huston
Publisher	Harper
Date/Edition	2009
ISBN	978-0061763489

Title	Van Gogh Has a Broken Heart: What Art Teaches Us About the Wonder and Struggle of Being Alive
Author	Ramsey, Russ
Publisher	Zondervan
Date/Edition	2024
ISBN	978-0310155577



Suggested Reading List

No value

Reading List Archive for Research in Archetypal Symbolism (ARAS). "The Book of Symbols: Reflections on Archetypal Images." Cologne, Germany: Taschen, 2010.

May include, but are not limited to No value

Reading List Austen, Hallie Iglehart. "The Heart of the Goddess: Art, Myth and Meditations of the World's Sacred Feminine," 2nd Edition. Berkeley, CA: Wingbow Press, 2018.

May include, but are not limited to No value

Reading List Burckhardt, Titus. "Sacred Art in East and West." Louisville, KY: Fons Vitae, 2001.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Campbell, Joseph. "The Hero with a Thousand Faces (The Collected Works of Joseph Campbell)," 3rd Edition. Novato, CA: New World Press, 2008.

May include, but are not limited to No value

Reading List DeLoria, Jr., Vine, and Silko, Leslie. "God is Red: A Native View of Religion, 30th Anniversary Edition." Golden, CO: 2003.

May include, but are not limited to No value

Reading List Dyrness, William A. "A Visual Faith: Art, Theology, and Worship in Dialog". Baker Academic, 2001.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Eliade, Mircea. "Images and Symbols: Studies in Religious Symbolism." Princeton, NJ: Princeton University Press, 1991.

May include, but are not limited to No value

Reading List Gimbutas, Marita. "The Goddesses and Gods of Old Europe." London: Thames and Hudson, 1974.

May include, but are not limited to No value

Reading List Grey, Alex, and Wilbur, Ken. "The Mission of Art, 20th Anniversary Edition." Boston: Shambala, 2018.

May include, but are not limited to No value

Reading List Harshananda, Swami. "Hindu Gods and Goddesses." Madras, India: Sri Ramakrishna Math, 1987.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Hattstein, Markus, and Delius, Peter. "Islam: Art and Architecture." Pottsdam, Germany: h.f.ullmann, 2015.

May include, but are not limited to No value

Reading List Hope, Jane. "The Secret Language of the Soul: A Visual Guide to the Spiritual World." San Francisco: Chronicle Books, 2003

May include, but are not limited to No value

Reading List Jung, Carl. "Man and His Symbols." New York: Doubleday, 1972.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Kandinsky, Wassily.
"Concerning the
Spiritual in Art." New
York: Dover, 1977.

May include, but are not limited to No value

Reading List Lewis, Samella, and
Hewitt, Mary Jane.
"African American Art
and Artists." Berkeley
and Los Angeles:
University of California
Press, 2003.

May include, but are not limited to No value

Reading List Little, Stephen et al.
"Taoism and the Arts of
China." Berkeley, CA:
University of California
Press, 2000.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Olupona, Jacob, K.. "African Spirituality: Forms, meanings, and expressions (World Spirituality)." New York: The Crossroad Publishing Company, 2001.

May include, but are not limited to No value

Reading List Pal, Pratapaditya. "Divine Images, Human Visions." Ottawa: National Gallery of Canada, 1997.

May include, but are not limited to No value

Reading List Pattanaik, Devdutt. "Indian Mythology: Tales, Symbols, and Rituals." Rochester, Vermont: Inner Traditions International, 2003.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Penney, David. "North American Indian Art (World of Art)." London: Thames, 2004.

May include, but are not limited to No value

Reading List Reichard, Gladys. "Navaho Religion: A Study of Symbolism." Princeton, NJ: Princeton University Press, 1990.

May include, but are not limited to No value

Reading List Rhie, Marilyn M, and Thurman, Robert. "Wisdom and Compassion: The Sacred Art of Tibet (Expanded Edition)." New York: Harry N. Abrams, 2000.

May include, but are not limited to No value

Reading List Temple, Richard. "Icons: Divine beauty." London, Saqi Books, 2004.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Thury, Eva M., and Devinney, Margaret K. "Introduction to Mythology: Contemporary Approaches to Classical and World Myths," 4th Edition. New York: Oxford University Press, 2016.

May include, but are not limited to No value

Reading List Wilson, William Scott. "The One Taste of Truth: Zen and the art of drinking tea." Boulder, Colorado: Shambala, 2013.

May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	<p>Course Objectives</p>	<ul style="list-style-type: none"> • Create an historical and aesthetic framework for analyzing major religious art in various media (visual art and architecture, language, dance, music, drama) as an expression of the worldviews, experience and values of Western, non-Western, and indigenous cultures. • Interpret, synthesize, and evaluate religious artistic expression (visual, verbal, aural, kinesthetic) and make connections among the religious art of various cultures. • Evaluate the role of women and minorities in religious disciplines. • Analyze the relationship between creativity, spirituality, and the arts. • Develop creative new ways of seeing and interpreting ideas, building on increased critical thinking and creative skills, and an increased ability to think independently and holistically. 	<ul style="list-style-type: none"> • Create an historical and aesthetic framework for analyzing major religious art in various media (visual art and architecture, language, dance, music, drama) as an expression of the worldviews, experience and values of Western, non-Western, and indigenous cultures. • Interpret, synthesize, and evaluate religious artistic expression (visual, verbal, aural, kinesthetic) and make connections among the religious art of various cultures. • Evaluate the role of women and minorities in religious disciplines. • Analyze the relationship between creativity, spirituality, and the arts. • Develop creative new ways of seeing and interpreting ideas, building on increased critical thinking and creative skills, and an increased ability to think independently and holistically.

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs Synthesize critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate capacity for personal, as well as social change.

Expected SLO Performance 0.0

CSLOs Synthesize critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate capacity for personal, as well as social change.

Expected SLO Performance 0.0

CSLOs Interpret and communicate the correlations between creativity, spirituality and artistic expression.

Expected SLO Performance 0.0

CSLOs Interpret and communicate the correlations between creativity, spirituality and artistic expression.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Create an historical and aesthetic framework for analyzing major religious art in various media (visual art and architecture, language, dance, music, drama) as an expression of the worldviews, experience and values of Western, non-Western, and indigenous cultures.</p> <ol style="list-style-type: none"> 1. Analyze the historical evolution of religious consciousness as a broadly human phenomenon. <ol style="list-style-type: none"> 1. Pre-history: cave art and artifacts 2. Tribal culture: ritual, magic, myth 3. Civilization: rational egoic 4. Mystical: transpersonal 2. Examine the centrality of myth, symbol, and ritual to religious expression. 3. Assess multiple ways of approaching, for example: <ol style="list-style-type: none"> 1. life's origins, ends and meaning 2. nature of the divine 3. human relationship to nature and the earth 4. disasters, death, social structure and roles 4. Compare intellectual, emotional and ethical aspects of religious systems articulated in, for example: <ol style="list-style-type: none"> 1. Indigenous oral traditions 2. Hindu Vedas, Upanishads and Bhagavad Gita 	<p>1. Create an historical and aesthetic framework for analyzing major religious art in various media (visual art and architecture, language, dance, music, drama) as an expression of the worldviews, experience and values of Western, non-Western, and indigenous cultures.</p> <ol style="list-style-type: none"> 1. Analyze the historical evolution of religious consciousness as a broadly human phenomenon. <ol style="list-style-type: none"> 1. Pre-history: cave art and artifacts 2. Tribal culture: ritual, magic, myth 3. Modern society: rational egoic 4. Mystical: transpersonal 2. Examine the centrality of myth, symbol, and ritual to religious expression. 3. Assess multiple ways of approaching, for example: <ol style="list-style-type: none"> 1. life's origins, ends and meaning 2. nature of the divine 3. human relationship to nature and the earth 4. disasters, death, social structure and roles 4. Compare intellectual, emotional and ethical aspects of religious systems articulated in, for example: <ol style="list-style-type: none"> 1. Indigenous oral traditions 2. Hindu Vedas, Upanishads and Bhagavad Gita

Changed Field**Current Version****Proposed Version**

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| 3. Buddhist Sutras
4. Tao Te Ching
5. Old and New Testaments
6. Qur'an
5. Compare varieties of sacred space: altars, shrines, stupas, kivas, temples, synagogues, churches, mosques, etc. | 3. Buddhist Sutras
4. Tao Te Ching
5. Old and New Testaments
6. Qur'an
5. Compare varieties of sacred space: altars, shrines, stupas, kivas, temples, synagogues, churches, mosques, etc. |
| 2. Interpret, synthesize, and evaluate religious artistic expression (visual, verbal, aural, kinesthetic) and make connections among the religious art of various cultures.
1. Assess interactive methods of accessing information and problem solving: independent and group exploration of texts, art works, web sites, responses; evolution of independent perspectives and methods of response.
2. Analyze experiential methods peculiar to religious art such as mythic Lectio Divina, rabbinic scribes, icon gazing, yantra meditation, ritual storytelling, dance and drama.
3. Evaluate the multiplicity of approaches and sensory responses, such as:
1. reading and listening (texts, poetry, myth, legend, music)
2. viewing (videos/films, artwork)
3. contemplating or meditating | 2. Interpret, synthesize, and evaluate religious artistic expression (visual, verbal, aural, kinesthetic) and make connections among the religious art of various cultures.
1. Assess interactive methods of accessing information and problem solving: independent and group exploration of texts, art works, web sites, responses; evolution of independent perspectives and methods of response.
2. Analyze experiential methods peculiar to religious art such as mythic Lectio Divina, rabbinic scribes, icon gazing, yantra meditation, ritual storytelling, dance and drama.
3. Evaluate the multiplicity of approaches and sensory responses, such as:
1. reading and listening (texts, poetry, myth, legend, music)
2. viewing (videos/films, artwork)
3. contemplating or meditating |

Changed Field**Current Version****Proposed Version**

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| 4. speaking, moving,
drawing | 4. speaking, moving,
drawing |
| 3. Evaluate the role of women and minorities in religious disciplines.
1. Analyze the consequences of the emergence of patriarchal religions and submergence of goddess worship.
2. Assess the changing roles of women in world religions, and the emergence of Women's Spirituality and other New Age paradigms.
3. Compare treatment of issues related to gender, culture and values, such as: virtues, lovingkindness, origins and afterlife, matriarchy and patriarchy, earth.
4. Develop teamwork and collaborate within culturally diverse contexts. | 3. Evaluate the role of women and minorities in religious disciplines.
1. Analyze the consequences of the emergence of patriarchal religions and submergence of goddess worship.
2. Assess the changing roles of women in world religions, and the emergence of Women's Spirituality and other New Age paradigms.
3. Compare treatment of issues related to gender, culture and values, such as: virtues, lovingkindness, origins and afterlife, matriarchy and patriarchy, earth.
4. Develop teamwork and collaborate within culturally diverse contexts. |
| 4. Analyze the relationship between creativity, spirituality, and the arts.
1. Experiment with and analyze the interactions of creative activity, in all its forms, and spirituality, as defined both by religion and by the students themselves.
2. Experiment with and analyze the complexities of creative action within the artistic process.
3. Experiment with and analyze the ways that spirituality, variously defined, both shapes and is shaped by the arts. | 4. Analyze the relationship between creativity, spirituality, and the arts.
1. Experiment with and analyze the interactions of creative activity, in all its forms, and spirituality, as defined both by religion and by the students themselves.
2. Experiment with and analyze the complexities of creative action within the artistic process.
3. Experiment with and analyze the ways that spirituality, variously defined, both shapes and is shaped by the arts. |

Changed Field**Current Version****Proposed Version**

5. Develop creative new ways of seeing and interpreting ideas, building on increased critical thinking and creative skills, and an increased ability to think independently and holistically.

1. Think critically and imaginatively, synthesizing and projecting probable outcomes: the literal, analogical, allegorical and anagogical approaches to meaning.

2. Explore creatively, both individually and in groups, religious and/or mythic themes and motifs, such as:

1. axis mundi
2. rites of passage
3. spiritual beings

3. Analyze origins and purposes of religions, in society and in relation to student's own religious stance.

4. Exercise aesthetic judgment regarding religious art versus art on religious themes.

5. Develop creative new ways of seeing and interpreting ideas, building on increased critical thinking and creative skills, and an increased ability to think independently and holistically.

1. Think critically and imaginatively, synthesizing and projecting probable outcomes: the literal, analogical, allegorical and anagogical approaches to meaning.

2. Explore creatively, both individually and in groups, religious and/or mythic themes and motifs, such as:

1. axis mundi
2. rites of passage
3. spiritual beings

3. Analyze origins and purposes of religions, in society and in relation to student's own religious stance.

4. Exercise aesthetic judgment regarding religious art versus art on religious themes.

Lab Component in this Course

No

No

Lab Outline

No value

No value

Blue Form

Changed	Questions	Current Version	Proposed Version
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**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
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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
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Prerequisite(s):

No Value

No Value

Corequisite(s):

No Value

No Value

Advisory(ies):

ENGL C1000 or ENGL C1000H or ESL D005.

ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

No Value

Limitation(s) on Enrollment:

No Value

No Value

Limitation(s) on Enrollment - Other:

No Value

No Value

Entrance Skills(s):

No Value

No Value

Entrance Skill(s) - Other:

No Value

No Value

General Course Statement(s):

(See general education pages for the requirements this course meets.)

(See general education pages for the requirements this course meets.)

Changed	Questions	Current Version	Proposed Version
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	General Course Statement(s) - Other:	No Value	No Value
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A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	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
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Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Outline: A - Create an historical and aesthetic framework for analyzing major religious art in various media as an expression of the worldviews, experience and values of Western, non-Western, and indigenous cultures.
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Changed	Questions	Current Version	Proposed Version
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignment: C - Writing assignments that will demonstrate the student's increased ability to both critique and empathize with the complexities; and D - An individual or collective creative project that will require students to synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize their knowledge:
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Methods of Evaluation: E - Final exam or paper designed by the instructor to demonstrate the capacity to define, structure, and analyze topics, and evaluated based on demonstrated mastery of course objectives.
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation: B - A minimum of three examinations that test students' ability to evaluate, critique and appraise course material.
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignments: D - An individual or collective creative project that will require students to synthesize their critical thinking, imaginative, cooperative, and empathetic abilities to contextualize their knowledge.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
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ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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

Empty area for the D-Matrix Form.

Changed	Questions	Current Version	Proposed Version
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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
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**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
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	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
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Changed	Questions	Current Version	Proposed Version
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**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
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Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

Objective 10:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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
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**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
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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	Course Outline: A - Create an historical and aesthetic framework for analyzing major religious art in various media as an expression of the worldviews, experience and values of Western, non-Western, and indigenous cultures.
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments: C - Writing assignments, discussion questions, reflection papers, journal entries, and a guided research paper and/or team project; D - An individual or collective creative project: a panel presentation, interview project, CD/DVD, video, film, musical, theatrical, poetic, graphic or artistic expression.

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Methods of Evaluation: C - A minimum of one critical analysis paper.
	<p>! 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.)</p>	No Value	Course Outline: A - Create an historical and aesthetic framework for analyzing major religious art in various media as an expression of the worldviews, experience and values of Western, non-Western, and indigenous cultures.
	<p>! Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Course Outline: B - Interpret, synthesize, and evaluate religious artistic expression and make connections among the religious art of various cultures.

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	Course Outline: D3 - Experiment with and analyze the ways that spirituality, variously defined, both shapes and is shaped by the arts.

Comments

Changed	Questions	Current Version	Proposed Version				
	Stage 2: Department Chair	No Value	No Value				
	Stage 3: Division Curriculum Representative	No Value	Date	TabPart - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/26/2025	RG Course Description	Needs to be a complete sentence. Please add The or This course...	Y	
	Stage 4: Division Dean	No Value	No Value				
	Stage 5: SLO Coordinator	No Value	No Value				

Changed	Questions	Current Version	Proposed Version												
	Stage 7: Content Review Matrix Liaison	No Value	No Value												
	Stage 8: Dean of Online Learning	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/11/25</td> <td>Gabriela Nocito</td> <td>Basic Information - Proposal Details – Attachments: Hybrid and Online Course Delivery Request</td> <td>Required</td> <td>-Please delete reference to outside organization (www.cast.org) on question #12 of the form. Or explain how this outside organization provides support to students.</td> <td>Y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	4/11/25	Gabriela Nocito	Basic Information - Proposal Details – Attachments: Hybrid and Online Course Delivery Request	Required	-Please delete reference to outside organization (www.cast.org) on question #12 of the form. Or explain how this outside organization provides support to students.	Y
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
4/11/25	Gabriela Nocito	Basic Information - Proposal Details – Attachments: Hybrid and Online Course Delivery Request	Required	-Please delete reference to outside organization (www.cast.org) on question #12 of the form. Or explain how this outside organization provides support to students.	Y										
	Stage 9: Articulation Officer	No Value	No Value												
	Stage 10: De Anza General Education	No Value	No Value												
	Stage 13: Curriculum Committee	No Value	No Value												

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	HUMI 007	HUMI 007
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	11/06/2018	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/2023 (effect. F23) -cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/2023 (effect. F23) -cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	HUMID007.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
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	Time to Next Review	Sep 1, 2024 12:00:00 AM
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	External Review Approval Date	Sep 1, 2019 12:00:00 AM
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	Course Control Number	CCC000313663
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
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
Learning Outcomes	CSLOs
Blue Form	1. Is the unit(s) change required for articulation?
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
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.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 5: SLO Coordinator
Comments	Stage 8: Dean of Online Learning
Comments	Stage 10: De Anza General Education
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Farideh Dada

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	JOURD021A	JOURD021A
	Course Control Number	CCC000062375	CCC000062375
	Course Title (CB02)	News Writing and Reporting	News Writing and Reporting
	Short Course Title	NEWS WRTNG & RPRTG	NEWS WRTNG & RPRTG
	TOP Code (CB03)	0602.00	0602.00 Journalism
	CIP Code	Journalism	09.0401 Journalism
	Department	JOUR - Journalism	JOUR - Journalism
!	Effective Term	Fall 2025	Fall 2025 2026
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Instruction and practice in reporting and the fundamentals of news writing for media, with analysis of typical news stories. Concentration on the language and style of news writing; organization and structure of news stories; the lead and the basic story types. Practical writing experience.	Instruction- This course provides instruction and practice in reporting and reporting, along with the fundamentals of news writing for media, with media. It includes analysis of typical news stories. Concentration stories, with a concentration on the language and style of news writing- writing . Students will focus on the organization and structure of news stories; stories, the lead- development of leads, and the basic story types. Practical types, while gaining practical writing experience. This class is NOT part of the student news publication, <u>La Voz News.</u>
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Journalism
!	Discipline 2	No value	<ul style="list-style-type: none"> Mass Communication
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - JOURNALISM

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course instructs students in writing objective news-style stories for media presentation. It transfers to UC, and to CSU as a prerequisite for journalism programs, and is a requirement for the Journalism AA degree and is part of a CTE program. The De Anza Journalism Advisory Committee recommends that journalism students learn to write news stories using the inverted pyramid style and Associated Press style.	This course instructs students in writing objective news-style stories for media presentation. It transfers to UC, and to CSU as a prerequisite for journalism programs, and is a requirement for the Journalism AA degree and is part of a CTE program. The De Anza Journalism Advisory Committee recommends that journalism students learn to write news stories using the inverted pyramid style and Associated Press style.

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course			
Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course			
Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course			
Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency			

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	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	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	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

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Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program Journalism Award Type Associate in Arts (A.A.) Degree	Associated Program Journalism Award Type Associate in Arts (A.A.) Degree
		Associated Program Journalism (In Development) Award Type Associate in Arts (A.A.) Degree	Associated Program Journalism (In Development) Award Type Associate in Arts (A.A.) Degree
		Associated Program Journalism for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Journalism for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Journalism for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Journalism 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 Public Relations Award Type Certificate of Achievement (COA)	Associated Program Public Relations Award Type Certificate of Achievement (COA)
		Associated Program Public Relations Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Public Relations Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Public Relations (In Development) Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Public Relations (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

Changed	Field	Current Version	Proposed Version												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table border="1"> <thead> <tr> <th>System/Institution</th> <th>C-ID</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td>• JOUR - Approved.</td> </tr> <tr> <td>-</td> <td>JOUR D021A & JOUR D021B required for C-ID JOUR 110</td> </tr> </tbody> </table>	System/Institution	C-ID	Area(s)	• JOUR - Approved.	-	JOUR D021A & JOUR D021B required for C-ID JOUR 110	<table border="1"> <thead> <tr> <th>System/Institution</th> <th>C-ID</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td>• JOUR - Approved.</td> </tr> <tr> <td>-</td> <td>JOUR D021A & JOUR D021B required for C-ID JOUR 110</td> </tr> </tbody> </table>	System/Institution	C-ID	Area(s)	• JOUR - Approved.	-	JOUR D021A & JOUR D021B required for C-ID JOUR 110
System/Institution	C-ID														
Area(s)	• JOUR - Approved.														
-	JOUR D021A & JOUR D021B required for C-ID JOUR 110														
System/Institution	C-ID														
Area(s)	• JOUR - Approved.														
-	JOUR D021A & JOUR D021B required for C-ID JOUR 110														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	3	3
	Lecture Hours - Out of Class	6	6
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

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	<p>Methods of Instruction</p> <p>Methods of Instruction</p> <ul style="list-style-type: none"> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises 	<p>Methods of Instruction</p> <p>Methods of Instruction</p> <p>Methods of Instruction</p> <ul style="list-style-type: none"> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class articles In-class exploration of internet sites Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Field trips
	Assignments	<ol style="list-style-type: none"> 1. Reading approximately 200 pages from a textbook, websites and/or handouts that include: <ol style="list-style-type: none"> 1. Explanations of what constitutes news, the structure of basic news stories, finding sources, interviewing and writing various types of stories. 2. Examples of news stories from professional media that demonstrate good writing, structure, use of sources and style. 3. Explanations of media law and ethics: libel, copyright, privacy, photo alternation, naming sources, avoiding conflict of interest and maintaining objectivity. 2. Assignments, exercises and final exam on topics such as: <ol style="list-style-type: none"> 1. Associated Press style 2. Law and ethics cases. 3. Lead writing. 4. Story structure. 5. Proofreading and copy editing 3. Online presentation such as a web page or blog with hyperlinks and graphic elements. <ol style="list-style-type: none"> 1. Search engine optimization 2. Web presentation 	<ol style="list-style-type: none"> 1. Reading approximately 200 pages from a textbook, websites and/or handouts that include: <ol style="list-style-type: none"> 1. Explanations of what constitutes news, the structure of basic news stories, finding sources, interviewing and writing various types of stories. 2. Examples of news stories from professional media that demonstrate good writing, structure, use of sources and style. 3. Explanations of media law and ethics: libel, copyright, privacy, photo alternation, naming sources, avoiding conflict of interest and maintaining objectivity. 2. Assignments, exercises and final exam on topics such as: <ol style="list-style-type: none"> 1. Associated Press style 2. Law and ethics cases. 3. Lead writing. 4. Story structure. 5. Proofreading and copy editing. 3. Online presentation such as a web page or blog with hyperlinks and graphic elements. <ol style="list-style-type: none"> 1. Search engine optimization 2. Web presentation

Changed Field

Current Version

Proposed Version



Methods of Evaluation

**Methods
of
Evaluation**

**Methods
of
Evaluation**

1. Quizzes to evaluate comprehension and critical thinking
2. News stories evaluated for structure, completeness, accuracy, grammar, AP style, use of sources, use of quotations, observation of legal and ethical standards and adherence to length requirements.
3. Web presentation evaluated for journalism basics and use of hyperlinks and graphics.
4. In-class assignments, exercises and final exam evaluated for comprehension of structure, style and journalistic standards.

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1. Quizzes to evaluate comprehension and critical thinking
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3. Web presentation evaluated for journalism basics and use of hyperlinks and graphics.
4. In-class assignments, exercises and final exam evaluated for comprehension of structure, style and journalistic standards.



**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	Missouri Group. News Reporting and Writing, 12e. Bedford St. Martin's, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Harrower, Tim. Inside Reporting, 3e. McGraw-Hill, 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Rich, Carole. Writing and Reporting News - A Coaching Method, 8e. Wadsworth Publishing, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Filak, Vincent F. Dynamics of News Reporting & Writing. Sage, 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	News Reporting and Writing
Author	The Missouri Group
Publisher	Bedford St. Martin's
Date/Edition	13e. 2020.
ISBN	No value

Title	Inside Reporting
Author	Harrower, Tim.
Publisher	McGraw-Hill
Date/Edition	3e 2012.
ISBN	No value

Title	Writing and Reporting News - A Coaching Method
Author	Rich, Carole.
Publisher	Wadsworth Publishing
Date/Edition	8e. 2016.
ISBN	No value

Title	Dynamics of News Reporting & Writing
Author	Filak, Vincent F.
Publisher	Sage
Date/Edition	3e, 2024
ISBN	No value

Title	Broccoli and Chocolate: A Beginner's Guide to Journalism News Writing
Author	Hiro, Erin
Publisher	Creative Commons, open resource
Date/Edition	1st, 2024
ISBN	No value

Title	AP Stylebook
Author	The Associated Press editors
Publisher	The Associated Press
Date/Edition	57th, 2024-2026
ISBN	No value

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	<p>Reading List Associated Press. Associated Press Stylebook and Libel Manual 2018. New York: The Associated Press, 2018.</p> <p>May include, but are not limited to</p>	No value
		<p>Reading List AP Stylebook online. https://www.apstylebook.com/</p> <p>May include, but are not limited to</p>	
		<p>Reading List Kessler, Lauren and Duncan McDonald When Words Collide: A Media Writer's Guide to Grammar and Style, 8e. Cengage, 2012.</p> <p>May include, but are not limited to</p>	
		<p>Reading List Brooks, Brian S. Working with Words, 9e. Bedford/St. Martin's, 2017</p> <p>May include, but are not limited to</p>	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Demonstrate a basic knowledge of the fundamentals of news writing and the organization and structure of news stories, including the basics of news gathering and reporting. • Gather, organize and synthesize information to compile into news stories and write the stories. • Analyze contemporary news media issues and apply ethical and legal consideration to news writing. • Prepare news stories for multiple media platforms. 	<ul style="list-style-type: none"> • Define and execute newsgathering strategies • Develop interview questions and conduct interviews • Compose simple leads • Compose simple and complex/long form news articles using the inverted pyramid and other formats • Produce articles under deadline • Apply Associated Press style to articles • Revise and evaluate own and others' articles for accurate spelling, grammar and adherence to AP Style. • Define writing differences for different platforms

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Judge and rank characteristics of a news story; define and execute newsgathering strategies.

Expected SLO Performance 0.0

CSLOs Judge and rank characteristics of a news story.

Expected SLO Performance 0.0

CSLOs Synthesize important details to create the lead for a news story; write complex news articles using the inverted pyramid and other formats suitable for different platforms.

Expected SLO Performance 0.0

CSLOs Define and execute newsgathering strategies.

Expected SLO Performance 0.0

CSLOs Evaluate, access and interview sources to report a multi-source news story and develop it for publication in print or online.

Expected SLO Performance 0.0

CSLOs Demonstrate the use of ethical and legal principles in reporting and writing a news story.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> Demonstrate a basic knowledge of the fundamentals of news writing and the organization and structure of news stories, including the basics of news gathering and reporting. <ol style="list-style-type: none"> Grammar, AP style, quotes and attribution. News writing basics, the inverted pyramid, other lead styles. Reporting with numbers and statistics. Non-sexist and non-discriminatory language; AP style on referring to ethnic and racial minorities, LGBTQ and disabled people. Gather, organize and synthesize information to compile into news stories and write the stories. <ol style="list-style-type: none"> Interviewing news sources Note taking during a speech, meeting or interview Computer-assisted reporting Using news releases and wire services Selecting and using diverse sources Structuring and editing the story Analyze contemporary news media issues and apply ethical and legal consideration to news writing. <ol style="list-style-type: none"> Diversity in reporting (reflecting the community to fairly represent minorities, women, disabled and LGBTQ sources) Media law Media ethics Evaluation and selection of news; principles of news judgment Objectivity and fairness Prepare news stories for multiple media platforms. <ol style="list-style-type: none"> Writing for video Writing for the internet/social media 	<ol style="list-style-type: none"> Define and execute newsgathering strategies <ol style="list-style-type: none"> Using news releases and wire services Selecting and using diverse sources Develop interview questions and conduct interviews <ol style="list-style-type: none"> Interviewing news sources Note taking during a speech, meeting or interview Computer-assisted reporting Compose simple leads Compose simple and complex/long form news articles using the inverted pyramid and other formats <ol style="list-style-type: none"> Writing news writing basics, the inverted pyramid, other lead styles. Reporting with numbers and statistics. Produce articles under deadline Apply Associated Press style to articles <ol style="list-style-type: none"> Grammar, AP style, quotes and attribution. Media law Media ethics Non-sexist and non-discriminatory language; AP style on referring to ethnic and racial minorities, LGBTQ and disabled people Revise and evaluate own and others' articles for accurate spelling, grammar and adherence to AP Style. <ol style="list-style-type: none"> Structuring and editing the story Evaluation and selection of news; principles of news judgment Objectivity and fairness Diversity in reporting (reflecting the community to fairly represent minorities, women, disabled and LGBTQ sources) Define writing differences for different platforms <ol style="list-style-type: none"> Writing for video Writing for the internet/social media
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No

Changed	Questions	Current Version	Proposed Version
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

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	The prerequisites ensure that students are equipped with foundational skills in critical reading and writing, enabling them to engage effectively in discussions, analyze professional texts, and complete assignments such as news story analysis. Course outline G4: Diversity in reporting (reflecting the community to fairly represent minorities, women, disabled and LGBTQ sources)
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	The prerequisites are essential to help students develop foundational writing skills, enabling them to effectively compose essays that integrate personal experiences and insights from assigned texts. These skills are critical for meeting the course's writing demands, such as crafting well-structured narratives, analyzing readings, and connecting personal perspectives with broader ideas. Course outline C and D1, and D2: Compose simple leads and Compose simple and complex/long form news articles using the inverted pyramid and other formats Writing news writing basics, the inverted pyramid, other lead styles. Reporting with numbers and statistics.
	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	The prerequisites ensure students have a strong foundation in grammar and sentence structure, which is essential for creating syntactically varied and error-free sentences. This preparation allows students to focus on refining their writing while meeting the course's expectations. Assignments B3, B4 and B5: Lead writing. Story structure. Proofreading and copy editing.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	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	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
i	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	course outline G, 4: Diversity in reporting (reflecting the community to fairly represent minorities, women, disabled and LGBTQ sources)
	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				Initiator - Indicate "Y" When Completed
❗	Stage 3: Division Curriculum Representative	No Value	DateTab	Part - Field	Type of Edit	Edit	
			1/31 Specifications	Suggested Reading List	Required	Please delete - this section is limited to only English Literature ELIT courses.	Y
			1/31 Learning Outcomes	Course Objectives	Recommended	Consider changing the verb "write" (Blooms verb for "Remembering") to a Blooms verb for "Creating/Synthesizing" such as "compose" or "produce." This is purely a suggestion and not a required change. https://www.deanza.edu/curriculum/guides/blooms.html (https://www.deanza.edu/curriculum/guides/blooms.html) Consider changing the verb "edit" to a Blooms verb for "Applying" such as "apply," "demonstrate," or "practice."	Y
			1/31 Learning Outcomes	Course Objectives	Recommended	This is purely a suggestion and not a required change. https://www.deanza.edu/curriculum/guides/blooms.html (https://www.deanza.edu/curriculum/guides/blooms.html) Please add at least one CSLO that describes measurable skills and/or abilities that students are able to demonstrate by the end of the course. https://www.deanza.edu/curriculum/guides/cslo.html (https://www.deanza.edu/curriculum/guides/cslo.html)	Y
			1/31 Learning Outcomes	CSLOs	Required	The current active outline for JOUR 21A lists these CSLOs: <ul style="list-style-type: none"> Judge and rank characteristics of a news story; define and execute newsgathering strategies. Synthesize important details to create the lead for a news story; write complex news articles using the inverted pyramid and other formats suitable for different platforms. Evaluate, access and interview sources to report a multi-source news story and develop it for publication in print or online. Demonstrate the use of ethical and legal principles in reporting and writing a news story. 	Y
	1/31 A-Matrix Form		Required	Please link the A-Matrix Objectives to skills/activities/assignments that are listed in the Outline, Assignments, or Methods of Evaluation areas. For example: <ul style="list-style-type: none"> Outline B. 1. - brief summary of area referenced Assignments A. 1. - brief summary of area referenced Methods of Evaluation C. - brief summary of area referenced 	Y		
			Thank you for your comments! All applied! Best, Farideh				
	Stage 4: Division Dean	No Value	No Value				

❗	Stage 5: SLO Coordinator	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>2/27/2025</td> <td>Learning Outcomes</td> <td>CSLOs</td> <td>Required</td> <td>Separate into two outcomes.</td> <td>Y</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	2/27/2025	Learning Outcomes	CSLOs	Required	Separate into two outcomes.	Y							
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2/27/2025	Learning Outcomes	CSLOs	Required	Separate into two outcomes.	Y																				
			Thank you for your comment. It's applied. Best, Farideh																						

	Stage 7: Content Review Matrix Liaison	No Value	No Value				
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Changed	Questions	Current Version	Proposed Version																		
!	Stage 8: Dean of Online Learning	No Value	<p>Gabriela Nocito on behalf of COOL Members</p> <p>Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request</p> <p>Required</p> <p>-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages.</p> <p>Thank you for your comments. Applied. Best, Farideh</p>																		
	Stage 9: Articulation Officer	No Value	No Value																		
!	Stage 10: De Anza General Education	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>4/19/2025</td> <td>De Anza GE Form</td> <td>Criteria 1, Criteria 5, and Criteria 6</td> <td>Required</td> <td>Need to cite the specific section from the Outline, Assignments, or Methods of Evaluation areas. Be sure to reference the specific section and provide a brief summary of the information cited.</td> <td>Y</td> </tr> <tr> <td>3/27/2025</td> <td>De Anza GE Form</td> <td>ALL</td> <td>Required</td> <td>Need to cite the specific section from the Outline, Assignments, or Methods of Evaluation areas. Be sure to reference the specific section and provide a brief summary of the information cited.</td> <td>Y</td> </tr> </tbody> </table> <p>Comments applied. Thank you! Farideh</p>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	4/19/2025	De Anza GE Form	Criteria 1, Criteria 5, and Criteria 6	Required	Need to cite the specific section from the Outline, Assignments, or Methods of Evaluation areas. Be sure to reference the specific section and provide a brief summary of the information cited.	Y	3/27/2025	De Anza GE Form	ALL	Required	Need to cite the specific section from the Outline, Assignments, or Methods of Evaluation areas. Be sure to reference the specific section and provide a brief summary of the information cited.	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response																
4/19/2025	De Anza GE Form	Criteria 1, Criteria 5, and Criteria 6	Required	Need to cite the specific section from the Outline, Assignments, or Methods of Evaluation areas. Be sure to reference the specific section and provide a brief summary of the information cited.	Y																
3/27/2025	De Anza GE Form	ALL	Required	Need to cite the specific section from the Outline, Assignments, or Methods of Evaluation areas. Be sure to reference the specific section and provide a brief summary of the information cited.	Y																
	Stage 13: Curriculum Committee	No Value	No Value																		

CO			
Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	JOUR 021A	JOUR 021A
	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)	01/12/2022	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	11/22/2022	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Hybrid Added. 11/15/2022. MK. Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> Hybrid Added. 11/15/2022. MK. Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	JOURD021A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000062375

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
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	CSLOs
Blue Form	1. Is the unit(s) change required for articulation?
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning
Comments	Stage 10: De Anza General Education
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Farideh Dada
	Course ID (CB01A and CB01B)	JOURD021B	JOURD021B
	Course Control Number	CCC000128765	CCC000128765
	Course Title (CB02)	Feature Writing and Reporting	Feature Writing and Reporting
	Short Course Title	FEATURE WRTNG & RPRTG	FEATURE WRTNG & RPRTG
	TOP Code (CB03)	0602.00	0602.00 Journalism

Changed	Field	Current Version	Proposed Version
	CIP Code	Journalism	09.0401 Journalism
	Department	JOUR - Journalism	JOUR - Journalism
!	Effective Term	Fall 2025	Fall 2025 2026
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Fundamentals in feature writing for newspapers, magazines, and other media with instruction and practice in profile, human interest, enterprise news, and opinion features. Practical experience in interviewing, writing special story types and revising.	Fundamentals in <u>This course covers the fundamentals of feature writing for newspapers, magazines, and other media media,</u> with instruction and practice in profile, human interest, enterprise news, and opinion features. <u>Practical features, along with practical</u> experience in interviewing, writing special specialized story types- types, and revising-revising. <u>This class is NOT part of the student news publication, La Voz News.</u>
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Journalism
!	Discipline 2	No value	<ul style="list-style-type: none"> Mass Communication
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - JOURNALISM

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course focuses on writing longer pieces and opinion stories for media presentation. It transfers to UC, and to CSU as a prerequisite for journalism programs, and is a requirement for the Journalism AA degree and part of a CTE program. The De Anza Journalism Advisory Committee recommends that journalism students learn to write longer, more in-depth stories and opinions for media.	This course focuses on writing longer pieces and opinion stories for media presentation. It transfers to UC, and to CSU as a prerequisite for journalism programs, and is a requirement for the Journalism AA degree and part of a CTE program. The De Anza Journalism Advisory Committee recommends that journalism students learn to write longer, more in-depth stories and opinions for media.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	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 Journalism Award Type Associate in Arts (A.A.) Degree	Associated Program Journalism Award Type Associate in Arts (A.A.) Degree
		Associated Program Journalism (In Development) Award Type Associate in Arts (A.A.) Degree	Associated Program Journalism (In Development) Award Type Associate in Arts (A.A.) Degree
		Associated Program Journalism for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Journalism for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Journalism for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Journalism 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 Public Relations Award Type Certificate of Achievement (COA)	Associated Program Public Relations Award Type Certificate of Achievement (COA)
		Associated Program Public Relations Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Public Relations Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Public Relations (In Development) Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Public Relations (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

Changed	Field	Current Version	Proposed Version												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table border="1"> <thead> <tr> <th>System/Institution</th> <th>C-ID</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td>• JOUR - Approved.</td> </tr> <tr> <td>-</td> <td>JOUR D021A & JOUR D021B required for C-ID JOUR 110</td> </tr> </tbody> </table>	System/Institution	C-ID	Area(s)	• JOUR - Approved.	-	JOUR D021A & JOUR D021B required for C-ID JOUR 110	<table border="1"> <thead> <tr> <th>System/Institution</th> <th>C-ID</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td>• JOUR - Approved.</td> </tr> <tr> <td>-</td> <td>JOUR D021A & JOUR D021B required for C-ID JOUR 110</td> </tr> </tbody> </table>	System/Institution	C-ID	Area(s)	• JOUR - Approved.	-	JOUR D021A & JOUR D021B required for C-ID JOUR 110
System/Institution	C-ID														
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System/Institution	C-ID														
Area(s)	• JOUR - Approved.														
-	JOUR D021A & JOUR D021B required for C-ID JOUR 110														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	3	3
	Lecture Hours - Out of Class	6	6
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

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
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**Methods of Instruction****Methods of Instruction****Methods of Instruction**

Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class essays
 In-class exploration of internet sites
 Quiz and examination review performed in class
 Homework and extended projects
 Guest speakers
 Collaborative learning and small group exercises

Methods of Instruction**Methods of Instruction**

Methods of Instruction

Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class articles
 In-class exploration of internet sites
 Quiz and examination review performed in class
 Homework and extended projects
 Guest speakers
 Collaborative learning and small group exercises

**Assignments**

1. Reading approximately 150 pages from a textbook, websites and/or handouts that include:
 1. Explanation of feature-writing style and leads
 2. Suggestions for finding diverse sources.
 3. Examples of high-quality feature stories from professional media
 4. Media ethics and law applied to feature and enterprise news writing
2. Writing five feature stories including:
 1. A multi-source personal profile.
 2. An enterprise story demonstrating choice of diverse, reliable sources
 3. An entertainment review and/or opinion story.
 4. A multi-source story that localizes a regional, national or international story.
3. In-class assignments and exercises and a final exam to demonstrate comprehension of journalistic standards and critical thinking as applied to sourcing and writing feature stories.
4. Presenting at least one story as an online presentation such as a blog or website with links and graphics.

1. Reading approximately 150 pages from a textbook, websites and/or handouts that include:
 1. Explanation of feature-writing style and leads
 2. Suggestions for finding diverse sources.
 3. Examples of high-quality feature stories from professional media
 4. Media ethics and law applied to feature and enterprise news writing
2. Writing feature stories including:
 1. A multi-source personal profile.
 2. An enterprise story demonstrating choice of diverse, reliable sources
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 4. A multi-source story that localizes a regional, national or international story.
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4. Presenting at least one story as an online presentation such as a blog or website with links and graphics.

Changed Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Comprehension and critical thinking about reading evaluated by quizzes and short written reactions.
2. Stories evaluated for structure, diverse and appropriate sourcing, use of AP style and journalistic standards and adherence to media law and ethics.
3. Online presentation evaluated for story structure and sourcing and use of hyperlinks and graphics.
4. In-class assignments, exercises and final exam evaluated for comprehension and application of journalistic standards.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Comprehension and critical thinking about reading evaluated by quizzes and short written reactions.
2. Stories evaluated for structure, diverse and appropriate sourcing, use of AP style and journalistic standards and adherence to media law and ethics.
3. Online presentation evaluated for story structure and sourcing and use of hyperlinks and graphics.
4. In-class assignments, exercises and final exam evaluated for comprehension and application of journalistic standards.



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	Harrower, Tim. Inside Reporting, 3e. McGraw-Hill, 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Rich, Carole. Writing and Reporting News: A Coaching Method. 8e. Wadsworth. 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Knight, Robert M. Journalistic Writing: Building the Skills, Honing the Craft, 3e. Marion Press, 2010.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Filak, Vincent F. Dynamics of News Reporting & Writing. Sage, 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Inside Reporting
Author	Harrower, Tim
Publisher	McGraw-Hill
Date/Edition	2012
ISBN	No value

Title	Writing and Reporting News: A Coaching Method
Author	Rich, Carole
Publisher	Wadsworth
Date/Edition	2016
ISBN	No value

Title	Journalistic Writing: Building the Skills, Honing the Craft
Author	Knight, Robert M.
Publisher	Marion Press
Date/Edition	2010
ISBN	No value

Title	Dynamics of News Reporting & Writing
Author	Filak, Vincent F.
Publisher	Sage
Date/Edition	2024/Third edition
ISBN	No value

Title	Broccoli and Chocolate: A Beginner's Guide to Journalism News Writing
Author	Hiro, Erin
Publisher	Creative Commons
Date/Edition	2024/first edition
ISBN	No value

Title	Associated Press Stylebook
Author	Associated Press editors
Publisher	The Associated Press
Date/Edition	2024-2026/57th edition
ISBN	No value

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Reading List Associated Press. Associated Press Stylebook and Libel Manual 2018. The Associated Press, 2018.</p> <p>May include, but are not limited to</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Reading List Arnold, George T. Media Writer's Handbook: A Guide to Common Editing and Writing Problems, 6e. McGraw-Hill, 2012.</p> <p>May include, but are not limited to</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Reading List Brooks, Brian S. et al. Working with Words: A Handbook for Media Writers and Editors. 9e. Bedford/St. Martin's. 2016.</p> <p>May include, but are not limited to</p> </div>	No value

Learning Outcomes			
Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Demonstrate a basic knowledge of the fundamentals of feature writing including the organization and structure of feature stories • Gather, organize and synthesize information to compile into multi-source feature stories, and write these stories • Prepare several types of feature stories for news media 	<ul style="list-style-type: none"> • Demonstrate a basic knowledge of the fundamentals of feature writing including the organization and structure of feature stories • Gather, organize and synthesize information to compile into multi-source feature stories, and write these stories • Prepare several types of feature stories for news media

Changed	Field	Current Version	Proposed Version								
	CSLOs	<table border="1"> <tr> <td>CSLOs</td> <td>Appraise and critique feature stories for originality, sourcing and writing style.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Appraise and critique feature stories for originality, sourcing and writing style.	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Report and write original multi-source feature stories including incorporating ethical and legal principles and defending the use of sources.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Report and write original multi-source feature stories including incorporating ethical and legal principles and defending the use of sources.	Expected SLO Performance	0.0
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		<table border="1"> <tr> <td>CSLOs</td> <td>Produce opinion and critique stories using students' own observations and sourcing.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Produce opinion and critique stories using students' own observations and sourcing.	Expected SLO Performance	0.0					
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		<table border="1"> <tr> <td>CSLOs</td> <td>Demonstrate how to present feature stories in non-print formats.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Demonstrate how to present feature stories in non-print formats.	Expected SLO Performance	0.0					
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Expected SLO Performance	0.0										

Course Outline			
Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> Demonstrate a basic knowledge of the fundamentals of feature writing including the organization and structure of feature stories <ol style="list-style-type: none"> Types of feature stories, difference between hard news story, soft news or feature story, opinion story The news peg, soft and feature leads. Analysis of examples of good feature writing Recognizing important, compelling details The complex, multi-source feature story Non-sexist, non-biased language Gather, organize and synthesize information to compile into multi-source feature stories, and write these stories <ol style="list-style-type: none"> Provide innovative story ideas Gather information from diverse sources Practice interviewing, note-taking and fact-checking Research, organize and develop stories Practice revision and editing Prepare several types of feature stories for news media <ol style="list-style-type: none"> The personal profile The enterprise news feature Localizing a national or regional story The opinion and/or personal experience story 	<ol style="list-style-type: none"> Demonstrate a basic knowledge of the fundamentals of feature writing including the organization and structure of feature stories <ol style="list-style-type: none"> Types of feature stories, difference between hard news story, soft news or feature story, opinion story The news peg, soft and feature leads. Analysis of examples of good feature writing Recognizing important, compelling details The complex, multi-source feature story Non-sexist, non-biased language Gather, organize and synthesize information to compile into multi-source feature stories, and write these stories <ol style="list-style-type: none"> Provide innovative story ideas Gather information from diverse sources Practice interviewing, note-taking and fact-checking Research, organize and develop stories Practice revision and editing Prepare several types of feature stories for news media <ol style="list-style-type: none"> The personal profile The enterprise news feature Localizing a national or regional story The opinion and/or personal experience story
	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
	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):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	JOUR D021A	JOUR D021A

Changed	Questions	Current Version	Proposed Version
	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	The prerequisites ensure that students are equipped with foundational skills in critical reading and writing, enabling them to engage effectively in discussions, analyze professional texts, and complete assignments such as news story analysis. Method of evaluation B: Stories evaluated for structure, diverse and appropriate sourcing, use of AP style and journalistic standards and adherence to media law and ethics.
	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	The prerequisites ensure students have a strong foundation in grammar and sentence structure, which is essential for creating syntactically varied and error-free sentences. This preparation allows students to focus on refining their writing while meeting the course's expectations. Assignments B1, B2, B3, B4 Writing feature stories including: 1. A multi-source personal profile. 2. An enterprise story demonstrating choice of diverse, reliable sources 3. An entertainment review and/or opinion story. 4. A multi-source story that localizes a regional, national or international story.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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
	<p>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.)</p>	No Value	No Value
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>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.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>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.)</p>	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

<p>! Stage 3: Division Curriculum Representative</p>	No Value				
	1/31	Specifications	Examples of Primary Texts and References	Required	Please separate the biographical information for each text into the corresponding Publisher, etc.)
	1/31	Specifications	Suggested Reading List	Required	Please delete - this section is limited to only English Literature ELIT course
	1/31	Learning Outcomes	CSLOs	Required	Please add at least one CSLO that describes measurable skills and/or abilities to demonstrate by the end of the course. https://www.deanza.edu/curriculum/guides/cslo.html The current active outline for JOUR 21B lists these CSLOs: <ul style="list-style-type: none"> • Appraise and critique feature stories for originality, sourcing and writing • Report and write original multi-source feature stories including incorporating principles and defending the use of sources. • Produce opinion and critique stories using students' own observations • Demonstrate how to present feature stories in non-print formats.
	1/31	A-Matrix Form		Required	Please link the A-Matrix Objectives to skills/activities/assignments that are in Assignments, or Methods of Evaluation areas. For example: <ul style="list-style-type: none"> • Outline B. 1. - brief summary of area referenced • Assignments A. 1. - brief summary of area referenced • Methods of Evaluation C. - brief summary of area referenced
1/31	G-Matrix Form	Second area	Required	For the advisory JOUR D021A, please complete the G-Matrix Form Tab by filling out the Content Review Matrix G Form (Reference Materials). https://www.deanza.edu/curriculum/forms/documents/Form_eLumen_Content_Review_Matrix_G_Form https://www.deanza.edu/curriculum/forms/documents/Form_eLumen_Content_Review_Matrix_G_Form Then, upload the form in the Basic Course Information Tab under Proposed Attachments .	
	Basic Course Information	Proposal Details			

Thank you for your comments. They are applied!
 Best,
 Farideh

	Stage 4: Division Dean	No Value	No Value
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	Stage 5: SLO Coordinator	No Value	No Value
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<p>! Stage 7: Content Review Matrix Liaison</p>	No Value				
	3/6/25	Basic Course Information		Attachments Required	Fill out Matrix G for your JOUR 21A advisory (the form you attached is blank)

Thank you for your comment.
 I opened the attached file, and it's not blank.
 Would you mind reviewing it again?
 Thank you!
 Farideh

<p>! Stage 8: Dean of Online Learning</p>	No Value				
	3/27/25	Gabriela Nocito	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid for otherwise it would not be a Hybrid course. -Please adjust explanation in question percentages.

Thank you for your comment.
 It's applied.
 Best,
 Farideh

Changed	Questions	Current Version	Proposed Version															
	Stage 9: Articulation Officer	No Value	No Value															
!	Stage 10: De Anza General Education	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>4/30/2025</td> <td>De Anza GE Form</td> <td>ALL</td> <td>Required</td> <td>Need to cite the specific section from the Outline, Assignments, or Methods Evaluation areas. Be sure to reference the specific section and provide a summary of the information cited.</td> </tr> <tr> <td>4/30/2025</td> <td>De Anza GE Form</td> <td>Criteria 2</td> <td>Required</td> <td>This criterion must include three distinct components: oral communication, written communication, and collaborative exercises.</td> </tr> </tbody> </table> <p>Hello, Thank you for your comment. The ones I have provided covers all three areas. Please see below and let me know how you'd like me</p> <p>Method of Evaluation D: In-class assignments, exercises (<u>This is collaborative</u>) and final exam evaluated for comprehensive standards. (<u>This is written communication</u>) Course outline B3, B4: Practice interviewing, note-taking and fact-checking (<u>oral communication and collaborative exercise</u>) Research, organize and develop stories (<u>collaborative exercise and written communication</u>)</p> <p>Thank you! Best, Farideh</p>	Date	Tab	Part - Field	Type of Edit	Edit	4/30/2025	De Anza GE Form	ALL	Required	Need to cite the specific section from the Outline, Assignments, or Methods Evaluation areas. Be sure to reference the specific section and provide a summary of the information cited.	4/30/2025	De Anza GE Form	Criteria 2	Required	This criterion must include three distinct components: oral communication, written communication, and collaborative exercises.
Date	Tab	Part - Field	Type of Edit	Edit														
4/30/2025	De Anza GE Form	ALL	Required	Need to cite the specific section from the Outline, Assignments, or Methods Evaluation areas. Be sure to reference the specific section and provide a summary of the information cited.														
4/30/2025	De Anza GE Form	Criteria 2	Required	This criterion must include three distinct components: oral communication, written communication, and collaborative exercises.														
	Stage 13: Curriculum Committee	No Value	No Value															

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	JOUR 021B	JOUR 021B
	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)	01/15/2019	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	11/22/2022	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Hybrid Added. 11/22/2022. MK. Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> Hybrid Added. 11/22/2022. MK. Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	JOURD021B

Changed	Field	Current Version
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000128765

Articulation		
Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

JOURD362A : Freelance Reporting for Student Media

General Information

Faculty Initiator:	<ul style="list-style-type: none">• Farideh Dada
Attachments:	Online_JOUR_362A_2026F.pdf Hybrid_JOUR_362A_2026F.pdf
Course ID (CB01A and CB01B) :	JOURD362A
Short Course Title:	FREELANCE RPTNG STDNT MEDIA
Course Title (CB02) :	Freelance Reporting for Student Media
Department:	JOUR - Journalism
Effective Term:	Fall 2026
TOP Code (CB03) :	(0602.00) *Journalism
CIP Code:	(09.0401) Journalism.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	The course offers practical experience as a freelance reporter contributing to the student-run publication and digital media.
Course Type (CB27) :	<ul style="list-style-type: none">• Lower Division
Mode of Delivery:	<ul style="list-style-type: none">• Online• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">• Journalism
Discipline 2:	<ul style="list-style-type: none">• Mass Communication
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">• FHDA FSA - JOURNALISM

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit enhanced, CTE course and part of the Multimedia and Visual Journalism Certificate of Completion. This course instructs students in the basics of news media reporting while allowing them to gain experience as freelancer reporters – pitching ideas, communicating with editors and completing assignments on deadline.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	0
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

 Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	36
NA	0
Total	36
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Discussion of assigned reading.

Quizzes

Periodical check-ins and self-evaluation

Laboratory experiences which involve students in formal exercises of news gathering and reporting for the student-run publication.

Assignments

- A. Identify, propose (or receive pitches from editors) and complete approved reporting assignments; submit by deadline.
- B. Read about and react to journalistic concepts and issues regarding writing and reporting using critical thinking.
- C. Keep a log of activities, learning experiences and time spent on assignments.
- D. Take quizzes

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Reporting evaluated based on adherence to reporting guidelines and deadline timeliness.
- B. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course.
- C. Evaluation of log report for completeness.
- D. Evaluation of feedback.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Students will need access to a laptop or a computer with a working camera and audio. These will allow students to participate on Canvas and on Zoom

Essential College Facilities:

- Reliable access to the conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. Access to Adobe Creative Suite is needed. Students need access to programs such as InDesign, Photoshop, Audacity, Audition as well as Canva, Otter, Procrarte and editing programs

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
La Voz News adviser	La Voz News Handbook	La Voz	2024	
Associated Press editors	Associated Press Stylebook and Briefing on Media Law	Associated Press	2022-2024 / 56th edition	
Harrower, Tim	Inside Reporting	McGraw-Hill	2012 / 3rd edition	
Hiro, Erin	Journalism 101 Multimedia Writing / Reporting	Open source	2024 / 1st edition	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Communicate with one or more editors to obtain reporting assignments.

Produce and contribute appropriate journalistic assignments to the student media.

CSLOs

Demonstrate the ability to complete assignments within specified deadlines.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Communicate with one or more editors to obtain reporting assignments.
 - 1. Select assignments from assignment list or discussion with editor(s).
 - 2. Suggest assignments to editor(s).
- B. Produce and contribute appropriate journalistic assignments to the student media.
 - 1. Report and write for the student newspaper, magazine, or related website following ethical and journalistic guidelines.
 - 2. Turn in assignments in appropriate format and within stated deadline.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 04/02/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

A writing course emphasizing the analysis of culturally and rhetorically diverse texts provides essential skills and perspectives directly applicable to freelance reporting, including understanding diverse perspectives, enhancing research and writing abilities, fostering cultural sensitivity and ethical reporting practices, and promoting critical thinking and perspective-taking. Students in JOUR 362A are expected to report and write for the student newspaper, magazine, or related website following ethical and journalistic guidelines, as stated in Course Outline B1.

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

A writing course focused on creating syntactically varied sentences free of mechanical errors can greatly benefit a freelance reporting course by enhancing students' ability to craft clear, engaging, and error-free narratives in appropriate format, which are essential skills in producing high-quality journalistic content, as stated in the Course Outline B.

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

A writing course can provide valuable guidance for a freelance reporting course, especially when considering the objective of distinguishing, comparing, and evaluating the multiplicity and ambiguity of perspectives, as it fosters critical thinking skills essential for journalists to navigate complex issues, discern various viewpoints, and produce well-rounded and balanced reporting, as stated in the Course Outline B.

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
1/30	Basic Course Information	General Information - Course Type (CB27)	Required	Select Lower Division or Upper Division.	Y
1/30	Basic Course Information	General Information - Course Family	Required	Select (N/A) Not Applicable if none apply.	Y
1/30	Basic Course Information	General Information - Justification	Recommended	Add the name of the certificate when it's been decided.	Y

Thank you for your comments. They are all applied!

Best,
Farideh

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/10/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages.	Y

Thank you for your comment!
Applied.
Best,
Farideh

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

JOURD362B : Freelance Photography for Student Media

General Information

Faculty Initiator:	<ul style="list-style-type: none">Farideh Dada
Attachments:	Hybrid_JOUR_362B_2026F.pdf ReqAdv_G_JOUR_362B_2026F_1.pdf Online_JOUR_362B_2026F.pdf
Course ID (CB01A and CB01B) :	JOURD362B
Short Course Title:	FREELANCE PHTG STUDENT MEDIA
Course Title (CB02) :	Freelance Photography for Student Media
Department:	JOUR - Journalism
Effective Term:	Fall 2026
TOP Code (CB03) :	(0602.00) *Journalism
CIP Code:	(09.0401) Journalism.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	The course offers practical experience as a freelance photographer contributing to the student-run publication and digital media.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">OnlineHybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Journalism
Discipline 2:	<ul style="list-style-type: none">Mass Communication
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - JOURNALISM

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This noncredit enhanced CTE course instructs students in the basics of news media photography while allowing them to gain experience as freelancers – pitching ideas, communicating with editors and completing photography assignments on deadline. It is part of a CTE program. This course is also part of a Multimedia and Visual Communication Certificate of Completion.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	0
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

 Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	36
NA	0
Total	36
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Discussion of assigned reading.

Quizzes

Periodical check-ins and self-evaluation

Other: Laboratory experiences which involve students in formal exercises of news gathering and reporting.

Assignments

- A. Identify, propose and complete approved photojournalism assignments and submit by deadlines.
- B. Read about and react to journalistic concepts and issues regarding photography, using critical thinking.
- C. Keep a log of activities, learning experiences and time spent on assignments
- D. Take quizzes

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Photos and cutlines evaluated for adherence to photojournalism guidelines and deadline timeliness.
- B. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course.
- C. Evaluation of log report for completeness.
- D. Evaluation of feedback.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Students will need access to a laptop or a computer with a working camera and audio. These will allow students to participate on Canvas and on Zoom

Essential College Facilities:

- Reliable access to the conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. Access to Adobe Creative Suite is needed. Students need access to programs such as InDesign, Photoshop, Audacity, Audition as well as Canva, Otter, Procrarte and editing programs

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
La Voz News adviser	La Voz News Handbook	La Voz News	2024	
Associated Press editors	Associated Press Stylebook and Briefing on Media Law	Associated Press	2024-2026 / 56th edition	
Harrower, Tim	Inside Reporting	McGraw-Hill	2012 / 3rd edition	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Communicate with one or more editors to obtain photography assignments.

Produce and contribute appropriate photojournalism assignments to the student media.

CSLOs

Complete news photography assignments suitable for publication or online presentation following ethical and journalistic guidelines.

Expected SLO Performance: 0.0

Demonstrate the ability to communicate effectively and complete assignments within specified deadlines.

Expected SLO Performance: 0.0

Develop and propose ideas for photographic assignments for student news media.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Communicate with one or more editors to obtain photography assignments.
 - 1. Select assignments from assignment list or discussion with editor(s).
 - 2. Suggest assignments to editor(s).
- B. Produce and contribute appropriate photojournalism assignments to the student media.
 - 1. Complete photo assignments for the student newspaper, magazine, or related website following ethical and journalistic guidelines.
 - 2. Turn in assignments in appropriate format and within stated deadline.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 05/05/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

PHTG D004.

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/7	Basic Course Information	Course Description	Required	Please make sure this course matches with JOUR 62B. Here is the course description for JOUR 62B which will be effective fall 2025: The course offers practical experience as a freelance photographer contributing to the student-run publication and digital media.	Y
3/7	Basic Course Information	Course Justification	Required	Please state if this course is part of a certificate. If this course is not connected to a certificate, then please write a Stand-Alone Statement for this course.	Y

Thank you for your comments.
They have been applied.
Best,
Farideh

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
4/15/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages.	Y

Your comment is applied.
Thank you!
Farideh

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

JOURD362C : Freelance Video Production for Student Media

General Information

Faculty Initiator:	<ul style="list-style-type: none">Farideh Dada
Attachments:	Hybrid_JOUR_362C_2026F.pdf ReqAdv_G_JOUR_362C_2026F_1.pdf Online_JOUR_362C_2026F.pdf
Course ID (CB01A and CB01B) :	JOURD362C
Short Course Title:	FREELANCE VID PROD STDNT MEDIA
Course Title (CB02) :	Freelance Video Production for Student Media
Department:	JOUR - Journalism
Effective Term:	Fall 2026
TOP Code (CB03) :	(0602.00) *Journalism
CIP Code:	(09.0401) Journalism.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	The non-credit course offers practical experience as a freelance video reporter or producer contributing to the student-run publication and digital media.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">OnlineHybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Journalism
Discipline 2:	<ul style="list-style-type: none">Mass Communication
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - JOURNALISM

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This non-credit course instructs students in the basics of video reporting and production while allowing them to gain experience as freelancers – pitching ideas, communicating with editors and completing video assignments on deadline. It is part of a CTE program. The course is part of the Multimedia and Visual Communication Certificate of Completion.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	0
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

 Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	36
NA	0
Total	36
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Discussion of assigned reading
 Laboratory experiences which involve students in formal exercises of news gathering and reporting
 Quizzes
 Periodical check-ins and self-evaluation

Assignments

- A. Identify and complete approved video assignments; submit by deadline.
- B. Read about and react to journalistic concepts and issues regarding video or broadcast journalism using critical thinking.
- C. Keep a log of activities, learning experiences and time spent on assignments
- D. Take quizzes.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Videos evaluated for adherence to video reporting guidelines and deadline timeliness.
- B. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course.
- C. Evaluation of log report for completeness.
- D. Evaluation of feedback.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Students will need access to a laptop or a computer with a working camera and audio. These will allow students to participate on Canvas and on Zoom. They also need to have video and audio editing software programs such as Adobe Creative Suite as well as Canva, InDesign and Photoshop.

Essential College Facilities:

- Reliable access to the conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. Access to Adobe Creative Suite is needed. Students need access to programs such as InDesign, Photoshop, Audacity, Audition as well as Canva, Otter, Procrarte and editing programs.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
La Voz News adviser	La Voz Handbook	La Voz News	Date/Edition: 2024	
Associated Press editors	Associated Press Stylebook and Briefing on Media Law	Associated Press	2024-2026 / 57th edition	
Harrower, Tim	Inside Reporting	McGraw-Hill	2012 / 3rd edition	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Communicate with one or more editors to obtain assignments.

Produce and contribute appropriate video assignments for the student media.

CSLOs

Develop video stories for student news media, suitable for online or broadcast presentation.

Expected SLO Performance: 0.0

Demonstrate the ability to complete assignments within specified deadlines.

Expected SLO Performance: 0.0

Develop and propose suitable ideas for video assignments for student news media.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Communicate with one or more editors to obtain assignments.
 - 1. Select assignments from assignment list or discussion with editor(s).
 - 2. Suggest assignments to editor(s).
- B. Produce and contribute appropriate video assignments for the student media.
 - 1. Create video for a student news website or broadcast following ethical and journalistic guidelines.
 - 2. Turn in assignments in appropriate format and within stated deadline.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct:
- (mkct 5/6/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

F/TV D020.

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/7	Basic Course Information	Course Justification	Required	Please state if this course is part of a certificate. If this course is not connected to a certificate, then please add that this is a stand-alone course to the Course Justification and complete the Stand-Alone Statement section.	Y

Thank you for your comment. It's applied.

Best,
Farideh

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/8/25	Basic Course Information	Attachments	Required	Please re-evaluate your content review for your matrix G. For example: Why would a student need to be able to "utilize the basic operations of the digital video camera in a single camera setting" in order to be able to "communicate with one or more editors to obtain assignment."	Y

Thank you for your comment. Sorry for the mistake.
 It's fixed.
 Thanks!
 Farideh

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- 5-year effective year to match credit course -mc

Course Outline of Record Report

05/05/2025

JOURD362D : Freelance Digital Production for Student Media

General Information

Faculty Initiator:	<ul style="list-style-type: none">• Farideh Dada
Course ID (CB01A and CB01B) :	JOURD362D
Short Course Title:	FREELANCE DIG PROD STDNT MEDIA
Course Title (CB02) :	Freelance Digital Production for Student Media
Department:	JOUR - Journalism
Effective Term:	Fall 2026
TOP Code (CB03) :	(0602.00) *Journalism
CIP Code:	(09.0401) Journalism.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	The non-credit course offers practical experience as a freelance digital content producer contributing to the student-run publication and digital media.
Course Type (CB27) :	<ul style="list-style-type: none">• Lower Division
Mode of Delivery:	<ul style="list-style-type: none">• Online• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">• Journalism
Discipline 2:	<ul style="list-style-type: none">• Mass Communication
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">• FHDA FSA - JOURNALISM

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program**Award Type****Active**

Multimedia and Visual Communication (In Development)

Certificate of Completion

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	0
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	36
NA	0
Total	36
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Discussion of assigned reading

Laboratory experiences which involve students in formal exercises of news gathering, reporting

and/or digital production
Quizzes
Periodical check-ins and self-evaluation

Assignments

- A. Identify and complete approved digital production assignments; submit by deadline.
- B. Read about and react to journalistic concepts and issues related to digital production using critical thinking.
- C. Keep a log of activities, learning experiences and time spent on assignments.
- D. Take quizzes.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Evaluation of adherence to digital online journalism guidelines and deadline timeliness.
- B. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course.
- C. Evaluation of log report for completeness.
- D. Evaluation of feedback.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Students will need access to a laptop or a computer with a working camera and audio. These will allow students to participate on Canvas and on Zoom. They also need to have video and audio editing software programs such as Adobe Creative Suite as well as Canva, InDesign and Photoshop.

Essential College Facilities:

- Reliable access to the conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. Access to Adobe Creative Suite is needed. Students need access to programs such as InDesign, Photoshop, Audacity, Audition as well as Canva, Otter, Procrarte and editing programs.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
La Voz News adviser	La Voz News Handbook	La Voz News	2024	
Associated Press editors	Associated Press Stylebook and Briefing on Media Law	Associated Press	2024-2026 / 57th edition	
Harrower, Tim	Inside Reporting	McGraw-Hill	2012 / 3rd edition	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Communicate with one or more editors to obtain assignments.

Produce and contribute appropriate journalistic assignments to the student media.

CSLOs

Develop digital content for a student media suitable for online presentation.

Expected SLO Performance: 0.0

Demonstrate the ability to communicate effectively and complete assignments within specified deadlines.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Communicate with one or more editors to obtain assignments.
 - 1. Select assignments from assignment list or discussion with editor(s).
 - 2. Suggest assignments to editor(s).
- B. Produce and contribute appropriate journalistic assignments to the student media.
 - 1. Produce content for student news website and social media following ethical and journalistic guidelines.
 - 2. Turn in assignments in appropriate format and within stated deadline.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 05/05/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/7	Basic Course Information	General Information - Course Type	Please select Lower Division		Y
3/7	Basic Course Information	Course Justification	Please state if this course is part of a certificate. If this course is not connected to a certificate, then please add that this is a stand-alone course to the Course Justification and complete the Stand-Alone Statement section.		Y

Thank you for your comments. They are applied.

Best,
Farideh

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
4/15/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages.	Y

Thank you for your comment. It's applied.
Best,
Farideh

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

JOURD362E : Freelance Graphic Production for Student Media

General Information

Faculty Initiator:	<ul style="list-style-type: none">Farideh Dada
Attachments:	Hybrid_JOUR_362E_2026F.pdf ReqAdv_G_JOUR_362E_2026F_1.pdf Online_JOUR_362E_2026F.pdf
Course ID (CB01A and CB01B) :	JOURD362E
Short Course Title:	FREELANCE GRPHC PROD STDNT MED
Course Title (CB02) :	Freelance Graphic Production for Student Media
Department:	JOUR - Journalism
Effective Term:	Fall 2026
TOP Code (CB03) :	(0602.00) *Journalism
CIP Code:	(09.0401) Journalism.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	The course offers practical experience as a freelance graphic news producer contributing to the student-run publication and digital media.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">OnlineHybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Journalism
Discipline 2:	<ul style="list-style-type: none">Mass Communication
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - JOURNALISM

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This noncredit course instructs students in the basics of graphic news production while allowing them to gain experience as freelancers – pitching ideas, communicating with editors and completing assignments on deadline. It is part of the CTE program. The course is part of a Multimedia and Visual Communication Certificate of Completion.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	0
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

 Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	36
NA	0
Total	36
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Discussion of assigned reading / viewing
 Laboratory experiences which involve students in formal exercises of graphic production
 Quizzes
 Periodical check-ins and self-evaluation

Assignments

A. Identify and complete approved graphics assignments; submit by deadline.

- B. Read about and react to journalistic concepts and issues regarding news graphics using critical thinking.
- C. Keep a log of activities, learning experiences and time spent on assignments.
- D. Take quizzes.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Graphics evaluated for adherence to journalistic guidelines for graphics and deadline timeliness.
- B. Comprehension tests and a possible final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course.
- C. Evaluation of feedback and log report for completeness.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Students will need access to a laptop or a computer with a working camera and audio. These will allow students to participate on Canvas and on Zoom. It also helps if they have software programs for graphic news production.

Essential College Facilities:

- Reliable access to the conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. Access to Adobe Creative Suite is needed. Students need access to programs such as InDesign, Photoshop, Audacity, Audition as well as Canva, Otter, Procrarte and editing programs.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
La Voz News adviser	La Voz News Handbook	Open source	2024	
The Associated Press editors	The Associated Press Stylebook	Associated Press	2024-2026 / 57th edition	
Harrower, Tim and Elman, Julie	The Newspaper Designer's Handbook	McGraw-Hill	2013 / 7th edition	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Communicate with one or more editors to propose and obtain graphics assignments.

Produce and contribute appropriate journalistic graphics assignments for student media.

CSLOs

Develop graphic content for a media outlet, suitable for publication or online presentation.

Expected SLO Performance: 0.0

Demonstrate the ability to complete assignments within specified deadlines.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Communicate with one or more editors to propose and obtain graphics assignments.
 - 1. Select assignments from assignment list or discussion with editor(s).
 - 2. Suggest journalistic graphics assignments to editor(s).
- B. Produce and contribute appropriate journalistic graphics assignments for student media.
 - 1. Create graphics to contribute to the production of the student newspaper, magazine, broadcasts or related websites.
 - 2. Turn in assignments in appropriate format and within stated deadline.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 4/17/25)

Req/Adv**Prerequisite(s):**

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

ARTS D053.

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/7	Basic Course Information	Course Justification	Required	Please state if this course is part of a certificate. If this course is not connected to a certificate, then please add that this is a stand-alone course to the Course Justification and complete the Stand-Alone Statement section.	Y

Thank you for your comment. It's applied.

Best,
Farideh

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/24	Basic Course Information	Course Description	Required	<p>Mirrored courses should have identical course outlines except for the course justification and out-of-course hours.</p> <p>Please revise the course description to match with JOUR 62E (effective Fall 2025):</p> <p>The course offers practical experience as a freelance graphic news producer contributing to the student-run publication and digital media.</p>	Y

Thank you for your comments. They are applied.
Thank you!
Farideh

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- 5-year review date changed to match credit course -mc

JOURD362F : Freelance Copy Editing for Student Media**General Information**

Faculty Initiator:	• Farideh Dada
Attachments:	Hybrid_JOUR_362F_2026F.pdf Online_JOUR_362F_2026F.pdf
Course ID (CB01A and CB01B) :	JOURD362F
Short Course Title:	FREELANCE COPY EDIT STDNT MED
Course Title (CB02) :	Freelance Copy Editing for Student Media
Department:	JOUR - Journalism
Effective Term:	Fall 2026
TOP Code (CB03) :	(0602.00) *Journalism
CIP Code:	(09.0401) Journalism.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	The course offers practical experience as a freelance copy editor contributing to the student-run publication and digital media. Students work closely with student editors.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Journalism
Discipline 2:	• Mass Communication
Discipline 3:	No value
FSA:	• FHDA FSA - JOURNALISM

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This enhanced noncredit CTE course instructs students in the basics of journalistic copy editing while allowing them to gain experience copy editing student media as freelancers. It is part of the CTE program. This is also part of a journalism certificate, which is in process.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	0
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	0
Laboratory	36
NA	0
Total	36

Course Out-of-Class Hours

Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion of assigned reading / viewing. Laboratory experiences which involve students in formal exercises of copy editing. Quizzes. Periodical check-ins and self-evaluation.

Assignments

- A. Complete approved copy editing assignments by deadline.
- B. Read about and react to journalistic concepts and issues regarding copy editing and proofreading news copy, using critical thinking.
- C. Keep a log of activities, learning experiences and time spent on assignments.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Copy editing evaluated for adherence to conventions of journalistic copy editing and deadline timeliness.
- B. Comprehension tests and a possible final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course.
- C. Evaluation of feedback and log report for completeness.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Students will need access to a laptop or a computer with a working camera and audio. These will allow students to participate on Canvas and on Zoom. They also need access to the AP Stylebook.

Essential College Facilities:

- Reliable access to the conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. Access to Adobe Creative Suite is needed. Students need access to programs such as InDesign, Photoshop, Audacity, Audition as well as Canva, Otter, Procrarte and editing programs.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
La Voz News adviser	La Voz News Handbook	La Voz News	2024	
Associated Press editors	Associated Press Stylebook and Briefing on Media Law	Associated Press	2024-2026 / 57th edition	
Harrower, Tim	Inside Reporting	McGraw-Hill	2012 / 3rd edition	
Rosenauer, Kenneth	Copy-crafting -- Editing for Journalism Today	Oxford University Press	2013 / 1st edition	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Communicate with one or more editors to obtain copy editing assignments.

Copy edit stories, cutlines and other written material using conventions of journalistic style.

CSLOs

Edit copy for student news media following ethical and journalistic guidelines.

Expected SLO Performance: 0.0

Demonstrate the ability to complete assignments within specified deadlines.

Expected SLO Performance: 0.0

Demonstrate understanding of copy editing for grammar, spelling, AP style and journalistic conventions.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Communicate with one or more editors to obtain copy editing assignments.
 - 1. Determine scope of assignment in discussion with editors.
 - 2. Suggest editing assignments to editors.
- B. Copy edit stories, cutlines and other written material using conventions of journalistic style.
 - 1. Edit for spelling, grammar and Associated Press style and flag ethical or legal concerns.
 - 2. Turn in assignments in appropriate format and within stated deadline.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 05/05/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

Taking this course ensures students have the necessary skills to analyze culturally and rhetorically diverse college-level texts, facilitating their ability to communicate effectively with editors, understand journalistic style conventions, and address ethical or legal concerns in editing assignments for JOUR 62F, as stated in the Course Outline A.

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

This course ensures students can create syntactically varied sentences free of mechanical errors, essential for copy editing stories and written material effectively in JOUR 62F, maintaining journalistic standards and readability, as stated in the Course Outline B.

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/7	Basic Course Information	General Information - Course Type	Required	Please select Lower Division	Y
3/7	Basic Course Information	Course Justification	Required	Please state if this course is part of a certificate. If this course is not connected to a certificate, then please add that this is a stand-alone course to the Course Justification and complete the Stand-Alone Statement section.	Y
3/7	A-Matrix Form	Objective 2	Recommended	Consider moving your text for Objective 2 to Objective 4 - Create syntactically varied sentences that are free of mechanical errors.	Y

Comments applied.
Thank you!
Farideh

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
4/15/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages.	Y

Thank you for your comment.
It's applied.
Best,
Farideh

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Changed 5-year revision to match credit course – ACE

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Section**Changed field****De Anza GE Form**

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Comments

Stage 3: Division Curriculum Representative

Comments

Stage 9: Articulation Officer

Comments

Stage 10: De Anza General Education

CO

Hybrid Approval Date (MM/DD/YYYY)

Course Justification

Course Justification

Foothill Equivalency

Foothill Faculty Consultation Name

Foothill Equivalency

Foothill Course ID

Foothill Equivalency

Does the course have a Foothill equivalent?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none">Shameka Walker	<ul style="list-style-type: none">Rich Booher
	Course ID (CB01A and CB01B)	PHILD001.	PHILD001.
	Course Control Number	CCC000236807	CCC000236807
	Course Title (CB02)	Introduction to Philosophy	Introduction to Philosophy
	Short Course Title	INTRO TO PHILOSOPHY	INTRO TO PHILOSOPHY
	TOP Code (CB03)	1509.00	1509.00 Philosophy
	CIP Code	Philosophy	38.0101 Philosophy
	Department	PHIL - Philosophy	PHIL - Philosophy
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	An introduction to the scope and methods of the philosophical discipline, emphasizing topics in epistemology (the study of knowledge) and metaphysics (the study of reality). Pluralistic approaches will be applied to classical and contemporary problems, issues, and figures.	An <u>This is an</u> introduction to the scope and methods of the philosophical discipline, emphasizing- including topics in epistemology (the study of knowledge) and metaphysics (the study of reality - <u>reality</u>), <u>and ethics</u> . Pluralistic approaches will be applied to classical and contemporary problems, issues, and figures.
	Course Type (CB27)	<ul style="list-style-type: none">Lower Division	<ul style="list-style-type: none">Lower Division
!	Mode of Delivery	<ul style="list-style-type: none">Hybrid	<ul style="list-style-type: none">OnlineHybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Philosophy
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHILOSOPHY

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general educational requirement for De Anza, and Cal-GETC. This course is UC and CSU transferable. It fosters student competence in identifying and analyzing issues and texts in philosophy, especially those in Metaphysics and Epistemology.	<u>This course is UC and CSU transferable.</u> This course meets a general educational requirement for De Anza, <u>Anza</u> and Cal-GETC. This course is UC and CSU transferable. It fosters student competence in identifying and analyzing issues and texts in philosophy, especially those in Metaphysics <u>metaphysics</u> , <u>epistemology</u> , and Epistemology <u>ethics</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?	No	No
--	--	----	----

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
--	--------------------------------------	----	----

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No	No
--	---	----	----

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No	No
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	<u>Brian Tapia</u>
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	Foothill Course ID	No value	<u>PHIL 4: Introduction to Philosophy</u>
--	--------------------	----------	---

	Does the course have a Foothill equivalent?	No	No <u>Yes</u>
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	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	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
--	---------------	--	--

	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
--	---	--------------------------	--------------------------

Changed	Field	Current Version	Proposed Version
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement			
Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs			

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Cal-GETC (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Cal-GETC (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC (In Development)**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC (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

Changed Field**Current Version****Proposed Version**

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 Philosophy for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Philosophy for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Philosophy for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Philosophy for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options**Changed Field****Current Version****Proposed Version**

Transfer Status (CB05)

Transferable to both UC and CSU

Transferable to both UC and CSU

Course General Education Status (CB25)

Y

Y

Transfer Status

Approved

Approved

Changed	Field	Current Version	Proposed Version
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GE Information

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> PHIL - Approved.
-	C-ID PHIL 100

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> PHIL - Approved.
-	C-ID PHIL 100

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA3B - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA3B - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G3X - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G3X - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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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

Changed	Field	Current Version	Proposed Version
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	NA Hours - Out of Class	0	0
--	--------------------------------	---	---

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Course Duration (Weeks)	12	12
--	--------------------------------	----	----

	Hours per unit divisor	36	36
--	-------------------------------	----	----

	Total Student Learning Hours	144	144
--	-------------------------------------	-----	-----

	Lecture Hours - Course In-Class (Contact) per Term	48	48
--	---	----	----

	Lecture Hours - Course Out-of-Class per Term	96	96
--	---	----	----

	Laboratory Hours - Course In-Class (Contact) per Term	0	0
--	--	---	---

	Laboratory Hours - Course Out-of-Class per Term	0	0
--	--	---	---

	NA Hours - Course In-Class (Contact) per Term	0	0
--	--	---	---

Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.

Changed	Field	Current Version	Proposed Version
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed Field

Current Version

Proposed Version

SKIP

No Value

No Value

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Homework and extended projects
Collaborative learning and small group exercises
In-class essays
Other: Film / Documentary / or other media

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Homework and extended projects
Collaborative learning and small group exercises
In-class essays
Other: Film / Documentary / or other media

Assignments

1. Required reading assignments.
2. Written and / or oral report on a particular issue or figure in metaphysics or epistemology.
3. Group discussions emphasizing the comparison and contrast of different positions on philosophical issues.
4. Written exams on philosophical figures and issues.

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2. Written and / or oral report on a particular issue or figure in metaphysics or epistemology.
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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. At least two exams, including multiple-choice and/or essay components, in which students will be evaluated on their ability to correctly identify significant philosophical concepts, distinguish between major theories, and identify the contributions of specific figures in the fields of metaphysics and epistemology.
2. Group discussions will be evaluated on the basis of students' abilities to critically engage with the views of their peers, to apply philosophical methods in the development and defense of their own views, and to recognize points of

**Methods
of
Evaluation**

1. At least two exams, including multiple-choice and/or essay components, in which students will be evaluated on their ability to correctly identify significant philosophical concepts, distinguish between major theories, and identify the contributions of specific figures in the fields of metaphysics and epistemology.
2. Group discussions will be evaluated on the basis of students' abilities to critically engage with the views of their peers, to apply philosophical methods in the development and defense of their own views, and to recognize points of

Changed Field**Current Version****Proposed Version**

relevance between course concepts and contemporary concerns in the actual world.

3. Essays on topics within social and political philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.

4. Final exam including multiple-choice and/or essay components that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

relevance between course concepts and contemporary concerns in the actual world.

3. Essays on topics within philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.

4. Final exam including multiple-choice and/or essay components that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

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

**Examples of Primary Texts and References**

Title	No value
Author	Vaughn, Lewis. "Philosophy Here and Now, 3rd Ed." (Oxford: Oxford University Press, 2018)
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Cahn, Steven. "Exploring Philosophy: An Introductory Anthology, 6th Ed." (Oxford: Oxford University Press, 2017)
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Philosophy Here and Now
Author	Lewis Vaughn
Publisher	Oxford University Press
Date/Edition	2018/erd
ISBN	No value

Title	Exploring Philosophy: An Introductory Anthology
Author	Steven Cahn
Publisher	Oxford University Press
Date/Edition	2017/6th
ISBN	No value

Title	Introduction to Philosophy
Author	John Perry, Michael Bratman, and John Martin Fischer
Publisher	Oxford University Press
Date/Edition	2021/9th
ISBN	9780197570623



Suggested Reading List

No value

Reading List	Russell, B. "The Problems of Philosophy," New York, Basic Books, 1979.
May include, but are not limited to	No value

Reading List	Nagel, Thomas. "What Does It All Mean? A Very Short Introduction to Philosophy". (Oxford: Oxford University Press, 1987).
May include, but are not limited to	No value

Reading List	Ayer, A.J., "Language, Truth, and Logic," New York, Dover, 1970.
May include, but are not limited to	No value

Reading List	Descartes, R. "Meditations on First Philosophy," Indianapolis, Hackett, 1979.
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 Hume, D. "An Enquiry Concerning Human Understanding," Indianapolis, Hackett, 1977.

May include, but are not limited to No value

Reading List Brown, Lee M. (edit.) "African Philosophy New and Traditional Perspectives," Oxford, Oxford Univ. Press, 2004.

May include, but are not limited to No value

Reading List Lao-Tzu, "Tao Te Ching, in Tao, A New Way of Thinking," New York, Harper, 1975.

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
		<p>Reading List Plato, "Apology, Meno, Phaedo," Indianapolis, Hackett, 1979.</p>	
		<p>May include, but are not limited to</p>	
		<p>Reading List Radakrishnan, S. (ed) "Ten Principal Upanishads," New York, Humanities Press, 1995.</p>	
		<p>May include, but are not limited to</p>	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> Identify, examine, and evaluate the scope and methods of the philosophical discipline Identify, examine, and analyze key contributions, both classical and contemporary, to the fields of metaphysics and epistemology. Examine, compare, and contrast various claims, problems and theories relevant to metaphysics and epistemology. 	<ul style="list-style-type: none"> Identify, examine, and evaluate the scope and methods of the philosophical discipline Identify, examine, and analyze key contributions, both classical and contemporary, to the fields of metaphysics, ethics, and epistemology. Examine, compare, and contrast various claims, problems and theories relevant to metaphysics, epistemology, and ethics.

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs Demonstrate a basic understanding of philosophical methods.

Expected SLO Performance 0.0

CSLOs Demonstrate a basic understanding of philosophical methods.

Expected SLO Performance 0.0

CSLOs Articulate ideas about philosophical issues.

Expected SLO Performance 0.0

CSLOs Articulate ideas about philosophical issues.

Expected SLO Performance 0.0

CSLOs Apply philosophical methods, assumptions and principles in the analysis of philosophical ideas and positions.

Expected SLO Performance 0.0

CSLOs Apply philosophical methods, assumptions and principles in the analysis of philosophical ideas and positions.

Expected SLO Performance 0.0

CSLOs Evaluate philosophical arguments, methods, assumptions, and principles for consistency, relevance, and truth.

Expected SLO Performance 0.0

CSLOs Evaluate philosophical arguments, methods, assumptions, and principles for consistency, relevance, and truth.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Identify, examine, and evaluate the scope and methods of the philosophical discipline <ol style="list-style-type: none"> 1. Identify and explore central branches of philosophical thought <ol style="list-style-type: none"> 1. Metaphysics 2. Epistemology 3. Axiology/Value Theory 4. Logic 2. Identify and appraise methods appropriate to the study of philosophy. <ol style="list-style-type: none"> 1. Assessing and developing arguments 2. Charitable interpretation of texts/positions 3. Conceptual analysis 3. Identify and appraise Metaphysical and Epistemological methodologies in relation to other Western and Eastern traditions, as well as science and other fields of inquiry. 2. Identify, examine, and analyze key contributions, both classical and contemporary, to the fields of metaphysics and epistemology. <ol style="list-style-type: none"> 1. Identify at least three major figures, and the respective contributions, in the history of Western Philosophy. 2. Identify and assess major figures and contributions in at least one non-Western philosophical tradition. 3. Identify and appraise philosophical contributions from thinkers of diverse cultural, ethnic and gender perspectives. 3. Examine, compare, and contrast various claims, problems and theories relevant to metaphysics and epistemology. <ol style="list-style-type: none"> 1. Appraise, assess, and relate various theories involving the 	<ol style="list-style-type: none"> 1. Identify, examine, and evaluate the scope and methods of the philosophical discipline <ol style="list-style-type: none"> 1. Identify and explore central branches of philosophical thought <ol style="list-style-type: none"> 1. Metaphysics 2. Epistemology 3. Ethics 2. Identify and appraise methods appropriate to the study of philosophy. <ol style="list-style-type: none"> 1. Assessing and developing arguments 2. Charitable interpretation of texts/positions 3. Conceptual analysis 3. Identify and appraise Metaphysical and Epistemological methodologies in relation to other Western and Eastern traditions, as well as science and other fields of inquiry. 2. Identify, examine, and analyze key contributions, both classical and contemporary, to the fields of metaphysics, ethics, and epistemology. <ol style="list-style-type: none"> 1. Identify at least three major figures, and the respective contributions, in the history of Western Philosophy. 2. Identify and assess major figures and contributions in at least one non-Western philosophical tradition. 3. Identify and appraise philosophical contributions from thinkers of diverse cultural, ethnic and gender perspectives. 3. Examine, compare, and contrast various claims, problems and theories relevant to metaphysics, epistemology, and ethics. <ol style="list-style-type: none"> 1. Appraise, assess, and apply various epistemological

Changed	Field	Current Version	Proposed Version
		<p>nature, structure, and essence of knowledge.</p> <ol style="list-style-type: none"> 1. Skepticism and its alternatives 2. Epistemic justification/warrant <p>2. Appraise, assess, and relate various theories involving the nature, structure, and essence of reality.</p> <ol style="list-style-type: none"> 1. Physicalism and its alternatives 2. Free will and agency 3. Personal identity and persistence <p>3. Identify and analyze points of intersection between metaphysical/epistemological issues and themes in logic and axiology</p>	<p>theories.</p> <ol style="list-style-type: none"> 1. Skepticism and its alternatives 2. Epistemic justification/warrant <p>2. Appraise, assess, and apply various metaphysical theories.</p> <ol style="list-style-type: none"> 1. Physicalism and its alternatives 2. Free will and agency 3. Personal identity and persistence <p>3. Appraise, assess, and apply various ethical theories.</p> <ol style="list-style-type: none"> 1. Virtue ethics 2. Deontology 3. Utilitarianism 4. Moral skepticism <p>4. Identify and analyze points of intersection between metaphysical/epistemological issues and themes in ethics.</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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
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Prerequisite(s):

No Value

No Value

Corequisite(s):

No Value

No Value

Advisory(ies):

ENGL C1000 or ENGL C1000H or ESL D005.

ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

No Value

Limitation(s) on Enrollment:

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
	<p>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.</p>	No Value	No Value
❗	<p>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</p>	No Value	<p>Assignments A: Required reading assignments.</p>
❗	<p>Objective 2: Compose essays drawn from personal experience and assigned texts.</p>	No Value	<p>Methods of Evaluation C. Essays on topics within philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.</p>
❗	<p>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</p>	No Value	<p>Methods of Evaluation C. Essays on topics within philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.</p>
❗	<p>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</p>	No Value	<p>Methods of Evaluation C. Essays on topics within philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.</p>

Changed	Questions	Current Version	Proposed Version
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Methods of Evaluation C. Essays on topics within philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed**Questions****Current Version****Proposed Version**

**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A
or EWRT
D01AH or ESL
D005. If this is
the requisite
for the course,
complete the
objective(s)
below. If this
requisite is
being removed,
provide an
explanation as
to why.**

No Value

No Value

**Objective 1:
Create
compositions
about fiction
and non-fiction
texts from
many cultural
and social
perspectives in
a variety of
genres.**

No Value

No Value

**Objective 2:
Compose a
focused,
purposeful,
developed
paper of 500
words or more
that engages
with, responds
to, or is
inspired by
written or
visual texts.**

No Value

No Value

Changed

Questions

Current Version

Proposed Version

**Objective 3:
Produce
written work
using a cyclical
process of
multiples drafts
and revisions.**

No Value

No Value

**Objective 4:
Demonstrate
the ability to
include a
variety of
sentence
structures in
writing.**

No Value

No Value

**Objective 5:
Edit
compositions
to correct
errors in the
major
conventions of
Standard
Written
English.**

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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
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	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
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	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
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
--	--	----------	----------

	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
--	---	----------	----------

Changed	Questions	Current Version	Proposed Version
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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
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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
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**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

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. Identify, examine, and evaluate the scope and methods of the philosophical discipline



**Criteria 2:
Foster oral and
written
communication
and
collaborative
exercises. Note
that this criteria
has three
separate
pieces: oral
communication,
written
communication,
and
collaborative
exercises.
(ONLY using
the Outline,
Assignments or
Methods of
Evaluation
areas, cite,
copy and paste
the area
referenced.)**

No Value

Methods of Evaluation B. Group discussions will be evaluated on the basis of students' abilities to critically engage with the views of their peers, to apply philosophical methods in the development and defense of their own views, and to recognize points of relevance between course concepts and contemporary concerns in the actual world. Assignments B. Written and / or oral report on a particular issue or figure in metaphysics or epistemology.

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 C. Essays on topics within philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.



Criteria 4:
Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Course Outline B.1. Identify and assess major figures and contributions in at least one non-Western philosophical tradition.



Criteria 5:
Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Course Outline B.1. Identify and assess major figures and contributions in at least one non-Western philosophical tradition.

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 B. Group discussions will be evaluated on the basis of students' abilities to critically engage with the views of their peers, to apply philosophical methods in the development and defense of their own views, and to recognize points of relevance between course concepts and contemporary concerns in the actual world.

Comments

Changed	Questions	Current Version	Proposed Version			
	Stage 2: Department Chair	No Value	No Value			
!	Stage 3: Division Curriculum Representative	No Value	Date	TabPart - Field Type of Edit	Initiator - Indicate "Y" When Completed	Edit
			3/25/2025	RG Course Description	Needs to be a complete sentence. Please add "The or This" to the beginning to satisfy the revisionment	
	Stage 4: Division Dean	No Value	No Value			
	Stage 5: SLO Coordinator	No Value	No Value			

Changed	Questions	Current Version	Proposed Version
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	Stage 7: Content Review Matrix Liaison	No Value	No Value
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	Stage 8: Dean of Online Learning	No Value	No Value
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Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
		No Value	Date	Tab	Part - Field	Type of Edit	Edit	
!	Stage 9: Articulation Officer		04/15/2025	Specifications	Primary Texts	Required	At least one primary text must be published within 7 years of the effective date of the course. That would be a publication year of 2019 or newer for courses effective Fall 2026.	

Changed	Questions	Current Version	Proposed Version
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04/15/2025 Outline

Course Outline Suggested

In section C, your 2nd and 3rd bullet points both say "Appraise, assess, and relate various theories involving the nature, structure, and essence of reality". Is this supposed to be one bullet point with everything listed underneath it? Or is one labeled incorrectly? Or is it supposed to say the same thing?



Stage 10: De Anza General Education

No Value

Date	Tab	Part - Field	Type of Edit	Edit
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4/22/25 GE Criteria Matix2

Required

Please add a specific assignment or evaluation to satisfy the written criteria. For example, assignment B.

Initiator - Indicate "Y" When Completed or Initiator's Response

Stage 13: Curriculum Committee

No Value

No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	PHIL 001	PHIL 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)	10/09/2018	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	PHILD001.
	Distance Education Approved	Yes

Changed	Field	Current Version
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2024 12:00:00 AM
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	External Review Approval Date	Sep 1, 2019 12:00:00 AM
--	--------------------------------------	-------------------------

	Course Control Number	CCC000236807
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
04/29/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Blue Form	1. Is the unit(s) change required for articulation?
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.

Section	Changed field
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 10: De Anza General Education
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Shameka Walker	• Rich Booher
	Course ID (CB01A and CB01B)	PHILD011.	PHILD011.
	Course Control Number	CCC000603977	CCC000603977
	Course Title (CB02)	Asian Philosophy	Asian Philosophy
	Short Course Title	ASIAN PHILOSOPHY	ASIAN PHILOSOPHY
	TOP Code (CB03)	1509.00	1509.00 Philosophy
	CIP Code	Philosophy	38.0101 Philosophy
	Department	PHIL - Philosophy	PHIL - Philosophy
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	An introduction to the major themes and figures of Asian philosophical traditions, emphasizing those found in China, India and Japan. Studies may include Confucianism, Moism, Yangism, Taoism, the Upanishads, Vedanta, Jaina, Buddhism, Zen and Shinto. Classical thought will be primarily emphasized, though some attention will be given to contemporary thinkers.	An <u>This course is an</u> introduction to the major themes and figures of Asian philosophical traditions, emphasizing those found in China, India <u>India</u> , and Japan. Studies may include Confucianism, Moism , <u>Mohism</u> , Yangism, Taoism, the Upanishads, Vedanta, Jaina, Buddhism, Zen <u>Zen</u> , and Shinto. Classical thought will be primarily emphasized, though some attention will be given to contemporary thinkers.
	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	<ul style="list-style-type: none">Philosophy
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none">FHDA FSA - PHILOSOPHY

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza, and Cal-GETC. It is a UC and CSU transferable course, and offers students an opportunity to engage rigorously with themes and methods that are distinctive of Asian philosophical traditions.	This course- <u>It is a UC and CSU transferable course. It meets a general education requirement for De Anza, Anza and Cal-GETC. It is a UC and CSU transferable course, and offers- included in the De Anza Philosophy AA-T degree. This course introduces students an opportunity to engage rigorously with themes important ideas and methods that thinkers in Asian philosophical traditions, and there are distinctive no other courses of Asian philosophical traditions. this kind offered at the college.</u>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	
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Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No	No
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No	No
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No	No
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
--	--	----	----

More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	Course Prior To College Level	Not applicable.	Not applicable.
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Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program**

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Cal-GETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Cal-GETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC (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

Changed	Field	Current Version	Proposed Version
		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 Philosophy for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Philosophy for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Philosophy for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Philosophy for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
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GE Information

System/Institution	Cal-GETC	System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA3B - Approved. 	Area(s)	<ul style="list-style-type: none"> CA3B - Approved.
-	No value	-	No value
System/Institution	De Anza GE	System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G3X - Approved. 	Area(s)	<ul style="list-style-type: none"> 2G3X - Approved.
-	No value	-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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Lecture Hours - In Class	4	4
Lecture Hours - Out of Class	8	8
Laboratory Hours - In Class	0	0
Laboratory Hours - Out of Class	0	0
NA Hours - In Class	0	0
NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 Quiz and examination review performed in class
 Collaborative learning and small group exercises
 In-class essays
 Homework and extended projects
 Other:
 Film/documentary and other media

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
 Collaborative learning and small group exercises
 In-class essays
 Homework and extended projects
 Other:
 Film/documentary and other media



Assignments

1. Required reading assignments
2. Written and / or oral report on a particular issue or figure in Asian philosophy.
3. Group discussions emphasizing the comparison and contrast of different positions on philosophical issues in Asian thought.
4. Written exams on figures and issues in Asian philosophy.

1. Required reading assignments
2. Essays on a particular issue or figure in Asian philosophy
3. Group discussions emphasizing the comparison and contrast of different positions on philosophical issues in Asian thought
4. Written exams on figures and issues in Asian philosophy
5. Classroom presentations

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. At least two exams, including multiple-choice and/or essay components, in which students will be evaluated on their ability to correctly identify significant philosophical concepts, distinguish between major theories, and identify the contributions of specific figures in Asian traditions.
2. Group discussions will be evaluated on the basis of students' abilities to critically engage with the views of their peers, to apply philosophical methods in the development and defense of their own views, and to recognize

**Methods
of
Evaluation**

1. At least two exams, including multiple-choice and/or essay components, in which students will be evaluated on their ability to correctly identify significant philosophical concepts, distinguish between major theories, and identify the contributions of specific figures in Asian traditions.
2. Group discussions will be evaluated on the basis of students' abilities to critically engage with the views of their peers, to apply philosophical methods in the development and defense of their own views, and to recognize

Changed Field

Current Version

Proposed Version

points of relevance between course concepts and contemporary concerns in the actual world.

3. Essays on topics from Asian philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.

4. Final exam including multiple-choice and/or essay components that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

points of relevance between course concepts and contemporary concerns in the actual world.

3. Essays on topics from Asian philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.

4. Final exam including multiple-choice and/or essay components that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none">• None. Essential College Facilities: <ul style="list-style-type: none">• None.	Essential Student Materials: <ul style="list-style-type: none">• None Essential College Facilities: <ul style="list-style-type: none">• None

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

Title	No value
Author	Koller, John. "Asian Philosophies", 7th ed. New York: Routledge, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Gupta, Bina. "An Introduction to Indian Philosophy: Perspectives on Reality, Knowledge, and Freedom". London: Routledge, 2011.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Koller, John and Patricia. "A Sourcebook in Asian Philosophy", New York City, NY: MacMillan, 1991.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Asian Philosophies
Author	John Koller
Publisher	Routledge
Date/Edition	2018/7th ed
ISBN	No value

Title	An Introduction to Indian Philosophy
Author	Bina Gupta
Publisher	Routledge
Date/Edition	2011
ISBN	No value

Title	Classic Asian Philosophy: A Guide to the Essential Texts
Author	Joel Kupperman
Publisher	Oxford University Press
Date/Edition	2007
ISBN	No value

Title	Readings in Classical Chinese Philosophy
Author	Philip J. Ivanhoe and Bryan W. Van Norden, eds.
Publisher	Hackett

Changed Field**Current Version****Proposed Version****ISBN** No value**Date/Edition** 2023/3rd**ISBN** No value**Title** No value**Title** Readings in Later Chinese Philosophy**Author** Kupperman, Joel. "Classic Asian Philosophy: A Guide to the Essential Texts". Oxford University Press, 2nd Edition. Oxford: New York, 2007.**Author** Justin Tiwald and Bryan W. Van Norden, eds.**Publisher** No value**Publisher** Hackett**Date/Edition** No value**Date/Edition** 2014**ISBN** No value**ISBN** No value



Suggested Reading List

No value

Reading List Mencius, "The Mencius," trans. D.C. Lau, (London: Penguin Books, 1970)

May include, but are not limited to No value

Reading List Hsun Tzu, "Basic Writings," Trans. Watson, (New York: Columbia University Press, 1963).

May include, but are not limited to No value

Reading List Xiusheng Liu and Philip Ivanhoe eds. "Essays On The Moral Philosophy of Mengzi". (Cambridge, Hackett Press, 2002).

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Watson, Burton (trans.) "Chuang Tzu: Basic Writings". New York: Columbia University Press, 1996.

May include, but are not limited to No value

Reading List Ivanhoe, Philip (trans.) "The Daodejing of Laozi". New York: Hackett, 2003.

May include, but are not limited to No value

Reading List Confucius (trans. D.C. Lau). "The Analects". New York: Penguin, 1979.

May include, but are not limited to No value

Reading List Easwaren, Eknath (trans.) "The Bhagavad Gita". Petaluma, CA: Nilgiri, 1985.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Easwaren, Eknath (trans). "The Upanishads". Petaluma, CA: Nilgiri, 1987.

May include, but are not limited to No value

Reading List Hamilton, Sue. "Indian Philosophy: A Short Introduction". Oxford: Oxford University Press, 2001.

May include, but are not limited to No value

Reading List Suzuki, D.T. "Zen Buddhism". Garden City, NY: Doubleday, 1956.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Suzuki, Shunryu. "Zen Mind, Beginner's Mind". New York and Tokyo: Weatherhill, 1970.

May include, but are not limited to No value

Reading List Watts, Alan W. "The Way of Zen", New York: Vintage Books, 1957.

May include, but are not limited to No value

Reading List Eknath Easwaren. "The Dhammapada". Petaluma, CA: Nilgiri, 1986.

May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none">• Identify, examine, and evaluate the discipline and methods of philosophy, focusing on the analysis of fundamental considerations and topics in Asian philosophy.• Identify, examine, and analyze central philosophical claims in Asian traditions• Appraise, examine, and analyze the influence of Asian philosophy, including its impact upon the arts and sciences within various traditions and cultures.	<ul style="list-style-type: none">• Identify, examine, and evaluate central figures and methods of Asian philosophy.• Identify, analyze, and evaluate central issues in debates in and about Asian traditions.• Identify, analyze, and evaluate the influence of Asian philosophy, including its impact upon the arts and sciences within various traditions and cultures.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Identify and assess the central figures, questions and themes of philosophy in Asian traditions.

Expected SLO Performance 0.0

CSLOs Assess and analyze arguments and approaches to philosophical problems as found in Asian philosophical texts.

Expected SLO Performance 0.0

CSLOs Articulate and defend original positions on problems and figures from Asian philosophical traditions.

Expected SLO Performance 0.0

CSLOs Identify and evaluate the central figures, questions, and themes of philosophy in Asian traditions.

Expected SLO Performance 0.0

CSLOs Assess and analyze arguments and approaches to philosophical problems as found in Asian philosophical texts.

Expected SLO Performance 0.0

CSLOs Articulate and defend original positions on problems and figures from Asian philosophical traditions.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Identify, examine, and evaluate the discipline and methods of philosophy, focusing on the analysis of fundamental considerations and topics in Asian philosophy.</p> <ol style="list-style-type: none"> 1. Philosophy--the study and analysis of philosophy, its unique properties and historical evaluation. 2. Analyze what it means to study Asian philosophy in a Western setting 3. Analyze the relationships and differences among philosophy, myth and religion <p>2. Identify, examine, and analyze central philosophical claims in Asian traditions</p> <ol style="list-style-type: none"> 1. Chinese philosophy <ol style="list-style-type: none"> 1. Overview of the philosophical schools that flourished in "The Period of the Warring States." 2. Compare the advent of Confucianism with other schools and movements, evaluating distinct problems and issues associated with the Confucian school. 3. Mo Tzu and his opposition to Confucianism. 4. The teaching of Yang and their incorporation into Daoism. 5. Explicate and assess Mencius' 	<p>1. Identify, examine, and evaluate central figures and methods of Asian philosophy.</p> <ol style="list-style-type: none"> 1. Philosophy-the study and analysis of philosophy, its unique properties and historical evaluation. 2. Analyze what it means to study Asian philosophy in a Western setting 3. Analyze the relationships and differences among philosophy, myth and religion <p>2. Identify, analyze, and evaluate central issues in debates in and about Asian traditions.</p> <ol style="list-style-type: none"> 1. Chinese philosophy <ol style="list-style-type: none"> 1. Overview of the philosophical schools that flourished in "The Period of the Warring States." 2. Compare the advent of Confucianism with other schools and movements, evaluating distinct problems and issues associated with the Confucian school. 3. Mo Tzu and his opposition to Confucianism. 4. The teaching of Yang and their incorporation into Daoism. 5. Explicate and assess Mencius' thesis that human nature is good. 6. Hsun Tzu's rejection of

Changed Field**Current Version****Proposed Version**

	thesis that human nature is good.	Mencianism and his re-working of Confucian theory.
	6. Hsun Tzu's rejection of Mencianism and his re-working of Confucian theory.	7. Daoism's two key figures: Chuang Tzu and Lao Tzu, as well as "The Daodejing."
	7. Daoism's two key figures: Chuang Tzu and Lao Tzu, as well as "The Daodejing."	8. Explore the place of the Bhagavad Gita in the context of Indian thought
	8. Explore the place of the Bhagavad Gita in the context of Indian thought	2. Indian philosophy
2. Indian philosophy	1. The Vedic Period and its significance	1. The Vedic Period and its significance
	2. Compare and contrast Vedanta with other schools of classical Indian thought	2. Compare and contrast Vedanta with other schools of classical Indian thought
	3. The Upanishads as vehicles of philosophical inquiry	3. The Upanishads as vehicles of philosophical inquiry
	4. The place of the Bhagavad Gita in the context of Indian thought	4. The place of the Bhagavad Gita in the context of Indian thought
	5. Compare and contrast Jainism, Sikhism, and Buddhism	5. Compare and contrast Jainism, Sikhism, and Buddhism
3. Japanese philosophy	1. The early confrontation of Shinto and Buddhism	3. Japanese philosophy
	2. Zen in Japan	1. The early confrontation of Shinto and Buddhism
	3. Multicultural and cross-cultural elements in the development of philosophical thought in Japan	2. Zen in Japan
		3. Multicultural and cross-cultural elements in the development of philosophical thought in Japan
		4. The role of women in Japanese society, and the contributions of

Changed Field**Current Version****Proposed Version**

- | Changed Field | Current Version | Proposed Version |
|-------------------------------------|--|---|
| | <p>4. The role of women in Japanese society, and the contributions of women to the evolution of philosophical thought in Japan</p> <p>3. Appraise, examine, and analyze the influence of Asian philosophy, including its impact upon the arts and sciences within various traditions and cultures.</p> <p>1. Multicultural and cross-cultural elements in the development of philosophical thought in China, India and Japan</p> <p>2. The relation of Asian philosophical traditions to the modern world</p> <p>3. Recent/contemporary developments in Asian philosophy</p> | <p>women to the evolution of philosophical thought in Japan</p> <p>3. Appraise, examine, and analyze the influence of Asian philosophy, including its impact upon the arts and sciences within various traditions and cultures.</p> <p>1. Multicultural and cross-cultural elements in the development of philosophical thought in China, India and Japan</p> <p>2. The relation of Asian philosophical traditions to the modern world</p> <p>3. Recent/contemporary developments in Asian philosophy</p> |
| Lab Component in this Course | No | No |
| Lab Outline | No value | No value |

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No
	<p>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.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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
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Prerequisite(s):

No Value

No Value

Corequisite(s):

No Value

No Value

Advisory(ies):

ENGL C1000 or ENGL C1000H or
ESL D005.

ENGL C1000 or ENGL C1000H or
ESL D005.

Advisory(ies) - Other:

No Value

No Value

Limitation(s) on Enrollment:

No Value

No Value

Limitation(s) on Enrollment - Other:

No Value

No Value

Entrance Skills(s):

No Value

No Value

Entrance Skill(s) - Other:

No Value

No Value

General Course Statement(s):

(See general education pages for the requirements this course meets.)

(See general education pages for the requirements this course meets.)

Changed	Questions	Current Version	Proposed Version
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General Course Statement(s) - Other:

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value



Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Assignments A: Required reading assignments



Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Methods of Evaluation C: Essays on topics from Asian philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Methods of Evaluation C: Essays on topics from Asian philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation C: Essays on topics from Asian philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Methods of Evaluation C: Essays on topics from Asian philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
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	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	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
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	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
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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
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**Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.**

No Value

No Value

**Objective 7:
Develop quadratic function models to solve problems.**

No Value

No Value

**Objective 8:
Use inequalities to solve real world problems.**

No Value

No Value

**Objective 9:
Explore arithmetic sequences and series.**

No Value

No Value

**Objective 10:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	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
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**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	Course Outline A: Identify, examine, and evaluate central figures and methods of Asian philosophy.
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments C: Group discussions emphasizing the comparison and contrast of different positions on philosophical issues in Asian thought. Assignments B: Essays on a particular issue or figure in Asian philosophy

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	Course Outline A: Identify, examine, and evaluate central figures and methods of Asian philosophy.
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline C: Appraise, examine, and analyze the influence of Asian philosophy, including its impact upon the arts and sciences within various traditions and 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	Course Outline C: Appraise, examine, and analyze the influence of Asian philosophy, including its impact upon the arts and sciences within various traditions and cultures.

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	Course Outline C.3: Recent/contemporary developments in Asian philosophy

Comments

Changed	Questions	Current Version	Proposed Version								
	Stage 2: Department Chair	No Value	No Value								
	Stage 3: Division Curriculum Representative	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>TabPart - Field</th> <th>Type of Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/25/2025</td> <td>RG Course Description</td> <td>Needs to be a complete sentence</td> <td></td> </tr> </tbody> </table> <p>This course is UC and CSU transferable. This course meets a general education requirement for De Anza, and Cal-GETC. It is included in the De Anza AA-T in Philosophy. The course fosters competence in regards to a student's identifying and analyzing issues and texts in social and political philosophy.</p>	Date	TabPart - Field	Type of Edit	Initiator - Indicate "Y" When Completed	3/25/2025	RG Course Description	Needs to be a complete sentence	
Date	TabPart - Field	Type of Edit	Initiator - Indicate "Y" When Completed								
3/25/2025	RG Course Description	Needs to be a complete sentence									

Changed	Questions	Current Version	Proposed Version												
	Stage 4: Division Dean	No Value	No Value												
	Stage 5: SLO Coordinator	No Value	No Value												
	Stage 7: Content Review Matrix Liaison	No Value	No Value												
	Stage 8: Dean of Online Learning	No Value	No Value												
	Stage 9: Articulation Officer	No Value	No Value												
	Stage 10: De Anza General Education	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>4/27/25</td> <td></td> <td>De Anza Criteria GE 2 Form</td> <td>Required</td> <td>Please add something describing explicit written communication. Group discussion is perfect for oral and collaborative communication, but something more needs to be added to address written communication.</td> <td></td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	4/27/25		De Anza Criteria GE 2 Form	Required	Please add something describing explicit written communication. Group discussion is perfect for oral and collaborative communication, but something more needs to be added to address written communication.	
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response										
4/27/25		De Anza Criteria GE 2 Form	Required	Please add something describing explicit written communication. Group discussion is perfect for oral and collaborative communication, but something more needs to be added to address written communication.											
	Stage 13: Curriculum Committee	No Value	No Value												

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	PHIL 011	PHIL 011
	Course Status	New	New
	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	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	PHILD011.
	Distance Education Approved	No

Changed	Field	Current Version
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2024 12:00:00 AM
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	External Review Approval Date	Sep 1, 2019 12:00:00 AM
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	Course Control Number	CCC000603977
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
--	------------------------------------	--