

CISD046. : Fundamentals of Digital Security

General Information

Faculty Initiator:	Sukhjot Singh
Attachments:	ReqAdv_G_CIS_46_2027F_1.pdf Online_CIS_46_2027F.pdf Hybrid_CIS_46_2027F.pdf
Course ID (CB01A and CB01B) :	CISD046.
Short Course Title:	FUNDAMENTALS OF DIGITAL SECUR
Course Title (CB02) :	Fundamentals of Digital Security
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2027
TOP Code (CB03) :	(0708.10) Computer Networking
CIP Code:	(11.0901) Computer Systems Networking and Telecommunications
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000553654
Curriculum Committee Approval Date:	06/17/2025
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course provides foundational knowledge and hands-on experience in network and information security. Topics include website and database attacks and defenses, vulnerability exploitation, layered security approaches, and Active Directory security policy settings. Additional topics include cryptography, hashing, access control, physical, application, and data security, auditing, and security protocols. Students apply security concepts through practical exercises and real-world scenarios to develop skills in identifying, analyzing, and mitigating security threats. This course supports preparation for the CompTIA Security+ certification exam.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
Discipline 2:	Computer Science

Discipline 3:

No value

FSA:

- FHDA FSA - CIS

Formerly Statement

Formerly Statement

(Formerly CIS 056.)

Course Justification

Course Justification

This is a CTE course that belongs on the Cybersecurity A.A. Degree and is UC and CSU transferable. It provides students with foundational skills in computer security and supports professional employment in Silicon Valley. The course addresses a growing student and workforce need for cybersecurity knowledge by preparing students to identify, analyze, and mitigate security threats across network, system, and application environments. It aligns with industry standards such as CompTIA Security+ and equips students with practical, hands-on experience using current security tools and methodologies, distinguishing it from more theory-based offerings.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

This course supports diversity, equity, and inclusion by providing students with equitable access to foundational cybersecurity knowledge and hands-on learning experiences. Instruction incorporates multiple learning modalities, including lectures, discussions, lab activities, and applied problem-solving, to support diverse learning backgrounds and levels of technical experience. Students engage in real-world cybersecurity scenarios, including ethical considerations, risk management, and security practices that impact individuals, organizations, and communities. The course emphasizes inclusive participation, accessibility of learning resources (including text book choice), and practical skill development to prepare students for careers in cybersecurity and information technology.

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

Repeat Limit	Course Prior To College Level	• Pass/No Pass Repeatability Statement
0	Not applicable.	No value
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
Business Programming	Certificate of Achievement-Advanced (COA-A)	Fall 2025 to Fall 2026
Business Programming	Certificate of Achievement-Advanced (COA-A)	Fall 2026
Business Programming	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Business Programming	Associate in Arts (A.A.) Degree	Fall 2026
Cyber Forensics and Investigations	Certificate of Achievement-Advanced (COA-A)	Fall 2024 to Fall 2026
Cyber Forensics and Investigations	Certificate of Achievement-Advanced (COA-A)	Fall 2026
Cybersecurity	Associate in Arts (A.A.) Degree	Fall 2025
Cybersecurity	Certificate of Achievement (COA)	Fall 2025
Cybersecurity	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Liberal Arts (Business and Computer Information Systems Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026

Liberal Arts (Business and Computer
Information Systems Emphasis)

Associate in Arts (A.A.) Degree

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

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.

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 4.5

Maximum Credit Units 4.5

Total Course In-Class
(Contact) Hours 66

Total Course Out-of-Class
Hours 96

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	4	8
Laboratory Hours	1.5	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	18
NA	0
Total	66
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	Lecture supported by visual aids and demonstrations of cybersecurity concepts and tools. Discussion of assigned readings related to security threats, defenses, and best practices. In-class problem solving activities focused on analyzing security scenarios and vulnerabilities.

Quiz and examination review sessions to reinforce understanding of course concepts.
Homework and extended projects that allow students to apply cybersecurity principles.
Laboratory sessions involving hands-on exercises, data analysis, and evaluation of security tools and techniques.

Assignments

- A. Reading - Assigned readings covering cybersecurity concepts, threats, and defense strategies.
- B. Written / Analytical Work - Completion of homework and review questions focused on applying security principles and concepts.
- C. Applied Learning Activities - Analysis of security videos, case scenarios, and real-world cybersecurity incidents to reinforce understanding of threats and defenses.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Homework Assignments - Evaluation based on completion and correctness of assignments demonstrating understanding of cybersecurity concepts.
- B. Quizzes and Exams - Midterm and final examinations assessing comprehension, analysis, and application of security principles.
- C. Laboratory Exercises - Evaluation of participation and performance in lab activities demonstrating the ability to use security tools and apply defensive strategies.

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
Joe Shelley	"CompTIA Security+: Get Certified Get Ahead."	YCDA LLC	SY0-701/Oct 26, 2023	979-8988984801

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Explore network security issues

Investigate access control and identity management	
Implement cryptography	
Investigate policies, procedures, and awareness	
Identify physical security	
Utilize perimeter defenses	
Implement network defenses	
Design host defenses	
Identify application defenses	
Formulate data defenses	
Perform security assessments and audits	
Explore AI in Security	
CSLOs	
Determine methods to protect network against security vulnerabilities.	Expected SLO Performance: 0.0

Outline
Course Outline A. Explore network security issues 1. Security challenges 2. Security roles and concepts 3. Threat agent types 4. Security introduction 5. General attack strategy 6. General defense strategy

7. Attack and defense strategy overview
- B. Investigate access control and identity management
 1. Access control models
 2. Authentication
 3. Authorization
 4. Access control best practices
 5. Windows domain users and groups
 6. Linux users and groups
 7. Linux user security
 8. Group policy overview
 9. Hardening authentication
 10. Remote access
 11. Network authentication
 12. Identity management
- C. Implement cryptography
 1. Cryptography concepts
 2. Hashing
 3. Symmetric encryption
 4. Asymmetric encryption
 5. Public Key Infrastructure (PKI)
 6. Cryptography implementations
- D. Investigate policies, procedures, and awareness
 1. Security policies
 2. Business continuity
 3. Risk management
 4. Incident response
 5. Social engineering
 6. Certification and accreditation
 7. Development
 8. Employee management
 9. Business impact analysis
 10. Disaster recovery plan
- E. Identify physical security
 1. Physical security definitions
 2. Hardware security
 3. Environmental controls
 4. Mobile devices
 5. Telephony
 6. The Internet of Things
- F. Utilize perimeter defenses
 1. Networking review
 2. Perimeter attacks
 3. Security appliances
 4. Packet Captures
 5. Firewalls
 6. Network Address Translation (NAT)
 7. Virtual Private Networks (VPN)
 8. Web threat protection
 9. Network Access Control (NAC)
 10. Wireless attacks
 11. Wireless defenses
- G. Implement network defenses
 1. Network devices
 2. Network device vulnerabilities
 3. Switch attacks
 4. Router and switch security
 5. Intrusion detection and prevention
- H. Design host defenses
 1. Malware
 2. Password attacks
 3. Windows system hardening
 4. Hardening enforcement
 5. File server security
 6. Linux host security

- I. Identify application defenses
 - 1. Web application attacks
 - 2. Internet browsers
 - 3. E-mail
 - 4. Network applications
 - 5. Virtualization
 - 6. Application development
 - 7. System life Cycle
 - 8. Application software testing
- J. Formulate data defenses
 - 1. Redundancy
 - 2. Backup and restore
 - 3. File encryption
 - 4. Secure protocols
 - 5. Cloud computing
- K. Perform security assessments and audits
 - 1. Vulnerability assessment
 - 2. Penetration testing
 - 3. Protocol analyzers
 - 4. Logs and audits
 - 5. System testing and monitoring
- L. Explore AI in Security
 - 1. AI as a security threat vector
 - 2. Adversarial machine learning and model manipulation
 - 3. AI-powered attacks (deepfakes, automated phishing, AI-assisted malware)
 - 4. AI-assisted defense and anomaly detection
 - 5. Ethical considerations in AI-driven security tools

Lab Outline

- A. Use Active Directory to view, create, manage user accounts and groups
- B. Eliminate threats with a layered security approach
- C. Use asymmetric encryption to encrypt and decrypt files
- D. Perform reconnaissance and probing using common tools
- E. Perform a vulnerability assessments
- F. Enable Windows Active Directory and user access controls
- G. Use Group Policy Objects and Microsoft Baseline Security Analyzer for change control
- H. Perform packet capture and traffic analysis
 - I. Implement a business continuity plan
- J. Perform a web site and database attack by exploiting identified vulnerabilities

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

CIS D108.

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.

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.

Method of evaluation A & C: (A) Homework Assignments – Evaluated for completeness and correctness (C) Lab Skills Exercises – Evaluated on correctness and completion Homework assignments require students to analyze cybersecurity policies, security threats, and case studies. Lab skills exercises require students to evaluate computer security software and apply security strategies to different contexts.

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.

Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated for completeness and correctness (B) Final Exam, Midterm, Quizzes – Evaluated on comprehension and mastery of key terms and concepts. Homework assignments require students to write security reports, risk assessments, and policy documents. Exams and quizzes assess the ability to explain, apply, and synthesize key cybersecurity concepts in writing.

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

Method of Evaluation Used A & C: (A) Homework Assignments – Evaluated for completeness and correctness (C) Lab Skills Exercises – Evaluated on correctness and completion Homework assignments require students to revise and improve security documentation, policies, and risk assessments. Lab exercises reinforce iterative improvements to cybersecurity configurations and security defenses.

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

Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated for completeness and correctness (B) Final Exam, Midterm, Quizzes – Evaluated on comprehension and mastery of key terms and concepts Homework assignments ensure that students develop clear and structured technical writing for security documentation. Exams and quizzes evaluate the ability to use proper terminology and sentence structures in technical communication.

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

Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated for completeness and correctness (B) Final Exam, Midterm, Quizzes – Evaluated on comprehension and mastery of key terms and concepts Homework assignments require students to proofread and refine security reports, compliance documentation, and penetration test findings. Exams and quizzes assess the ability to apply proper cybersecurity terminology, formatting, and technical writing conventions.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/14/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Researched OER Texts again. none found. The book specified is in price range.
4/14/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y - added - (accessibility of learning resources (including text book choice),
4/14/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Only Assignment Categories were provided for this COR. Requested information would be added in Syllabi and not COR relevant.
4/14/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Evaluation methods are provided. The requested would be provided in syllabi not COR.
4/14/2026	Outline	Course Outline	Suggested	This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject. If not appropriate, no problem --- just let me know in the initiator response box.	Reviewed COR for opportunities - Did not find any.Y

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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4/29/26	Matrix B	Required	Delete all entries as Matrix B does not match your advisory	Y
Stage 7: Dean of Online Learning				
No Value				
Stage 8: SLO Coordinator				
No Value				
Stage 10: Curriculum Committee				
No Value				

CO
Sort ID (00 < 10; 0 < 100)
CIS 046
Course Status
Non-substantial
Course Characteristics
• CTE
Cross-Listed/Related Course Information
• NA
Cross-Listed/Related Course ID's
No Value
DL Approval Date (MM/DD/YYYY)
06/17/2025
Hybrid Approval Date (MM/DD/YYYY)
06/17/2025
Curriculum Office Notes
• Course number change only appr. 10/26/21 (effect. F22).-mkct • Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Outline of Record Report

06/04/2026

CISD057. : Website Administration

General Information

Faculty Initiator:	- Mirsaeid Abolghasemi - Pape, Mary
Attachments:	ReqAdv_G_CIS_57_2027F_2.pdf ReqAdv_G_CIS_57_2027F_1.pdf Hybrid_CIS_57_2027F.pdf Online_CIS_57_2027F.pdf
Course ID (CB01A and CB01B) :	CISD057.
Short Course Title:	WEB SITE ADMIN
Course Title (CB02) :	Website Administration
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2027
TOP Code (CB03) :	(0709.00) World Wide Web Administration
CIP Code:	(11.1004) Web/Multimedia Management and Webmaster
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000565203
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces students to the principles and practices of website administration, including web server configuration, deployment, security, and maintenance. Students will develop practical skills in managing websites and web servers, using diagnostic tools, and implementing security measures. The course prepares students for real-world applications in website administration and supports diverse learning approaches through hands-on activities and applied problem-solving.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Computer Science
Discipline 2:	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)

Discipline 3:

No value

FSA:

- FHDA FSA - CIS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is CSU transferable and will be a course in the Web Development Certificate of Achievement. As a Career Technical Education (CTE) course, it provides students with practical skills in website and web server administration. The skills learned in this course are necessary for students who wish to work in website administration. It is a response to the advisory committee requirements for improved offerings in website and web server operation and administration.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

This course incorporates diversity, equity, and inclusion by providing multiple modes of instruction, including lectures, demonstrations, and hands-on lab activities to support diverse learning styles. Students engage in practical website administration tasks that reflect real-world applications and collaborative problem-solving. Assignments emphasize clear documentation and step-by-step implementation to support students from diverse academic and linguistic backgrounds. Multiple methods of evaluation, including lab work, written documentation, and exams, provide equitable opportunities for students to demonstrate their knowledge and skills. Course materials include freely available online resources, such as Apache HTTP Server documentation (ZTC), as well as low-cost textbook options to reduce financial barriers and support equitable access to learning. These materials use clear, accessible language and structured examples to support understanding of technical concepts for students from diverse educational backgrounds.

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	Award Type	Active
Liberal Arts (Business and Computer Information Systems Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Business and Computer Information Systems Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026
Liberal Arts (Science, Math and Engineering Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Science, Math and Engineering Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026
Web Development	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Approved

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	4.5
Maximum Credit Units	4.5
Total Course In-Class (Contact) Hours	66
Total Course Out-of-Class Hours	96
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	4	8
Laboratory Hours	1.5	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	18
NA	0
Total	66

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	Lecture with visual aids and demonstrations Discussion of assigned readings and technical documentation Hands-on lab activities, configuring and managing web servers Collaborative learning and small group problem-solving Guided instruction supporting students with diverse technical backgrounds
Assignments	
A. Hands-on lab exercises involving installation, configuration, and administration of web servers B. Website deployment and management projects C. Written documentation of configurations, testing, and troubleshooting D. Reading and analysis of technical documentation E. Practical exercises designed to reinforce step-by-step implementation, including opportunities for revision and improvement	
Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	A. Evaluation of lab exercises based on correctness of implementation, functionality of configurations, and quality of written documentation describing setup, testing, and troubleshooting. Examples of expected work may be provided to clarify assignment expectations when appropriate. B. One or two midterm examinations requiring students to apply course concepts through coding and problem-solving based on lectures and readings.

C. A comprehensive final examination requiring students to demonstrate mastery of course concepts through coding, analysis, and application of web server administration topics.

Essential Student Materials/Essential College Facilities

- Essential Student Materials:
- Access to a computer capable of running a web server environment (local or virtual machine)
 - Internet access
 - Text editor or integrated development environment (IDE)
 - Web browser and basic development tools
- Essential College Facilities:
- Computer lab with web server software and network access

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
William E. Shotts Jr.	The Linux Command Line	No Starch Press	2019 (2nd Edition)	978-1593279523
Apache Software Foundation	Apache HTTP Server Documentation (Version 2.4)	Apache Software Foundation	Current online edition (continuously updated)	N/A (Open-source documentation, freely available online - a zero-cost (ZTC) instructional material for students)

Suggested Reading List

Reading List	Aulds, Charles "Linux Apache Web Server Administration" Sybex-Wiley, 2002
May include, but are not limited to	No value

Learning Outcomes

Course Objectives

Assess purpose of a website and resources required to build it.

Design and develop a web site

Use web diagnostic tools to maintain a website

Setup appropriate security for website using web servers.

Enable communication using a web server

Develop internal and external user policies

Evaluate accessibility, security, and ethical considerations in web server administration and website deployment

CSLOs

Demonstrate how to install, configure and maintain a web server.

Expected SLO Performance: 0.0

Create and apply user security policies to web server configuration.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Assess purpose of a website and resources required to build it.
 - 1. Define objective of site
 - 2. Content delivery
 - 3. Resource and staffing
 - 4. Economic considerations
 - 5. Platform selection
 - 6. Future expectations
- B. Design and develop a web site
 - 1. Network infrastructure
 - 2. Internal and external WWW servers
 - 3. Virtual disk management
 - a. Partitions
 - b. Directories
 - 4. Application integration
 - a. Scripts and forms
 - b. Databases
- C. Use web diagnostic tools to maintain a website
 - 1. Backup, recovery
 - 2. Logs analysis
 - 3. Site monitoring
 - 4. Load balancing
- D. Setup appropriate security for website using web servers.
 - 1. Firewalls
 - 2. Proxy servers
 - 3. Security software
- E. Enable communication using a web server
 - 1. e-mail
 - 2. listserves
 - 3. FTP
 - 4. Print services
- F. Develop internal and external user policies
 - 1. Security and Legal Issues
 - 2. Site standards
- G. Modern Web Server Practices

1. Cloud-based hosting concepts
2. Containerized web services
3. Continuous deployment
4. Content delivery (CDN) concepts
5. Website performance and monitoring tools

Lab Outline

- A. Install and configure a web server.
- B. Implement a basic website on the web server.
- C. Implement diagnostic tools for monitoring website.
- D. Implement communication tools and security for website.

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.

No Value

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

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

CIS D006. and CIS D089A

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.

Assignments: Reading and analysis of technical documentation and assigned materials Hands-on lab exercises involving installation, configuration, and administration of web servers Written documentation describing configurations, implementation steps, and troubleshooting Methods of Evaluation: A. Evaluation of lab exercises based on functionality, documentation, and correctness of implementation and testing B. Midterm examination assessing understanding and application of concepts from lectures and readings C. Final examination requiring application of course concepts through coding and analysis Outline: A. Assess purpose of a website and resources required to build it C. Use web diagnostic tools to maintain a website D. Setup appropriate security for website using web servers F. Develop internal and external user policies

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

Assignments: Written documentation of configurations, implementation steps, and troubleshooting Website deployment and management projects Methods of Evaluation: A. Evaluation of lab exercises including quality and clarity of written documentation C. Final examination requiring written responses and applied problem-solving Outline: B. Design and develop a web site C. Use web diagnostic tools to maintain a website F. Develop internal and external user policies

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

Assignments: Written documentation and reports based on technical readings and project work Methods of Evaluation: A. Evaluation of written documentation for clarity, organization, and appropriate use of sources Outline: (No specific item in the outline directly addresses MLA formatting, but written documentation and reports require organized presentation of information and may involve proper citation practices.)

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

Assignments: Written documentation of lab exercises, configurations, and troubleshooting Reading responses and written explanations of technical processes Methods of Evaluation: A. Evaluation of written documentation for clarity, organization, and correctness Outline: (No specific item in the outline directly addresses sentence-level writing skills, but written documentation and reports require clear and effective written communication.)

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

Assignments: Website deployment and management projects Analysis of different server configurations, tools, and security approaches Reading and analysis of technical documentation Methods of Evaluation: A. Evaluation of lab exercises and projects requiring comparison of different approaches and solutions B. Midterm examination assessing analytical and problem-solving skills C. Final examination requiring evaluation and application of multiple concepts Outline: A. Assess purpose of a website and resources required to build it C. Use web diagnostic tools to maintain a website D. Setup appropriate security for website using web servers G. Modern Web Server Practices

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.

Assignments: Reading and analysis of technical documentation and assigned materials Written documentation describing configurations, implementation steps, and troubleshooting Methods of Evaluation: A. Evaluation of lab exercises including written documentation for clarity, organization, and completeness B. Midterm examination assessing understanding of concepts from readings and lectures Outline: A. Assess purpose of a website and resources required to build it F. Develop internal and external user policies

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.

Assignments: Written documentation of lab exercises and projects Website deployment and management projects requiring explanation of implementation and results Methods of Evaluation: A. Evaluation of written documentation for completeness, organization, and clarity C. Final examination requiring written responses and applied problem-solving Outline: B. Design and develop a web site C. Use web diagnostic tools to maintain a website

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

Assignments: Written documentation of configurations, testing, and troubleshooting with opportunities for revision Step-by-step implementation exercises requiring refinement and improvement Methods of Evaluation: A. Evaluation of lab work including revised documentation and corrections C. Final examination requiring structured written responses Outline: C. Use web diagnostic tools to maintain a website F. Develop internal and external user policies

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

Assignments: Written documentation and explanations of technical processes Reading responses and written analysis of technical materials Methods of Evaluation: A. Evaluation of written documentation for clarity and effectiveness of communication Outline: (No specific item directly addresses sentence structure, but written documentation requires clear and effective written communication.)

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

Assignments: Written documentation of lab exercises and projects Editing and refining written explanations of configurations and troubleshooting steps Methods of Evaluation: A. Evaluation of written documentation for correctness, clarity, and completeness Outline: (No specific item directly addresses editing skills, but written assignments require revision and correction of errors.)

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/4/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to emphasize welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y (Updated the course description)
5/4/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Y No representative OER textbook was identified for this course. However, course materials include freely available online documentation such as Apache HTTP Server documentation, which provides a zero textbook cost (ZTC) option for students. No single representative OER textbook was identified for this course. However, course materials include freely available online documentation such as Apache HTTP Server documentation, providing a zero textbook cost (ZTC) option. In addition, the recommended textbook, <i>The Linux Command Line</i> by William Shotts, is a low-cost resource (under \$50), supporting affordability and accessibility for students. (Updated the DEI)
5/4/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y The course materials, including Apache HTTP Server documentation and supplemental resources, are widely used, clearly written, and provide structured explanations of technical concepts. These materials support accessibility by presenting concepts through practical examples and step-by-step guidance, making them appropriate for diverse learners with varying technical backgrounds. (Updated the DEI)
5/4/2026	Specifications	Assignments	Suggested	Do assignments do one or more of the following: (1) Provide choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, consider revisions to note this for the relevant assignment(s). If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y – (1) Assignments provide multiple ways for students to demonstrate proficiency through hands-on lab work, programming tasks, and written documentation. Y – (3) Students develop their work through iterative lab assignments, including debugging and refinement based on instructor feedback, with both individual and group work opportunities. (2) Not applicable, as assignments are primarily technical and career-oriented, focusing on the development of practical skills rather than personal reflection. (Updated item "E" in the assignments)

5/4/2026 Specifications	Methods of Evaluation	Suggested	Thanks for this list of evaluation methods! Consider minor revisions to clarify the evaluation format of "lab assignments" — are these evaluated based on coding, written assignments, oral presentation, etc.? For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y	Lab assignments are evaluated based on the correctness of implementation, functionality of configurations, and the quality of written documentation describing setup, testing, and results. When appropriate, instructors may provide examples of successful work to clarify expectations and support student understanding. (Updated item A in the Methods of Evaluation)
5/4/2026 Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.		Due to the highly technical and skills-based nature of this course, the course outline focuses on core concepts and practical applications in website administration. Diversity, equity, and inclusion are addressed through inclusive teaching practices, accessible instructional materials, and equitable evaluation methods rather than specific topical content in the outline.

Stage 4: Articulation Officer					
No Value					

Stage 5: De Anza General Education					
No Value					

Stage 6: Content Review Matrix Liaison					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/6/26	Basic Course Information	Attachments	Required	Please complete and upload a Matrix G for each of your CIS advisories	Y

Stage 7: Dean of Online Learning					
No Value					

Stage 8: SLO Coordinator					
No Value					

Stage 10: Curriculum Committee					
No Value					

CO					
Sort ID (00 < 10; 0 < 100)					
CIS 057					

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

02/11/2020

Curriculum Office Notes

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

CISD075B : Internet Programming with TCP/IP

General Information

Faculty Initiator:	• Mirsaeid Abolghasemi • Pape, Mary
Attachments:	ReqAdv_G_CIS_75B_2027F_2.pdf ReqAdv_G_CIS_75B_2027F_1.pdf Online_CIS_75B_2027F.pdf Hybrid_CIS_75B_2027F.pdf
Course ID (CB01A and CB01B) :	CISD075B
Short Course Title:	INTRNET PROGR TCP/IP
Course Title (CB02) :	Internet Programming with TCP/IP
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2027
TOP Code (CB03) :	(0708.10) Computer Networking
CIP Code:	(11.0901) Computer Systems Networking and Telecommunications
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000524525
Curriculum Committee Approval Date:	12/05/2023
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course covers writing client/server applications using the TCP/IP protocol suite. All server classes—"well known," iterative, concurrent, and polling—will be explored and applied. Typical Internet programming problems will be addressed, including resource availability, machine addressing, and differences in data representation between communicating computers. Emphasis is placed on equitable access to computing concepts and inclusive problem-solving approaches that consider diverse user needs, perspectives, and global contexts. Students will examine how networked applications impact communities with varying levels of technological access and will apply culturally responsive and ethical practices in the design and implementation of client/server systems. Collaborative learning and communication strategies will support participation from students of diverse backgrounds and experiences.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:

- Computer Science

Discipline 2:

- Computer Information Systems (Computer network installation, microcomputer technology, computer applications)

Discipline 3:

No value

FSA:

- FHDA FSA - CIS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is transferable to all CSUs and is a required course for the Network Programming A.A. Degree. As a Career Technical Education (CTE) course, it prepares students with practical skills in network programming, focusing on the integration of networking and programming concepts. This course introduces students to client-server application development using the TCP/IP protocol suite, helping them understand both networking and programming at their intersection.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

This course incorporates diversity, equity, and inclusion by providing multiple modes of instruction, including lectures, live coding demonstrations, and structured lab exercises, to support diverse learning styles. Students engage in hands-on programming assignments and collaborative problem-solving activities that reflect real-world network communication across global systems. Assignments emphasize clear documentation, debugging, and explanation of technical processes, supporting the development of communication skills for students from diverse linguistic and educational backgrounds. The course includes step-by-step programming exercises and incremental projects to promote equitable access to complex concepts such as socket programming and process management. Live coding demonstrations of client-server applications provide students with Multiple methods of evaluation, including programming assignments, written documentation, and exams, provide varied opportunities for students to demonstrate their knowledge and skills. The first text is low-cost and the other two suggested primary texts are open source free options.

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	Course Prior To College Level	Repeatability Statement
0	Not applicable.	No value
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
Liberal Arts (Business and Computer Information Systems Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Business and Computer Information Systems Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026
Liberal Arts (Science, Math and Engineering Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Science, Math and Engineering Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026
Network Programming	Certificate of Achievement-Advanced (COA-A)	Fall 2025 to Fall 2026
Network Programming	Certificate of Achievement-Advanced (COA-A)	Fall 2026
Network Programming	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Network Programming	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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	4.5
Maximum Credit Units	4.5
Total Course In-Class (Contact) Hours	66
Total Course Out-of-Class Hours	96
Total Student Learning Hours	162

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	1.5	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	18
NA	0
Total	66
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	Lecture presentations on TCP/IP protocols and network programming concepts Live coding demonstrations of client-server applications Guided hands-on lab sessions focused on socket programming and debugging Group discussion and collaborative problem-solving of networking scenarios Use of diagrams and real-world networking examples Structured support through incremental programming exercises			
Assignments				
A. Hands-on programming assignments involving TCP and UDP socket communication. These assignments are appropriate as either individual or collaborative group assignments.				
B. Development of client-server applications using iterative and concurrent models. These assignments are appropriate as either individual or collaborative group assignments.				
C. Programming exercises involving process control, signals, and interprocess communication. These assignments are appropriate as either individual or collaborative group assignments.				
D. Written documentation of program design, testing procedures, and debugging results.				
E. Reading and analysis of technical documentation				
F. Incremental projects increasing in complexity (6–10 programs). These assignments are appropriate as either individual or collaborative group assignments.				
Methods of Evaluation				
Methods of Evaluation	Methods of Evaluation			
	A. Evaluation of programming assignments based on correctness, code quality, documentation, and successful execution of test plans			
	B. One or more midterm examinations requiring students to write and analyze code applying TCP/IP and socket programming concepts			
	C. Final examination requiring students to design and implement client-server programs, evaluated on correctness, efficiency, and technical accuracy			
Essential Student Materials/Essential College Facilities				
Essential Student Materials:				
• Computer with C/C++ or similar programming environment				
• Access to a UNIX/Linux-based system				
• Internet access for testing network applications				
Essential College Facilities:				
• Computer lab with Internet access				
• Systems capable of running UNIX/Linux environments				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN

Snader, John C.	Effective TCP/IP Programming: 44 Tips to Improve Your Network Programs	Addison-Wesley	2020 - 1st edition	ISBN-13 : 978-0201615890
Peter L Dordal	An Introduction to Computer Networks	Department of Computer Science Loyola University Chicago	The second edition html version became available July 31, 2020.	https://intronetworks.cs.luc.edu/
Olivier Bonaventure	Computer Networking : Principles, Protocols and Practice	Open Textbook Library	Reviewed by Venkatesh Patil, Adjunct Faculty, Portland State University on 1/27/23	https://open.umn.edu/opentextbooks/textbooks/computer-networking-principles-protocols-and-practice
Suggested Reading List				
Reading List	Michale J. Donahoo, TCP/IP Sockets in C, Second Edition: Practical Guide for Programmers, Second Edition, Morgan Kaufmann, 2009, ISBN-13: 978-0123745408			
May include, but are not limited to	No value			

Learning Outcomes
Course Objectives
Write programs which demonstrate the ability fork processes and process critical signals and interrupts.
Construct servers, which use all available socket types and packet delivery and reception methods.
Construct clients, which pair up to each classical server type.
Compare and contrast different methods of server construction and know the issues pertinent to each type of server.
Write client and server programs using "connectionless" UDP sockets.
Write servers, which use descriptor set polling rather than classical process spawning.
CSLOs
Design and construct client and server applications using TCP/IP protocol suite and applying algorithms for enabling servers. Expected SLO Performance: 0.0
Create algorithms, code, document, debug, and test client/server applications. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Write programs which demonstrate the ability fork processes and process critical signals and interrupts.
 - 1. Process spawning and interprocess communication.
 - 2. Process synchronization.
 - 3. Signal and exception handling.
 - 4. Process signal-blocking masks.
 - 5. Low-level input/output: file descriptors and unbuffered I/O.
- B. Construct servers, which use all available socket types and packet delivery and reception methods.
 - 1. The central place of the socket interface in TCP/IP software
 - 2. Creating client sockets
 - 3. Sockets and their place in the UNIX filesystem
 - 4. Connecting a client socket to a server socket
 - 5. Server sockets - listening for client connections.
 - 6. Packet transfer between clients and servers
 - 7. Datagram versus stream packet delivery
- C. Construct clients, which pair up to each classical server type.
 - 1. Correlation between server type and client type.
 - 2. TCP/IP functions for locating server addresses.
 - 3. Detection of server availability or unavailability.
 - 4. Sending end-of-request packets to servers.
 - 5. Stream versus datagram clients.
 - 6. General socket and signal setups.
- D. Compare and contrast different methods of server construction and know the issues pertinent to each type of server.
 - 1. Polling versus process creation.
 - 2. Stream versus datagram servers.
 - 3. Passive versus active sockets.
 - 4. Process spawning, monitoring, and elimination.
 - 5. Assuring robustness via exception handling and error detection.
 - 6. Concurrent versus iterative servers.
 - 7. Review of well-known preexisting servers.
- E. Write client and server programs using "connectionless" UDP sockets.
 - 1. Advantages of UDP over TCP
 - 2. Liabilities of UDP versus TCP.
 - 3. UDP input/output: The sendto and recvfrom functions.
 - 4. Necessity for client socket binding in UDP clients
 - 5. Packet flow control in UDP: Differences from TCP.
- F. Write servers, which use descriptor set polling rather than classical process spawning.
 - 1. When to use Select versus true concurrency.
 - 2. System resource savings with polling servers
 - 3. Polling passive sockets in superservers.
 - 4. Visualize when a CPU-intensive client request necessitates the need to write a concurrent client.
- G. Emphasis on clear documentation, structured problem-solving, and step-by-step development of client-server applications to support students with diverse academic, technical, and linguistic backgrounds.

Lab Outline

- A. Send and receive messages over network.
- B. Build a simple client to communicate over a socket using the Hypertext Transfer Protocol (HTTP).
- C. Create a server using sockets using Hypertext Transfer Protocol (HTTP).
- D. Optimize client/server performance.

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.

No Value

Req/Adv

Prerequisite(s):

CIS D026B or CIS D26BH

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:

CIS D045A

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

Assignments: Reading and analysis of technical documentation related to TCP/IP protocols, socket programming, and client-server architectures. Methods of Evaluation: Evaluation of programming assignments and exams based on correct interpretation and application of technical concepts from readings. Outline: The central place of the socket interface in TCP/IP software. TCP/IP functions for locating server addresses. Review of well-known preexisting servers.

Objective 2: Develop analytical ideas and topics for essays.

Assignments: Design and development of client-server programs requiring analysis of problem requirements and selection of appropriate networking models (e.g., TCP vs UDP, concurrent vs iterative servers). Methods of Evaluation: Evaluation of programming assignments based on correctness, design decisions, and implementation of appropriate networking strategies. Outline: Compare and contrast different methods of server construction and know the issues pertinent to each type of server. Advantages of UDP over TCP. Liabilities of UDP versus TCP.

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

Assignments: Written documentation accompanying programming assignments explaining design decisions, protocol selection, and implementation strategies. Methods of Evaluation: Evaluation of written documentation based on clarity, logical reasoning, and justification of technical approaches. Outline: Correlation between server type and client type. Stream versus datagram clients. Concurrent versus iterative servers.

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

Assignments: Step-by-step documentation of program design, implementation, testing, and debugging processes. Methods of Evaluation: Evaluation of assignments based on organization, clarity of explanation, and logical sequencing of program development. Outline: Process spawning and interprocess communication. Process synchronization. Assuring robustness via exception handling and error detection.

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

Assignments: Preparation of technical documentation for programs, including user-oriented explanations and developer-focused descriptions. Methods of Evaluation: Evaluation based on ability to communicate technical information clearly for different audiences. Outline: Low-level input/output: file descriptors and unbuffered I/O. Packet transfer between clients and servers.

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

Assignments: Analysis and comparison of different networking approaches (e.g., polling vs process creation, TCP vs UDP) in written explanations. Methods of Evaluation: Evaluation based on clarity and effectiveness of comparisons and technical reasoning in assignments and exams. Outline: Polling versus process creation. Stream versus datagram servers. When to use Select versus true concurrency.

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

Assignments: Incremental development of programming assignments including planning, coding, testing, debugging, and refinement. Methods of Evaluation: Evaluation based on iterative improvement of programs and accompanying documentation. Outline: Write programs which demonstrate the ability to fork processes and process critical signals and interrupts. Write servers which use descriptor set polling rather than classical process spawning.

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

Assignments: Completion of progressively complex programming assignments (6–10 programs) with increasing requirements and documentation. Methods of Evaluation: Evaluation based on successful completion of increasingly complex programming tasks and clarity of explanations. Outline: Construct servers, which use all available socket types and packet delivery and reception methods. Construct clients, which pair up to each classical server type.

Objective 9: Demonstrate appropriate grammar usage and mechanics.

Assignments: Written documentation for programming assignments, including descriptions of functionality, testing, and results. Methods of Evaluation: Evaluation based on clarity, readability, and correctness of written documentation. Outline: General socket and signal setups. Detection of server availability or unavailability.

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

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/24/2026	Basic Course Information	General Information	Required	Modalities	Y

3/24/2026	Basic Course Information	Course Details	Required	G Form Online Form Hybrid Form	Y
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Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/29/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to emphasize welcoming, student-centered language and minimize the use of impersonal, course-centered language, define acronyms (TCP/IP, which are used throughout the COR) and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y
4/29/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Y Please refer to updated DEI Review on Basic . . . tab
4/29/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y
4/29/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Consider minor revisions to define UDP. Also, do assignments do one or more of the following: (1) Provide choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y - #1 The multiple methods of instructions and multiple types of assignments achieve this. Y - #3 This is achieved through assigning labs in multiple ways: group vs individual and methods of submission of work. #2 More technical and career oriented.
4/29/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y - through multiple teaching methods including: - Live coding demonstrations of client-server applications - Guided hands-on lab sessions focused on socket programming and debugging
4/29/2026	Outline	Course Outline	Suggested	Consider minor revisions to define acronyms. Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	See updated DEI Review. This is a technical high level course.

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/5/26	Basic Course Information	Attachments	Required	Complete and upload a matrix G for your CIS 45A advisory	
Stage 7: Dean of Online Learning					
No Value					
Stage 8: SLO Coordinator					
No Value					
Stage 10: Curriculum Committee					
No Value					

CO
Sort ID (00 < 10; 0 < 100) CIS 075B
Course Status Non-substantial
Course Characteristics CTE
Cross-Listed/Related Course Information NA
Cross-Listed/Related Course ID's No Value
DL Approval Date (MM/DD/YYYY) No Value
Hybrid Approval Date (MM/DD/YYYY) 10/08/2019
Curriculum Office Notes - Tech. change only due to HP course addition to requisite appr. 6/19/18 (effect. F19).-mkct - Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22).-mkct - Tech. change to req/adv due to CIS course number change, appr. 10/26/21 (effect. F22).-mkct - Requisite change appr. 1/17/23 (effect. F23).-cc - Updated textbook appr. 12/5/23 (effect. F24).-mkct - CCN requisite changes appr. 9/23/24 (effect. F25). -sw

CISD102. : Ethical Hacking

General Information

Faculty Initiator:	Sukhjit Singh
Attachments:	ReqAdv_G_CIS_102_2027F_2.pdf ReqAdv_G_CIS_102_2027F_1.pdf Online_CIS_102_2027F.pdf Hybrid_CIS_102_2027F.pdf
Course ID (CB01A and CB01B) :	CISD102.
Short Course Title:	ETHICAL HACKING
Course Title (CB02) :	Ethical Hacking
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2027
TOP Code (CB03) :	(0708.00) Computer Infrastructure and Support
CIP Code:	(11.1001) Network and System Administration/Administrator.
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000553604
Curriculum Committee Approval Date:	02/24/2026
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	Students will scan, test, hack, and secure systems. They will learn to implement perimeter defenses and scan and attack virtual networks. Other topics covered in this course include Artificial Intelligence (AI) protection, intrusion detection, social engineering, footprinting, Distributed Denial-of-Service (DDoS) attacks, buffer overflows, Structured Query Language (SQL) injection, privilege escalation, trojans, backdoors, malware analysis, wireless hacking, and emerging attack surfaces including cloud and Internet of Things (IoT) vulnerabilities. Legal restrictions and ethical guidelines will be emphasized. A foundational understanding of security principles is required prior to enrollment; see prerequisite. This course also helps prepare students to pass the Certified Ethical Hacker (C EH) exam.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Computer Science
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Discipline 2:

- Computer Information Systems (Computer network installation, microcomputer technology, computer applications)

Discipline 3:

No value

FSA:

- FHDA FSA - CIS

Formerly Statement**Formerly Statement**

No Value

Course Justification**Course Justification**

This is a CTE course in a CTE program developed in response to state and national trends that demonstrate the increasing demand for information security professionals. According to the US Bureau of Labor Statistics, demand for information security professionals is expected to increase 33% from 2023 to 2033, compared to a 4% average increase for all professions. Median annual salary for information security professionals was \$120,360 nationwide in 2023, and \$140,730 statewide in California. It is required for the Cybersecurity Professional Certificates and the A.A. degree. This course provides students with foundational skills for information security jobs in Silicon Valley.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

his course is designed to support equity, inclusion, and accessibility by providing multiple pathways for students to engage with cybersecurity concepts and demonstrate mastery. Instruction incorporates diverse teaching methods including lecture, guided practice, collaborative problem-solving, and applied labs to address varied learning styles and prior experience levels. Course content integrates global and societal perspectives on cybersecurity, including ethical implications, privacy concerns, and the impact of cyber threats on different communities and organizations. Assignments and assessments are designed to be inclusive and flexible, allowing students to demonstrate understanding through hands-on labs, applied projects, written analysis, and collaborative activities. Scaffolded instruction and formative feedback support students with varying levels of technical preparation. The course emphasizes ethical responsibility, legal frameworks, and equitable access to secure technologies. Instructional materials prioritize current, low-cost or open educational resources where possible, ensuring accessibility for all students. The course environment encourages respectful dialogue, diverse perspectives, and collaborative learning. These elements collectively ensure that all students, regardless of background, have equitable opportunities to succeed in mastering ethical hacking and cybersecurity skills.

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	Award Type	Active
Cyber Forensics and Investigations	Certificate of Achievement-Advanced (COA-A)	Fall 2024 to Fall 2026
Cyber Forensics and Investigations	Certificate of Achievement-Advanced (COA-A)	Fall 2026
Cybersecurity	Associate in Arts (A.A.) Degree	Fall 2025
Cybersecurity	Certificate of Achievement (COA)	Fall 2025
Cybersecurity	Certificate of Achievement-Advanced (COA-A)	Fall 2025

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	4.5
Maximum Credit Units	4.5
Total Course In-Class (Contact) Hours	66
Total Course Out-of-Class Hours	96
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	4	8
Laboratory Hours	1.5	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	18
NA	0
Total	66

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	Interactive lectures supported by visual aids, demonstrations, and real-world cybersecurity case studies Guided, hands-on lab activities with scaffolded instruction and instructor feedback Collaborative problem-solving and small-group discussions to encourage peer learning and multiple perspectives Analysis of ethical, legal, and societal implications of cybersecurity practices across diverse contexts Multimedia learning resources (videos, simulations, and interactive tools) to support varied learning styles Structured review sessions and formative assessments to reinforce understanding Applied project-based learning focused on real-world cybersecurity scenarios Flexible instructional approaches that support diverse student backgrounds and prior technical experience
Assignments	A. Reading assignments from diverse, current, and industry-relevant cybersecurity sources B. Hands-on lab exercises involving ethical hacking tools and techniques in controlled environments C. Applied projects analyzing real-world cybersecurity scenarios, including ethical and societal considerations D. Written reflections on legal, ethical, and global impacts of cybersecurity practices E. Collaborative group activities and discussions to solve security challenges F. Multimedia assignments such as video analysis or demonstrations of cybersecurity techniques G. Optional assignment formats (written, presentation, or demonstration-based) where appropriate to support different learning styles
Methods of Evaluation	Methods of Evaluation

Methods of Evaluation	A. Quizzes, midterm, and final exams assessing comprehension, application, and analysis of cybersecurity concepts B. Hands-on lab assessments demonstrating the ability to apply ethical hacking tools and methodologies C. Applied projects evaluating problem-solving, critical thinking, and real-world cybersecurity application D. Participation in collaborative discussions and group problem-solving activities E. Reflective assignments assessing understanding of ethical, legal, and societal implications of cybersecurity F. Iterative assignments with feedback to support skill development and improvement G. Evaluation based on demonstrated competency, accuracy, analytical thinking, and application of concepts
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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
Matt Walker	CEH Certified Ethical Hacker Bundle	McGraw Hill LLC	2022/5th	9781264274765
Michael G. Solomon, PhD, CISSP, PMP, CISM; Sean-Philip Oriyano	Ethical Hacking: Techniques, Tools, and Countermeasures	Jones & Bartlett Learning	2024/4th	
Michael G. Solomon, PhD, CISSP, PMP, CISM; Sean-Philip Oriyano	Cloud Labs for Ethical Hacking: Techniques, Tools, and Countermeasures	Jones & Bartlett Learning	2023/4th	
Suggested Reading List No Value				

Learning Outcomes
Course Objectives
Explore ethical hacking basics

Explore cryptography	
Investigate reconnaissance: Information gathering for the ethical hacker	
Explore scanning and enumeration	
Explore hacking through the network: Sniffers and evasion	
Investigate how to attack a computer system	
Explore low tech hacking techniques	
Investigate web-based hacking	
Explore wireless network hacking	
Investigate trojans and other attacks	
Perform penetration testing	
Explore how AI protects companies against hackers	
Investigate emerging attack surfaces	
CSLOs	
Demonstrate the ability to attack and defend a network.	Expected SLO Performance: 0.0

Outline
Course Outline A. Explore ethical hacking basics 1. Introduction to Ethical Hacking 2. Legal hacking: Laws and guidelines

- B. Explore cryptography
 - 1. Cryptography and encryption overview
 - 2. PKI, the digital certificate, and digital signatures
 - 3. Encrypted communication and cryptography attacks
- C. Investigate reconnaissance: Information gathering for the ethical hacker
 - 1. Vulnerability research
 - 2. Footprinting
- D. Explore scanning and enumeration
 - 1. Scanning for targets
 - 2. Enumeration
- E. Explore hacking through the network: Sniffers and evasion
 - 1. Sniffing
 - 2. Network roadblocks
 - a. Intrusion detection
 - b. Firewall and honeypots
- F. Investigate how to attack a computer system
 - 1. Windows system hacking
 - 2. Linux hacking
- G. Explore low tech hacking techniques
 - 1. Social engineering
 - 2. Physical security
- H. Investigate web-based hacking
 - 1. Attacking web servers
 - 2. Attacking web applications
- I. Explore wireless network hacking
 - 1. Wireless Concepts
 - a. Network architecture and standards
 - b. Finding and identifying wireless networks
 - 2. Wireless hacking
 - a. Wireless attacks
 - b. Bluetooth attacks
- J. Investigate trojans and other attacks
 - 1. Trojans, backdoors, viruses, and worm attacks
 - 2. Malware analysis basics
 - 1. Malware types and behavior
 - 2. Static and dynamic analysis techniques
 - 3. Denial of service attacks
 - 4. Session hijacking
- K. Perform penetration testing
 - 1. Methodology and Steps
 - a. The security assessments
 - b. Security assessment deliverables
 - 2. Information Gathering and Analysis
- L. Explore how AI protects companies against hackers
 - 1. Internal AI protections
 - 2. External AI protections
 - 3. AI hacker tools
- M. Investigate emerging attack surfaces
 - 1. Cloud-based attack techniques
 - a. Attacking cloud infrastructure and services
 - b. Cloud-specific vulnerabilities and misconfigurations
 - 2. IoT hacking and vulnerabilities
 - a. IoT attack vectors and exploitation techniques
 - b. Securing IoT devices and networks

Lab Outline

- A. Use Metasploit to take over a Windows computer.
- B. Steal passwords with a packet sniffer
- C. Use whois command
- D. Utilize port scan software and firewalls
- E. Analyze types of port scans
- F. Use software keylogger to hack computer passwords

- G. Crack Windows passwords
- H. Perform a Denial of Service attack
- I. Utilize the Nessus vulnerability scanner

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

CIS D006. and CIS D108.

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.

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.

Complete written assignments based on course readings as specified in Methods of Instruction and Assignments (B).

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.

Complete written assignments based on course readings, as specified in Methods of Instruction and Assignments (B).

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

Complete written assignments which may require revisions based on feedback.

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

Complete written assignments, which which demonstrate mastery of key concepts from course readings and/or clearly and accurately analyze findings from lab assignments, detailed in Lab Outline A-I.

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

Complete written assignments, which which demonstrate mastery of key concepts from course readings and/or clearly and accurately analyze findings from lab assignments, detailed in Lab Outline A-I.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/24/2026	Basic Course Information	Course Description	Suggested	Are the abbreviations/technical terms in the course description known by students? If not, consider defining/explaining. If yes, disregard this suggested edit.	Updated
4/24/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments (1) Encourage students to connect course content to their own life, background, and experiences, or (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, consider noting this for the relevant assignment. If not appropriate, that's absolutely fine! Just let me know in the Initiator response box — you already have "Provides choices in how students demonstrate proficiency", which is fantastic!!	Only Assignment Categories were provided for this COR. Requested information would be added in Syllabi and not COR relevant.
4/24/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Evaluation methods are provided. The requested would be provided in syllabi not COR.
4/24/2026	Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of the course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject. You mention "Course content integrates global and societal perspectives on cybersecurity, including ethical implications, privacy concerns, and the impact of cyber threats on different communities and organizations" — is there a specific place in the outline where this is discussed? If not appropriate, that's absolutely fine, just let me know in the initiator response box.	Reviewed COR for opportunities - Did not find any

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education No Value
Stage 6: Content Review Matrix Liaison No Value
Stage 7: Dean of Online Learning No Value
Stage 8: SLO Coordinator No Value
Stage 10: Curriculum Committee No Value

CO
Sort ID (00 < 10; 0 < 100) CIS 102
Course Status Non-substantial
Course Characteristics CTE
Cross-Listed/Related Course Information NA
Cross-Listed/Related Course ID's No Value
DL Approval Date (MM/DD/YYYY) 02/24/2026
Hybrid Approval Date (MM/DD/YYYY) 02/24/2026

Curriculum Office Notes

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

CISD104. : Digital Forensics and Hacking Investigation**General Information**

Faculty Initiator:	Sukhjit Singh
Attachments:	Hybrid_CIS_104_2024F.pdf Online_CIS_104_2024F.pdf ReqAdv_G_CIS_104_2024F_1.pdf
Course ID (CB01A and CB01B) :	CISD104.
Short Course Title:	DIG FORENSICS AND HACKING INVE
Course Title (CB02) :	Digital Forensics and Hacking Investigation
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2027
TOP Code (CB03) :	(0708.00) Computer Infrastructure and Support
CIP Code:	(11.1003) Computer and Information Systems Security/Information Assurance
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000573666
Curriculum Committee Approval Date:	10/03/2023
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course is an introduction to computer cybercrime and digital forensics investigation processes. Topics include computer forensics tools, investigation techniques, data recovery, information gathering, and data preservation methods. The course also explores emerging areas such as cloud forensics, AI-generated evidence analysis, and dark web investigations. Students apply analytical and problem-solving skills to investigate digital evidence within legal and ethical frameworks. This course supports preparation for industry-recognized certifications such as the EC-Council Computer Hacking Forensic Investigator (CHFI) and Certified Forensic Computer Examiner (CFCE).
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - CIS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a course in a CTE program that was developed based on state and national trends needing computer security professionals. According to the CUS Bureau of Labor Statistics, Computer Security analysts are one of the highest paying areas in California through 2031 with projected to grow 35 percent from 2021 to 2031. Median salary in 2021 is \$102,600. This course will be included in our Cybersecurity A.A. degree. This course provides students with the foundation skills for computer security jobs in the Silicon Valley.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

This course supports diversity, equity, and inclusion by providing students with equitable access to knowledge and skills in digital forensics and cybersecurity investigation. Instruction incorporates multiple learning modalities, including lectures, discussions, problem-solving activities, and applied exercises, text book choices, to support students with diverse educational backgrounds and levels of technical experience. Students engage with real-world case scenarios that highlight ethical considerations, legal frameworks, and the societal impacts of cybercrime across diverse communities. The course emphasizes inclusive participation, critical thinking, and responsible use of forensic tools and technologies to prepare students for roles in cybersecurity, IT, and law enforcement.

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

Repeat Limit	Course Prior To College Level	• Pass/No Pass Repeatability Statement
0	Not applicable.	No value
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
Cyber Forensics and Investigations	Certificate of Achievement-Advanced (COA-A)	Fall 2024 to Fall 2026
Cyber Forensics and Investigations	Certificate of Achievement-Advanced (COA-A)	Fall 2026
Cybersecurity	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cybersecurity	Associate in Arts (A.A.) Degree	Fall 2025

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Not transferable	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	4.5
Maximum Credit Units	4.5
Total Course In-Class (Contact) Hours	66
Total Course Out-of-Class Hours	96
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	4	8
Laboratory Hours	1.5	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	18
NA	0
Total	66
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	Lecture supported by visual aids and demonstrations of digital forensics tools and investigative techniques. Discussion of assigned readings related to cybercrime, legal frameworks, and forensic methodologies. In-class problem solving activities focused on analyzing digital evidence and investigation scenarios. Quiz and examination review sessions to reinforce understanding of course concepts. Homework and extended projects that allow students to apply forensic tools and investigative techniques in structured exercises.
Assignments	A. Reading - Assigned readings covering digital forensics concepts, cybercrime investigation techniques, and legal considerations. B. Written / Analytical Work - Completion of homework and review questions that reinforce understanding of forensic tools, evidence handling, and investigative procedures. C. Applied Learning Activities - Analysis of assigned security videos, articles, and case scenarios related to digital forensics, cybercrime, and emerging technologies.
Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	A. Quizzes and Final Examination - Quizzes and a comprehensive final exam evaluating understanding of key concepts, terminology, and application of digital forensics and investigation techniques. B. Lab and Applied Skills Evaluation - Evaluation of participation in lab exercises assessing the ability to use digital forensics tools, analyze digital evidence, and apply investigative procedures to solve computer-related cases.
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
Chuck Easttom	Digital Forensics, Investigation, and Response	Jones and Bartlett	2022 4th edition	9781284226065
John Sammons	The Basics of Digital Forensics	Syngress	2026	978-0443441950
Suggested Reading List				
No Value				

Learning Outcomes
Course Objectives
Explore the forensics profession
Analyze examples of computer crime
Investigate forensic methods and labs
Explore how to collect, seize, and protect evidence
Examine techniques for hiding and scrambling information
Explore data recovery methods
Explore e-mail forensics
Analyze Windows forensics

Analyze Linux forensics	
Analyze Macintosh computer forensics	
Examine mobile forensics	
Perform network analysis	
Investigate incident and intrusion response	
Explore trends and future directions	
Explore system forensics resources	
Investigate cloud forensics	
Explore AI and emerging evidence types	
Investigate dark web and anonymous network forensics	
CSLOs	
Demonstrate data recovery and cybercrime forensics investigation techniques.	Expected SLO Performance: 0.0

Outline
Course Outline A. Explore the forensics profession 1. The definition and scope of computer forensics 2. Understanding the field of digital forensics 3. Knowledge needed for computer forensics analysis 4. The Daubert Standard 5. U.S. laws affecting digital forensics 6. Federal guidelines B. Analyze examples of computer crime 1. How computer crime affects forensics 2. Identity theft 3. Hacking 4. Cyberstalking and harassment 5. Fraud

- 6. Non-access computer crimes
- 7. Cyberterrorism
- C. Investigate forensic methods and labs
 - 1. Forensic methodologies
 - 2. Formal forensic approaches
 - 3. Documentation of methodologies and findings
 - 4. Evidence handling tasks
 - 5. How to set up a forensic lab
 - 6. Common forensic software programs
 - 7. Forensic certifications
- D. Explore how to collect, seize, and protect evidence
 - 1. Proper procedure
 - 2. Handling evidence
 - 3. Storage formats
 - 4. Forensic imaging
 - 5. RAID acquisitions
- E. Examine techniques for hiding and scrambling information
 - 1. Steganography
 - 2. Encryption
- F. Explore data recovery methods
 - 1. Undeleting data
 - 2. Recovering information from damaged media
- G. Explore e-mail forensics
 - 1. How e-mail works
 - 2. E-mail headers
 - 3. Tracing e-mail
 - 4. E-mail server forensics
 - 5. E-mail and the Law
- H. Analyze Windows forensics
 - 1. Windows details
 - 2. Volatile data
 - 3. Windows swap file
 - 4. Windows logs
 - 5. Windows directories
 - 6. Index.dat
 - 7. The registry
- I. Analyze Linux forensics
 - 1. Linux basics
 - 2. Linux file systems
 - 3. Linux logs
 - 4. Linux directories
 - 5. Shell commands for forensics
 - 6. The difficulty of undeleting files in Linux
- J. Analyze Macintosh computer forensics
 - 1. Mac basics
 - 2. Macintosh logs
 - 3. Directories
 - 4. Macintosh forensic techniques
- K. Examine mobile forensics
 - 1. Cellular device concepts
 - 2. Evidence you can get from a cell phone
 - 3. Seizing evidence from a mobile device
- L. Perform network analysis
 - 1. Network packet analysis
 - 2. Network traffic analysis
 - 3. Router forensics
 - 4. Firewall forensics
- M. Investigate incident and intrusion response
 - 1. Disaster Recovery
 - 2. Preserving evidence
 - 3. Adding forensics to incident response
- N. Explore trends and future directions
 - 1. Technical trends
 - 2. Legal and procedural trends

- O. Explore system forensics resources
 - 1. Tools to use
 - 2. Resources
 - 3. Laws
- P. Investigate cloud forensics
 - 1. Cloud forensics concepts and challenges
 - 2. Collecting and preserving evidence in cloud environments
 - 3. Forensic investigation of AWS, Azure, and Google Cloud platforms
 - 4. Legal and jurisdictional considerations in cloud investigations
- Q. Explore AI and emerging evidence types
 - 1. AI-generated content and deepfake detection
 - 2. Investigating AI-assisted cybercrime
 - 3. Challenges of AI evidence in legal proceedings
- R. Investigate dark web and anonymous network forensics
 - 1. Dark web concepts and tools (Tor, I2P)
 - 2. Tracing anonymous activity
 - 3. Legal considerations in dark web investigations

Lab Outline

- A. Apply the Daubert Standard to evaluate forensic evidence
- B. Identify and analyze the use of steganography in forensic evidence
- C. Recover and reconstruct deleted and damaged files
- D. Conduct incident response investigations
- E. Analyze digital evidence on Windows systems
- F. Analyze digital evidence on Linux systems
- G. Analyze forensic data from email and chat logs
- H. Examine digital evidence from mobile devices
 - I. Analyze network infrastructure for forensic evidence
 - J. Analyze system memory for forensic artifacts

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

CIS D108.

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.

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.

Investigate incident and intrusion response Explore trends and future directions Explore system forensics resources Investigate cloud forensics

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.

Explore the forensics profession Analyze examples of computer crime

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

Explore data recovery methods Explore e-mail forensics Analyze Windows forensics

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

Complete WrittAnalyze Linux forensics Analyze Macintosh computer foen lab assignments

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

Investigate cloud forensics Explore AI and emerging evidence types

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

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

4/14/2026 Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Found 1 book below \$50..00.
4/14/2026 Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y - added - (accessibility of learning resources (text book choices)
4/14/2026 Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provide choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Only Assignment Categories were provided for this COR. Requested information would be added in Syllabi and not COR relevant.
4/14/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Evaluation methods are provided. The requested would be provided in syllabi not COR.
4/14/2026 Outline	Course Outline	Suggested	This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject. If not appropriate, no problem --- just let me know in the initiator response box.	Reviewed COR for opportunities - Did not find any
Stage 4: Articulation Officer				
No Value				
Stage 5: De Anza General Education				
No Value				
Stage 6: Content Review Matrix Liaison				
Date	Tab	Part - Field	Type of Edit	Edit
4/29/26	Matrix C	All that apply	Required	Please complete for your English advisory
			Initiator - Indicate "Y" When Completed or Initiator's Response	
			Y	
Stage 7: Dean of Online Learning				
No Value				
Stage 8: SLO Coordinator				
No Value				

Stage 10: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

CIS 104

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

10/03/2023

Hybrid Approval Date (MM/DD/YYYY)

10/03/2023

Curriculum Office Notes

- DE Updated. 11/28/2022. MK.
- Requisite change appr. 1/17/23 (effect. F23).-cc
- CCN requisite changes appr. 9/23/24 (effect. F25). -sw

CISD105. : Cloud Security Fundamentals

General Information

Faculty Initiator:	Sukhjot Singh
Attachments:	ReqAdv_G_CIS_105_2027F_1.pdf Online_CIS_105_2027F.pdf Hybrid_CIS_105_2027F.pdf
Course ID (CB01A and CB01B) :	CISD105.
Short Course Title:	CLOUD SECURITY FUNDAMENTALS
Course Title (CB02) :	Cloud Security Fundamentals
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2027
TOP Code (CB03) :	(0708.00) Computer Infrastructure and Support
CIP Code:	(11.1003) Computer and Information Systems Security/Information Assurance
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000651878
Curriculum Committee Approval Date:	11/12/2024
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course explores how to secure cloud computing environments and examines the evolution and current use of cloud technologies. Topics include Infrastructure as a Service (IaaS), Platform as a Service (PaaS), Software as a Service (SaaS), and hybrid environments. Students learn cloud security principles including network and host security, Identity and Access Management (IAM), cryptography, data protection, and access controls. Additional topics include logging, incident response, and automated security controls. Through hands-on lab exercises, students apply cloud security practices to modern infrastructure environments.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - CIS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a course in a CTE program that was developed based on state and national trends needing computer security professionals. This course belongs on the Cybersecurity Associate in Arts degree. The course addresses increasing student and workforce demand for cloud security skills by preparing students to secure modern cloud environments, including infrastructure, applications, and data. It aligns with industry practices and platforms such as AWS and Microsoft Azure, providing hands-on experience with identity management, monitoring, incident response, and automation. This applied focus distinguishes the course from more theoretical offerings and supports pathways into high-demand cybersecurity and cloud computing careers.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

This course supports diversity, equity, and inclusion by providing students with equitable access to cloud security concepts and hands-on learning experiences using industry-relevant platforms. Instruction incorporates multiple learning modalities, including lectures, discussions, collaborative activities, and laboratory exercises, and textbook choices to support diverse learning backgrounds and levels of technical experience. Students engage in real-world cloud security scenarios, including identity management, data protection, and incident response, which reflect the needs of diverse organizations and communities. The course emphasizes inclusive participation, accessibility of cloud-based tools, and practical skill development to prepare students for careers in cloud computing and cybersecurity.

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

Repeat Limit	Course Prior To College Level	• Pass/No Pass Repeatability Statement
0	Not applicable.	No value
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
Cybersecurity	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cybersecurity	Associate in Arts (A.A.) Degree	Fall 2025

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Not transferable	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

4.5

Maximum Credit Units

4.5

Total Course In-Class (Contact) Hours

66

Total Course Out-of-Class Hours

96

Total Student Learning Hours

162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	4	8
Laboratory Hours	1.5	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	18
NA	0
Total	66
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		Lecture supported by visual aids and demonstrations of cloud security concepts and tools. Discussion of assigned readings related to cloud computing, security practices, and governance. In-class problem solving activities focused on cloud security scenarios. Quiz and examination review sessions to reinforce understanding of course concepts. Homework and extended projects that allow students to apply cloud security principles. Collaborative learning and small-group exercises supporting peer interaction and shared problem solving. Laboratory sessions involving hands-on configuration, monitoring, and securing of cloud environments. Individual and group projects focused on designing and implementing secure cloud solutions.		
Assignments				
A. Reading - Assigned readings covering cloud computing models, security practices, and risk management. B. Laboratory Assignments - Hands-on lab activities involving configuration of cloud environments, identity management, network security, logging, and monitoring. C. Applied / Project Work - Individual and collaborative projects requiring students to design, implement, and evaluate secure cloud solutions.				
Methods of Evaluation		Methods of Evaluation		
Methods of Evaluation		A. Quizzes and Examinations - Quizzes, midterm, and final exam evaluating comprehension and application of cloud security concepts. B. Laboratory Evaluation - Assessment of lab exercises demonstrating the ability to configure, secure, and monitor cloud environments. C. Project Evaluation - Evaluation of individual and group projects based on implementation of cloud security practices, analysis, and problem solving.		
Essential Student Materials/Essential College Facilities				
Essential Student Materials: - AWS Free Tier Account Essential College Facilities: - Computer laboratory				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN

AWS Online Documentation
<https://aws.amazon.com/documentation/>

Azure Online Documentation
<https://docs.microsoft.com/en-us/azure/>

AWS Cloud Security Resources
<https://aws.amazon.com/security/security-resources/>

Chris Dotson

Practical Cloud Security: A
Guide for Secure Design and
Deployment

O'Reilly Media

November 14,
2023/2nd

978-1098148171

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Investigate cloud environments

Explore security fundamentals

Explore Identity and Access Management

Explore cloud security architectures

Investigate resiliency and availability in the cloud

Utilize data security and protection

Explore utilizing and securing SAAS technologies

Explore cloud incident response process

CSLOs

Identify the risks in utilizing cloud services.

Expected SLO Performance: 0.0

Identify the steps required to secure a cloud environment.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Investigate cloud environments
 - 1. History of cloud computing
 - 2. Types of cloud computing
 - a. Infrastructure as a Service (IaaS)
 - b. Platform as a service (PaaS)
 - c. Software as a service (SaaS)
 - 3. Legacy security controls
 - 4. Benefits of cloud computing vs traditional infrastructure
 - 5. Limitations of cloud computing
 - 6. Mapping traditional infrastructure to cloud infrastructure
 - 7. Sharing security responsibilities in a company using a cloud vendor
 - 8. Cloud computing in organizations
 - a. Infrastructure as code
 - b. DevOps
 - c. Tooling
- B. Explore security fundamentals
 - 1. CIA triad
 - 2. Detective, Corrective, and Preventative Controls
 - 3. Policy, governance, risk, and compliance
 - 4. Network security
 - 5. Disaster recovery and availability
 - 6. Security operations
- C. Explore Identity and Access Management
 - 1. Key management
 - 2. Users, Groups, Roles
 - 3. Federation
 - 4. Access controls and permission
 - 5. Policies
- D. Explore cloud security architectures
 - 1. Detective controls
 - 2. Corrective controls
 - 3. Preventative controls
 - 4. Load balancing
 - 5. Logging
 - 6. 3rd party tools and integration
 - 7. DIY tool development
- E. Investigate resiliency and availability in the cloud
 - 1. Disaster recovery
 - 2. Infrastructure availability
 - 3. Application resilience and availability
 - 4. Monitoring
- F. Utilize data security and protection
 - 1. Cryptography
 - 2. Key and credential management
 - 3. HSMs
 - 4. PKI

- 5. Cloud vs DIY
- G. Explore utilizing and securing SAAS technologies
 - 1. Access controls
 - 2. Authorization controls
 - 3. 3rd party data access and authorization
 - 4. Logging
 - 5. APIs
- H. Explore cloud incident response process
 - 1. Incident response policy
 - 2. Incident response planning
 - 3. Incident response procedures

Lab Outline

- A. Set up and configure a cloud environment
- B. Create and manage users, groups, roles, and policies
- C. Configure and deploy networks, subnets, and compute instances
- D. Implement network security controls
- E. Configure and analyze logging and auditing systems
- F. Select and deploy a monitoring and alerting platform
- G. Configure and evaluate load balancing and resiliency strategies
- H. Conduct forensic analysis in cloud environments
 - I. Implement corrective security controls
- J. Create and configure a SaaS environment
- K. Configure and implement single sign-on (SSO) for cloud environments
- L. Use APIs to interact with cloud services
- M. Develop a simple script for automation of cloud tasks
- N. Assess cloud environments using security and monitoring tools

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

CIS D046.

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.

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.

Methods of Evaluation: Quizzes and/or midterm and a final exam to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to analysis and synthesis of computer concepts.

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.

Method of Evaluation B: Participation in lab skills exercises that demonstrate ability to critically evaluate and implement security and minimize risk in a cloud environment.

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

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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4/14/2026 Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. I think some of the AWS texts may be low cost or zero cost (?) . Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Zero Text Option are added already	
4/14/2026 Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	added - "and textbook choices "	
4/14/2026 Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Only Assignment Categories were provided for this COR. Requested information would be added in Syllabi and not COR relevant.	
4/14/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box. I believe you define Sas earlier in the outline ("Software as a service (SaaS)"). Is that the same as "Explore utilizing and securing SAAS technologies"? If yes, consider standardizing the way this is written. If not, consider defining SAAS.	Evaluation methods are provided. The requested would be provided in syllabi not COR.	
4/14/2026 Outline	Course Outline	Suggested	Also This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject. If not appropriate, no problem --- just let me know in the initiator response box.	Reviewed COR for opportunities - Did not find any.	
Stage 4: Articulation Officer					
No Value					
Stage 5: De Anza General Education					
No Value					
Stage 6: Content Review Matrix Liaison					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/29/26	Matrix B		Required	Please delete all entries as this matrix does not match your English advisory	Y
4/29/26	Matrix G		Required	The material in the left hand column should only come from the course Objectives (not the expanded course outline content). These can be found under the Learning Outcomes tab in eLumen.	Y

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

CIS 105

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

11/12/2024

Hybrid Approval Date (MM/DD/YYYY)

11/12/2024

Curriculum Office Notes

- Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22).-mkct
- Tech. change to req/adv due to CIS course number change, appr. 10/26/21 (effect. F22).-mkct
- Requisite change appr. 1/17/23 (effect. F23).-cc
- CCN requisite changes appr. 9/23/24 (effect. F25). -mc

CISD170F : Windows Administration

General Information

Faculty Initiator:	- Abeer Alameer - Pape, Mary
Attachments:	ReqAdv_G_CIS_170F_2027F.pdf Hybrid_CIS_170F_2027F.pdf Online_CIS_170F_2027F.pdf
Course ID (CB01A and CB01B) :	CISD170F
Short Course Title:	WINDOWS ADMINISTRATION
Course Title (CB02) :	Windows Administration
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2027
TOP Code (CB03) :	(0708.00) Computer Infrastructure and Support
CIP Code:	(11.1001) Network and System Administration/Administrator.
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000515361
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	In this course, the student will learn how to set up, configure, and support Microsoft Windows Server and workstation operating systems. The student will explore core networking concepts, including Dynamic Host Configuration Protocol (DHCP), Domain Name System (DNS), and Active Directory, while learning how to manage security, file sharing, storage, and network connectivity. Through collaborative learning and real-world applications, students will build the skills needed to configure Windows systems, manage users and resources, and troubleshoot system and network problems using built-in Windows tools. This course values diverse perspectives, promotes digital equity, and supports students in developing technical competencies that can contribute to inclusive and accessible technology environments.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

- Discipline 1:**
- Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
- Discipline 2:**
- Computer Science
- Discipline 3:** No value
- FSA:**
- FHDA FSA - CIS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a course in a CTE program that was developed based on state and national trends needing computer security professionals. This course belongs on the Enterprise Security Professional AA degree. This course provides students with the necessary windows administration skills for computer security and supports professional employment in the Silicon Valley.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

The course incorporates Diversity, Equity, and Inclusion (DEI) across multiple areas of the COR. In the Methods of Instruction, a variety of approaches such as lectures, hands-on labs, and online materials are used to support different learning styles and provide equitable access. In the Assignments and Methods of Evaluation, students demonstrate learning through labs, projects, and exams, offering multiple ways to succeed and show understanding. Textbook for 2019 Server is low-cost. Both textbook suggestions follow universal design course standards. In the Course Outline and Materials, real-world applications of Windows administration are emphasized, including how technology supports diverse users and communities. Overall, the course promotes equitable access to technical skills, flexible learning opportunities, and inclusive practices that support students from diverse backgrounds.

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

Award Type

Active

Cybersecurity

Associate in Arts (A.A.) Degree

Fall 2025

Cybersecurity

Certificate of Achievement-Advanced (COA-A)

Fall 2025

Network Administration

Certificate of Achievement-Advanced (COA-A)

Fall 2025 to Fall 2026

Network Administration

Certificate of Achievement-Advanced (COA-A)

Fall 2026

Network Administration

Associate in Arts (A.A.) Degree

Fall 2025 to Fall 2026

Network Administration

Associate in Arts (A.A.) Degree

Fall 2026

Network Administration

Certificate of Achievement (COA)

Fall 2025

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	4.5
Maximum Credit Units	4.5
Total Course In-Class (Contact) Hours	66
Total Course Out-of-Class Hours	96
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	4	8
Laboratory Hours	1.5	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	18
NA	0
Total	66
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	Lecture and visual aids In-class exploration of Internet sites Collaborative projects Homework and extended projects Quiz and examination review performed in class Laboratory exercises Computer Lab Assignments

Assignments

- A. Students Reading from texts
- B. Reading from online articles
- C. Homework review questions
- D. Review course Powerpoint presentations online
- E. Assigned labs based on real-world scenarios and parallel examples introduced in the course. Scenarios depict what students will encounter in their career. Each lab is suitable for individual or group collaboration. Students perform labs configuring real (or virtual) Windows Server systems. Each lab lends itself to offer student feedback and the opportunity to update and resubmit their work.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. A successful completion of homework assignments which are evaluated for completeness and correctness.
- B. Midterm and final exam that evaluate comprehension and mastery of key terms and concepts as well as application skills related to analysis and synthesis of computer concepts.
- C. Participation in computer lab assignments that demonstrate ability to critically evaluate the proper use of appropriate computer operating system software to complete a given set of computer-related tasks.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- Windows software installed on classroom demonstration computer
- Computer lab with Windows installed on each computer

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Jason Eckert	Hands-On Microsoft Windows Server 2022 (MindTap Course List) 4th Edition	Cengage Learning	2025/4th	8214011604, 979-8214011608
Jason Eckert	Hands-On Microsoft Windows Server 2019 (MindTap Course List) 3rd Edition	Cengage Learning	2020/3rd	ISBN-10: 0357436156; ISBN-13: 978-0357436158

Suggested Reading List

No Value

Learning Outcomes

Course Objectives	
Identify installation and upgrade steps for Windows Server	
Configure and troubleshoot post-installation system settings	
Configure Windows file sharing and security features	
Configure network connectivity	
Configure Windows pre-installed applications	
Maintain and optimize systems that run Windows	
Utilize User Account Control	
Manage storage	
Manage TCP/IP Networks	
Manage DHCP	
Configure and implement architecture for DNS infrastructure	
Implement backup and recovery strategies.	
Manage Active Directory	
Manage users, groups and computers	
CSLOs	
Manage disks and file systems.	Expected SLO Performance: 0.0

<i>CIS - Computer Sci and Info Systems</i>	Create algorithms and code, document, debug and test shell scripts that interact with the UNIX/LINUX OS
COAA_Network Administration	Use UNIX/LINUX utilities and shell features for file manipulation and communication
<i>CIS - Computer Sci and Info Systems</i>	Identify computer hardware and networking components in the context of micro computers and various types of network operating systems, architectures and protocols
COA_Network Administration	

Configure Windows security features, networking and application support, and troubleshoot system.

Expected SLO Performance: 0.0

<i>CIS - Computer Sci and Info Systems</i>	Identify computer hardware and networking components in the context of micro computers and various types of network operating systems, architectures and protocols
COA_Network Administration	
<i>CIS - Computer Sci and Info Systems</i>	Identify networking components and protocols in the context of architectures and technologies for LAN, WAN and Internet networks
COAA_Network Administration	

Outline

Course Outline

- A. Identify installation and upgrade steps for Windows Server
 - 1. Identify hardware requirements
 - 2. Handle Partitions
 - 3. Troubleshoot performance issues
 - 4. Install and configure Windows drivers and access command prompt during installation
 - a. Understand BIOS-based versus EFI-based system limitations
 - b. Activation sequencing
 - c. Diagnose and resolve hardware and firmware start-up problems
 - d. Manage start-up and boot configuration data store
- B. Configure and troubleshoot post-installation system settings
 - 1. Troubleshoot post-installation configuration issues
 - 2. Work with Administrative Tools
 - a. Control Panel
 - b. Command line utilities
 - c. Server Manager
 - d. Computer Manager
 - e. System Console
 - 3. Configure and troubleshoot Microsoft Management Console (MMC)
 - a. Snap-ins
 - b. Modes
 - c. Tools
 - d. Remote Access MMC
 - 4. Configure and troubleshoot Windows browser
- C. Configure Windows file sharing and security features
 - 1. Monitor performance and logging
 - a. Performance Monitor
 - b. Track process usage
 - c. Resolve performance bottlenecks
 - 2. Configure Windows Defender
 - 3. Configure dynamic security for Windows browsers
 - 4. Configure security settings in Windows Firewall
 - 5. Manage permissions
 - a. Assigning permissions to files and folders
 - b. Backup and recovery
 - 6. Create and manage network shares
- D. Configure network connectivity
 - 1. Use the Network and Sharing Center to configure networking

- 2. Troubleshoot connectivity issues
- 3. Configure Remote Access
- E. Configure Windows pre-installed applications
 - 1. Configure and troubleshoot media applications
 - 2. Configure Windows System Restore feature
 - 3. Configure Windows scan
 - 4. Configure Windows Sidebar
 - 5. Control Panel features
 - a. Power Options
 - b. Mail
 - c. Indexing options
 - d. Java settings
 - e. Display
 - f. Devices and Printers
- F. Maintain and optimize systems that run Windows
 - 1. Troubleshoot performance issues
 - 2. Troubleshoot reliability issues by using built-in diagnostic tools
 - 3. Configure and manage Windows Registry
 - 4. Configure data protection features
- G. Utilize User Account Control
 - 1. Elevating account controls
 - 2. Administrative approval mode
 - 3. Maintain application integrity
 - 4. User Account Control dialog warning levels
- H. Manage storage
 - 1. Install and configure file services
 - 2. Manage master boot record
 - 3. Manage GPT disk partitions
 - 4. Manage volumes on dynamic disks
 - 5. Drive encryption
 - a. TPM
 - b. Bit locker
 - 6. Manage NTFS and Refs file systems
 - 7. Manage disk quotas and compression
- I. Manage TCP/IP Networks
 - 1. Install TCP/IP
 - 2. Configure TCP/IP
 - 3. Manage network connections
 - 4. Troubleshoot & test network settings
- J. Manage DHCP
 - 1. DHCP essentials
 - 2. DHCP security considerations
 - 3. Plan DHCP v4 and v6
 - 4. Install DHCP server service
- K. Configure and implement architecture for DNS infrastructure
 - 1. DNS essentials
 - 2. Planning DNS
 - 3. DNS security considerations
 - 4. DNS design
 - 5. Implement DNS
 - 6. Install DNS server service
 - 7. Configure zones, subdomains, forwarders and zone transfer
 - 8. Add resource records
 - 9. Deploy global names
- L. Implement backup and recovery strategies.
 - 1. Disaster planning
 - 2. Disaster preparedness procedures
 - 3. Develop backup strategies
 - 4. Backing up and recovering data
 - 5. Backing up and recovering Active Directory
- M. Manage Active Directory
 - 1. Active Directory architecture
 - 2. Designing and managing the domain environment
 - 3. Organize Active Directory

- 4. Configure Active Directory sites and replication
- N. Manage users, groups and computers
 - 1. Manage domain user accounts
 - 2. Maintain domain user accounts
 - 3. Manage groups
 - 4. Manage computer accounts
 - 5. Manage group policy

Lab Outline

- A. Configure file sharing and permissions
- B. Configure Windows Defender
- C. Configure Power Options
- D. Configure Remote Access
- E. Configure Windows Internet Explorer security options
- F. Configure Data Protection
- G. Install and configure Windows drivers
- H. Implement Windows security features

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.

No Value

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

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

CIS 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):

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.

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.

Students read and interpret technical documentation and instructional materials related to Windows administration and networking.

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.

Students write explanations and summaries describing system configuration and troubleshooting procedures.

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

Students revise written assignments and lab documentation based on instructor feedback.

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

Students communicate technical procedures using clear and organized written language.

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

Students edit written work to ensure correct grammar, spelling, and clarity.

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

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/24/2026	CMatrix	C Matrix	Required	Complete C Matrix Form	Y

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/27/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, defines all acronyms and explains all technical terms, and describe the knowledge, skills, and abilities students will gain upon the completion of the course.	Y The description has been revised.

04/27/2026 Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	No OER or ZTC options except for: free readings for either 2019 or 2022 servers: • Microsoft Learn – Windows Server learning paths • Microsoft Docs (Windows Server 2019 sections) This comes with the trade-off of higher reading level and dry presentation and the course would need to be put together from scratch. Remaining with the 2019 server, there is a Low-cost text and I [Mary] have changed out the old text selection with that one.
04/27/2026 Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	I [Mary] did update with newer 2022 version (use of 2019 vs 2022 dependent on server experience available). Y Each of the listed texts (Cengage MindTap) meets universal design course standards providing Summary, Key Terms, Review Questions, Hands-On Projects, and Discovery Exercises at the end of each chapter. Yes, I have added this to the DEI statement.
04/27/2026 Specifications	Assignments	Suggested	Thanks for this list of assignments. Consider minor revisions to clarify the format of "lab" assignments (physical computer labs/working with computers, coding, etc.) Also, Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y
04/27/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box. Consider defining several acronyms (for example: DHCP).	Y
04/27/2026 Outline	Course Outline	Suggested	Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	This course is technical and focused on definitive skills. It is assumed that students have or will be completing other courses that will explore diverse perspectives including equity, bias, and ethics. It should be noted that CIS 4 is an advisory for this course.

No Value
Stage 5: De Anza General Education
No Value
Stage 6: Content Review Matrix Liaison
No Value
Stage 7: Dean of Online Learning
No Value
Stage 8: SLO Coordinator
No Value
Stage 10: Curriculum Committee
No Value

CO
Sort ID (00 < 10; 0 < 100)
CIS 170F
Course Status
Non-substantial
Course Characteristics
CTE
Cross-Listed/Related Course Information
NA
Cross-Listed/Related Course ID's
No Value
DL Approval Date (MM/DD/YYYY)
No Value
Hybrid Approval Date (MM/DD/YYYY)
02/11/2020

Curriculum Office Notes

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

Course Outline of Record Report

06/04/2026

COUND005. : Introduction to College

General Information

Faculty Initiator:	Khoa Nguyen
Attachments:	Hybrid_COUN_5_2027F.pdf Online_COUN_5_2027F.pdf
Course ID (CB01A and CB01B) :	COUND005.
Short Course Title:	INTRODUCTION TO COLLEGE
Course Title (CB02) :	Introduction to College
Department:	COUN - Counseling
Effective Term:	Fall 2027
TOP Code (CB03) :	(4930.13) Academic Guidance
CIP Code:	(32.0105) Job-Seeking/Changing Skills
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000564396
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	Designed to build a strong foundation for student achievement, this course provides a comprehensive introduction to De Anza College. Students will gain a clear understanding of vital student support programs and services, institutional policies, the college culture, and learn about pathways for certificates, degrees, and transfer. Students will develop practical strategies for academic success and will culminate the course by having a personalized, preliminary Comprehensive Educational Plan to guide their educational journey.
Course Type (CB27) :	Lower Division
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Counseling
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - COUNSELING

Formerly Statement

Formerly Statement

(Formerly COUN D050.)

Course Justification

Course Justification

This is a UC/CSU transferable and stand-alone course. This course is intended to meet Title 5 requirements and the Student Success and Support Services process, which aims to support students in meeting their educational objectives.

Stand-Alone Statement

Stand-Alone Statement

This is a foundational student success course designed to teach practical college navigation skills rather than discipline-specific academic content and does not fit into the broader academic categories required for General Education or specific major requirements. The audience for this course encompasses all students enrolled at De Anza College. It is designed to benefit everyone, from first-time college students to returning students who need support navigating the higher education system.

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?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

The course description utilizes student-centered language and describes the knowledge, skills, and abilities students will gain from the course. The course's methods of instruction and evaluation support DEI by prioritizing multiple ways of learning and acknowledging diverse student experiences. The course fosters collaborative learning through small group exercises and projects to build community and allow students to learn from their peers' diverse perspectives. The course also combines visual aids, lectures, and guest speakers to accommodate different learning styles and abilities. Additionally, students demonstrate their comprehension of the course content in ways that best suit their strengths. The course outline addresses DEI in many ways. For example, it integrates DEI by examining how campus demographics and diversity shape the student experience. The outline covers Mutual Respect and Anti-Discrimination policies, which are essential for maintaining an inclusive and safe learning environment for all students. The course connects decision-making theory to each student's specific interests, talents, and abilities, recognizing that unique backgrounds are assets to the college community. Lastly, it connects students to specialized services and programs to help everyone find their community and succeed.

Course Development Options

Basic Skill Status (CB08)

Course Special Class Status (CB13)

Course is not a basic skills course.	Course is not a special class.	Grade Options • 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
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Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability (CB05) Transferable to both UC and CSU	Transferability Status Approved
--	---

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.
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	1
-----------------------------	---

Maximum Credit Units	1
Total Course In-Class (Contact) Hours	12
Total Course Out-of-Class Hours	24
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ 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	1	2
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	12
Laboratory	0
NA	0
Total	12
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
Collaborative learning and small group exercises
Guest speakers
Collaborative projects
In-class exploration of internet sites

Assignments

- A. Complete online and/or in-person reading assignments and quizzes for each unit.
- B. Complete online and/or writing, oral, and/or discussion assignments that allow students to connect course content to their own personal experiences, obtain peer feedback, and apply those insights directly to their academic, career, and/or transfer planning. Examples of assignments include, but are not limited to, discovery/intention statements, major choice explorations, and a preliminary Educational Plan.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. A written essay demonstrating comprehension of the material covered in this course. Students will receive a rubric so they know how their work will be evaluated.
- B. An online or in-person comprehensive multiple-choice final examination that tests students' comprehension and interpretation of key foundational concepts. Students will receive guidelines regarding the exam structure and content focus prior to the exam.
- C. A final assessment, as decided by the instructor, to evaluate students' knowledge of the concepts and topics covered in this course. Students will receive a clear set of guidelines and expectations prior to the assessment.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- De Anza College Catalog, which can be viewed online via www.deanza.edu

Essential College Facilities:

- None

Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

De Anza College Quarterly
Class Schedule (most current
version)

De Anza College Course
Catalog (most current version)

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Demonstrate knowledge of the various roles, function and structure of Higher Education

Create a preliminary Comprehensive Educational Plan compatible with individual interest, personal values, educational and career goals

Demonstrate understanding of the language and culture of De Anza College, including policies, and procedures and expectations

Clarify and articulate one's reason for attending college to establish realistic academic goals and expectations

Identify and locate campus resources and services available at De Anza College and effectively utilize this information to enhance the college experience

Create specific methods to manage time more efficiently and apply decision-making and time management principles to improve motivation and academic achievement

CSLOs

Identify potential majors and/or transfer institutions, and understand eligibility requirements for certificates, AA/AS Degrees, Associate Degrees for Transfer (ADT) and general education as it applies to their academic goal. Expected SLO Performance: 0.0

Complete a Comprehensive Educational Plan according to their academic goals. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate knowledge of the various roles, functions, and the structure of Higher Education
 - 1. Overview of California Higher Education Systems
 - a. Distinguish between various degrees offered at California State University (CSU), University of California (UC), Community College (CC), and private institutions
 - b. Identify lower vs. upper-division courses
 - c. Understand semester vs. quarter system
 - d. Analyze the cost difference between UC, CSU, and private universities
 - 2. Compare and contrast the California System of Higher Education
- B. Create a preliminary Comprehensive Educational Plan compatible with individual interest, personal values, educational, and career goals
 - 1. Identify steps in the selection of a major
 - a. Identify factors that influence major selection, including culture, personal values, economics, family, physical, and/or learning disabilities
 - b. Connect decision-making theory to individual interests, talents, and abilities that align with specific majors and careers
 - c. Utilize free and accessible educational tools (e.g., EUREKA, O*NET) to explore careers
 - d. Demonstrate knowledge of campus career planning resources, such as Career Life Planning courses (CLP 7 and CLP 5), Career Center, and career counseling appointments
 - 2. Demonstrate knowledge of differences in general education and major requirements for various institutions
 - a. Understand California General Education Transfer Curriculum (Cal-GETC), Associate in Arts/Associate in Science (AA/AS), private, and campus-specific general education patterns
 - b. Use Assist website and/or the Degree Works tool to assist with the development of an Educational Plan
 - c. Use general education courses to help identify areas of academic interest
 - 3. Understand the requirements and differences between career and transfer programs
 - a. Understand certificate, AA/AS, Associate Degree for Transfer (ADT), and bachelor's degree programs
 - b. Understand AA/AS requirements vs. transfer requirements
 - c. Understand the benefits of Transfer Admissions Agreements/Guarantee (TAA/TAG)
 - d. Understand the benefits of UC Dual Admission/CSU Transfer Success Pathways programs
 - e. Understand lower vs. upper-division courses for majors at private and out-of-state institutions
 - f. Understand academic options available at the community college
- C. Demonstrate understanding of the language and culture of De Anza College, including policies, procedures, and expectations
 - 1. Illustrate knowledge of academic responsibilities
 - a. Academic notice
 - b. Attendance policy
 - c. College policies, procedures, college terms, such as drop and add, course withdrawal, excused withdrawal, prerequisite, registration, and academic integrity
 - d. The Petition for Exception
 - e. Course repeatability policy
 - f. Final Exam Schedule
 - g. Course listing, codes, unit values
 - h. Fees
 - i. Course numbering system
 - j. Classroom expectations
 - k. Grading system and Grade Point Average
 - l. Non-credit courses
 - 2. Discuss equity and diversity among De Anza's students, staff, and faculty, and its impact on the students' college experience
 - a. Demographics of De Anza's student population
 - b. Mutual Respect Policy
 - c. Sexual Harassment Policy
 - d. Anti-Discrimination Policy
 - e. Alcohol and Drug Policy
 - f. Student Code of Conduct
- D. Clarify and articulate one's reason for attending college to establish realistic academic goals and expectations
 - 1. Identify retention strategies needed for academic success
 - a. Examine student's roles and responsibilities outside of college
 - b. Clarify one's expectations and responsibilities with respect to the college experience
 - c. Discuss personal experiences individually and collectively, by challenging assumptions and hypotheses about one's beliefs and outcomes of one's decisions
 - d. Develop a written plan of action to identify short-term objectives that lead to long-term goals
 - 2. Develop an understanding and use of information technology
 - a. Use of Degree Works and My Portal for the development of Educational Planning
 - b. Use of Canvas for online and hybrid courses
 - 3. Demonstrate specific knowledge and use of College Tips to improve study skills
 - a. Enroll in Skills courses to improve study techniques
 - b. Utilize tutorial services for help in English, math and other general subjects
 - c. Participate in academic skills workshops

E. Identify and locate campus resources and services available at De Anza College and effectively utilize this information to enhance the college experience

1. Admissions and Records
2. Assessment Office
3. Bookstore
4. Campus Security
5. Career Center
6. Child Development Center
7. Counseling and Advising Center
8. Disability Support Services (DSS)
9. Extended Opportunity Programs & Services (EOPS)
10. Financial Aid
11. Honors Program
12. Library
13. Library West Computer Lab
14. Math, Engineering, and Science Achievement (MESA) Study Center
15. Mental Health and Wellness Center
16. Office of College Life
17. Online Education Center
18. Pride Center
19. Student Success Center
20. Student Success & Retention Services (SSRS)
21. Transfer Center
22. Veterans Resource Center
23. Other campus resources, programs, and services

F. Create specific methods to manage time more efficiently and apply decision-making and time management principles to improve motivation and academic achievement

1. Improve organizational skills by utilizing effective time management techniques
2. Construct both academic and personal goals that are specific, measurable, realistic, and timely

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.

No Value

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):

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.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/21/2026	Specifications	Examples of Primary Texts and References	Required	I think the answer to this is yes, but I wanted to double check that the examples of primary texts and references are zero cost/low cost for students? Please let me know in the Initiator Response box — I'll document this as part of equity review. This will satisfy the required part of this edit -- thanks!	Y. There are no materials required for the course. We will utilize the class schedule and the College Catalog that are available for free on our De Anza website.

Thanks for this list of assignments. Are discussion assignments completed online, in person, or both? Consider minor revisions to make this a bit clearer.

4/21/2026 Specifications Assignments	Suggested	Also, do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y. We have incorporated some of the suggestions into the assignment description.
4/21/2026 Specifications Methods of Evaluation	Suggested	Consider minor revisions to clarify the form/format/expectations of the "final assessment". Also, for any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y. We have incorporated some of the suggestions into the Methods of Evaluations description. The "Final Assessment" can be an oral presentation, a field trip, Kahoot games, etc., as decided by the instructor. The instructor will set clear guidelines and communicate expectations prior to the assessment. Instructors may not be able to provide examples of strong assignments, so we didn't note it in the methods of evaluations.

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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4/28/2026	Learning Outcomes	CSLO #1	Required	Students will be able to identify potential majors and/or transfer institutions, and understand eligibility requirements for certificates, AA/AS Degrees, Associate Degrees for Transfer (ADT) and general education as it applies to their academic goal. Reword to start with a Bloom's Taxonomy verb. Suggestion: "Identify potential majors and/or transfer institutions, and demonstrate understanding of eligibility requirements for certificates, AA/AS Degrees, Associate Degrees for Transfer (ADT) and general education as it applies to their academic goal."	Y. Revised to start with Bloom's Taxonomy verb as suggested
4/27/2026	Learning Outcomes	CSLO #2	Required	Students will be able to complete a Comprehensive Educational Plan according to their academic goals. Learning outcome must start with Bloom's Taxonomy verb. Suggestion: Complete a Comprehensive Educational Plan according to their academic goals.	Y. Revised to start with Bloom's Taxonomy verb as suggested

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

COUN 005

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

02/11/2020

Curriculum Office Notes

- Course number change appr. 3/6/18 (effect. F18).-mkct
- Removal of DL confirmed appr. 2/11/20 (effect. F20).-mkct

Course Outline of Record Report

06/05/2026

DANCD023L : Theory and Technique of Hip-Hop I (Popular American Dance)

General Information

Faculty Initiator:	Janet Shaw
Course ID (CB01A and CB01B) :	DANCD023L
Short Course Title:	THEOR/TECHN HIP-HOP I
Course Title (CB02) :	Theory and Technique of Hip-Hop I (Popular American Dance)
Department:	DANC - Dance
Effective Term:	Fall 2027
TOP Code (CB03) :	(1008.00) Dance
CIP Code:	(50.0301) Dance, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000111207
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course is an introduction to the discipline of creative arts through hip-hop dance with an integrated fitness approach that focuses on developing the stabilization muscles in the center of the body. Students will concentrate on muscles of the torso, back, hips, inner and outer thighs, while the chest and abdominals will be used in conjunction with breathing, posture, and muscle awareness. Students will also be exposed to the great works and artists in the field and develop a working hip-hop dance vocabulary, as the course explores the theory and practice of basic hip-hop techniques.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	FD - Social/Cultural Dance

Faculty Requirements

Discipline 1:	Dance
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - DANCE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

The course is CSU and UC transferable and meets GE requirements for De Anza. Students will learn basic dance technique as well as perform in the Visual and Performing Arts Center.

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?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

The course materials feature diverse perspectives, authors, and case studies, ensuring students see themselves reflected in the content. Discussions are facilitated to manage flow and encourage different viewpoints, promoting a safe space for respectful communication and challenging biases. There are no representative OER textbook options available for the topic of dance, however, textbooks for this course are low cost.

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

(This course is included in the Social/Cultural Dance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Course Support Status (CB26)

Course is not a support course

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
Kinesiology for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
Kinesiology for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options					
Course General Education Status (CB25)					
Y					
Transferability (CB05)			Transferability Status		
Transferable to both UC and CSU			Approved		
De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G7A	De Anza GE Area 7A - Physical/Mental Wellness	Approved	No value	No value	No - defined.

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.
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	1
Maximum Credit Units	1
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)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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 Quiz and examination review performed in class Collaborative learning and small group exercises Guest speakers Collaborative projects Dance discussion sessions and quizzes that evaluate the proceedings' weekly dance exercises Visual aids and demonstration
Assignments	
A. Readings 1. Read "Fit and Well" textbook. 2. Handouts B. Writings 1. Critique of live dance performance 2. Review of dance videos or readings 3. Research Hip-hop dance techniques. C. Outside work 1. Practice of technique and skills covered in class 2. Attendance at a minimum of one live dance performance 3. Viewing of selected dance videos 4. Movement problem-solving D. Test 1. Fit and Well brief edition. (Fitness and Nutrition). 2. Collaborative learning and small group exercises leading to material for Collaborative projects & final student choreography; a multi-step process that provides students the opportunity to revise their work based on instructor feedback, peer feedback, and self-reflection. E. Quarterly Dance Demonstration.	
Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	A. Required readings from text and application of concepts in written analysis and in class discussion.

- B. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives.
- C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances.
- D. Dance discussion sessions and quizzes that evaluate the proceedings' weekly dance exercises.
- E. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on time, space, energy, unity, transitions and quality of the performance value with includes memorization, **basic level** technique, projection, character study and confidence.
- F. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.
- G. Collaborative learning and small group exercises leading to material for Collaborative projects.
- H. Final is the student's own choreography. Student will take full responsibility creating Hip-hop movement or a hybrid of Hip-hop movement either in a group or solo to complete their own dance choreography.

Note for the above: When explaining assignments that will be evaluated, instructor will provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Exercise shoes and appropriate clothing

Essential College Facilities:

- Dance studio facilities to include updated audio equipment, sound system and speakers

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Thomas D. Fahey, Paul M. Insel and Walton T. Roth	Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness	McGraw Hill	16th Edition January 1, 2024	ISBN10: 1266356606 ISBN13: 9781266356605
Jeff Chang	Can't Stop. Won't Stop	Ebury	January 1, 2007	978-0091912215
Questlove and Ben Greenman	Hip Hop is History	AUWA	Jun 11, 2024	ISBN-13978-0374614072

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Perform Hip-hop dance as a popular art form with an increasing degree of proficiency through basic Hip-hop movements, demonstrating increasing control of skill pertaining to memorization, physical safety, body awareness, alignment, and aesthetic valuing.

Demonstrate studio decorum and procedures.

Expose the fundamentals of hip-hop dance theory.

Demonstrate and perform basic hip-hop dance techniques.

Analyze and demonstrate Hip-hop dances in their culturally diverse American contexts as well as in their global contexts.

Analyze and discuss readings about basic exercise physiology and nutrition for dancers.

CSLOs

Perform the basic steps and choreography required for successful dance collaboration and performance.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Perform Hip-hop dance as a popular art form with an increasing degree of proficiency through basic Hip-hop movements, demonstrating increasing control of skill pertaining to memorization, physical safety, body awareness, alignment, and aesthetic valuing.
 1. Historical overview of the past and present to include:
 - a. Jazz dance
 - b. Rock 'N Roll
 - c. Pop Lock
 - d. Break Dance
 - e. Street Funk
 - f. House
 2. Approaches to hip-hop choreography, i.e., time, space, energy, shapes & unity.
 3. Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music.
- B. Demonstrate studio decorum and procedures.
 1. Preparation for class
 2. Classroom dress and proper dance etiquette.
- C. Expose the fundamentals of hip-hop dance theory.
 1. Body awareness
 - a. Alignment and weight placement
 - b. Use of isolations
 - c. Students will be able to integrate use of rhythms in Hip-hop dance.

- d. Running currents
 - e. Level changes
 - f. The dancer's instrument: care of the body
- 2. Spatial orientation
 - a. Stage directions
 - b. Space as a tangible volume shaped by the dancer
 - c. Exploring directions in space: up, down, side, front, back, diagonals, and combinations thereof
- 3. Time orientation: the relationship of movement to sound and music: hearing, recognizing and responding to pulse, meter, tempo, and abstract sounds
- D. Demonstrate and perform basic hip-hop dance techniques.
 - 1. Completion of a given movement phrase
 - 2. Combining given movement in a new way
 - 3. Creating movement similes
- E. Analyze and demonstrate Hip-hop dances in their culturally diverse American contexts as well as in their global contexts.
 - 1. Hip-hop culture in various global contexts such as Germany, Japan, and Brazil.
 - 2. Hip-hop culture in American contexts in terms of cultural diversity and influences upon dance.
- F. Analyze and discuss readings about basic exercise physiology and nutrition for dancers.
 - 1. Theories of anaerobic vs. aerobic exercise
 - a. Developing cardiovascular endurance for dancing
 - b. Anaerobic training
 - c. Improving efficiency and body mechanics
 - 2. Nutritional concepts with special notes regarding specific needs for youth, adults, elderly, highly trained athletes, males and females.
 - a. balanced diet for wellness
 - b. eating before class
 - c. post class food and fluids
 - 3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females.
 - a. techniques for overall flexibility
 - b. techniques specifically for dancing
 - c. techniques for individuals based on physical limitations
 - d. techniques about stretching during warm-up
 - e. techniques about stretching post-dancing
 - 4. Strength development concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females.
 - a. techniques for overall muscular strength
 - b. techniques to avoid common injuries

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

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

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

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.

from Assignments; B. Writings: Critique of live dance performance Review of dance videos or readings

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.)

Outline: A. Perform Hip-hop dance as a popular art form with an increasing degree of proficiency through simple basic Hip-hop movements, demonstrating increasing control of skill pertaining to memorization, physical safety, body awareness, alignment, and aesthetic valuing. 1. Historical overview of the past and present to include: a. Jazz dance b. Rock 'N Roll c. Pop Lock d. Break Dance e. Street Funk f. House 2. Approaches to hip-hop choreography, i.e., time, space, energy, shapes & unity. 3. Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. B. Demonstrate studio decorum and procedures. 1. Preparation for class 2. Classroom dress and proper dance etiquette. C. Expose the fundamentals of hip-hop dance theory. 1. Body awareness a. Alignment and weight placement b. Use of isolations c. Students will be able to integrate use of rhythms in Hip-hop dance. d. Running currents e. Level changes f. The dancer's instrument: care of the body 2. Spatial orientation a. Stage directions b. Space as a tangible volume shaped by the dancer c. Exploring directions in space: up, down, side, front, back, diagonals, and combinations thereof 3. Time orientation: the relationship of movement to sound and music: hearing, recognizing and responding to pulse, meter, tempo, and abstract sounds D. Demonstrate and perform basic hip-hop dance techniques. 1. Completion of a given movement phrase 2. Combining given movements in a new way 3. Creating movement similes E. Analyze and demonstrate Hip-hop dances in their culturally diverse American contexts as well as in their global contexts. 1. Hip-hop culture in various global contexts such as Germany, Japan, and Brazil. 2. Hip-hop culture in American contexts in terms of cultural diversity and influence upon dance.

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.)

Oral/ Methods of Evaluation: A. Required readings from text and application of concepts in written analysis and in class discussion D. Dance discussion sessions and quizzes that evaluate the proceedings' weekly dance exercises. Written communication/ Methods of Evaluation: A. Required readings from text and application of concepts in written analysis and in class discussion. B. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives. C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances. Collaborative Exercises/ Methods of Evaluation: G. Collaborative learning and small group exercises leading to material for Collaborative projects and H. Final is the student's own choreography. Student will take full responsibility creating Hip-hop movement or a hybrid of Hip-hop movement either in a group or solo to complete their own dance choreography.

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

Methods of Evaluation: A. Required readings from text and application of concepts in written analysis and in class discussion. B. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives. C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances

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.)

Outline: E. Analyze and demonstrate Hip-hop dances in their culturally diverse American contexts as well as in their global contexts. Hip-hop culture in various global contexts such as Germany, Japan, and Brazil. Hip-hop culture in American contexts in terms of cultural diversity and influences upon dance. F. Analyze and discuss readings about basic exercise physiology and nutrition for dancers. 1. Theories of anaerobic vs. aerobic exercise. Developing cardiovascular endurance for dancing Anaerobic training. Improving efficiency and body mechanics. 2. Nutritional concepts with special notes regarding specific needs for youth, adults, elderly, highly trained athletes, males and females: balanced diet for wellness, eating before class, post class food and fluids. 3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females; techniques for overall flexibility, techniques specifically for dancing, techniques for individuals based on physical limitations, techniques about stretching during warm-up, techniques about stretching post-dancing. 4. Strength development concepts with special notes regarding specific needs for various

populations: youth, adults, older adults, males and females. Techniques for overall muscular strength. Techniques to avoid common injuries

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

Outline: A. Perform Hip-hop dance as a popular art form with an increasing degree of proficiency through basic Hip-hop movements, demonstrating increasing control of skill pertaining to memorization, physical safety, body awareness, alignment, and aesthetic valuing. Historical overview of the past and present to include: Jazz dance Rock 'N Roll Pop Lock Break Dance Street Funk House Approaches to hip-hop choreography, i.e., time, space, energy, shapes & unity. Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. E. Analyze and demonstrate Hip-hop dances in their culturally diverse American contexts as well as in their global contexts. Hip-hop culture in various global contexts such as Germany, Japan, and Brazil. Hip-hop culture in American contexts in terms of cultural diversity and influences upon dance. Analyze and discuss readings about basic exercise physiology and nutrition for dancers. Theories of anaerobic vs. aerobic exercise Developing cardiovascular endurance for dancing Anaerobic training Improving efficiency and body mechanics Nutritional concepts with special notes regarding specific needs for youth, adults, elderly, highly trained athletes, males and females. balanced diet for wellness eating before class post class food and fluids Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. techniques for overall flexibility techniques specifically for dancing techniques for individuals based on physical limitations techniques about stretching during warm-up techniques about stretching post-dancing Strength development concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. techniques for overall muscular strength techniques to avoid common injuries

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.)

Outline: A. Perform Hip-hop dance as a popular art form with an increasing degree of proficiency through basic Hip-hop movements, demonstrating increasing control of skill pertaining to memorization, physical safety, body awareness, alignment, and aesthetic valuing. Historical overview of the past and present to include: Jazz dance Rock 'N Roll Pop Lock Break Dance Street Funk House Approaches to hip-hop choreography, i.e., time, space, energy, shapes & unity. Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Methods of Evaluation: D. Dance discussion sessions and quizzes that evaluate the proceedings' weekly dance exercises. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on time, space, energy, unity, transitions and quality of the performance value with includes memorization, basic level technique, projection, character study and confidence. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition. Collaborative learning and small group exercises leading to material for Collaborative projects. Final is the student's own choreography. Student will take full responsibility creating Hip-hop movement or a hybrid of Hip-hop movement either in a group or solo to complete their own dance choreography.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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3/23/2026 Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	There are no representative OER textbook options available for the topic of dance, however, textbooks for this course are low cost .
3/23/2026 Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y
3/23/2026 Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) One or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.	Y
3/23/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	Y
Stage 4: Articulation Officer				
No Value				
Stage 5: De Anza General Education				
No Value				
Stage 6: Content Review Matrix Liaison				
Date	Tab	Part - Field	Type of Edit	Edit
4/22/26	Matrix B	All that apply	Required	Complete for your English advisory
			Initiator - Indicate "Y" When Completed or Initiator's Response	
			Y	
Stage 7: Dean of Online Learning				
No Value				
Stage 8: SLO Coordinator				
No Value				
Stage 10: Curriculum Committee				
No Value				

CO

Sort ID (00 < 10; 0 < 100)

DANC 023L

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

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

- 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 Outline of Record Report

06/05/2026

DANCD023M : Theory and Technique of Hip-Hop II (Popular American Dance II)

General Information

Faculty Initiator:	Janet Shaw
Attachments:	ReqAdv_G_DANC_23M 2027F_1.pdf
Course ID (CB01A and CB01B) :	DANCD023M
Short Course Title:	THEORY TECHNQ OF HIP HOP II
Course Title (CB02) :	Theory and Technique of Hip-Hop II (Popular American Dance II)
Department:	DANC - Dance
Effective Term:	Fall 2027
TOP Code (CB03) :	(1008.00) Dance
CIP Code:	(50.0301) Dance, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000563429
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	Studio class. A continuation of the study and practice of hip-hop dance at an elementary level, increasing skills of performance, coordination, isolation, energy manipulation, and using the body to express the rhythm and mood of the music. Exposure to great works and multicultural artists in the field is included.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	FD - Social/Cultural Dance

Faculty Requirements

Discipline 1:	Dance
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - DANCE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is CSU and UC transferable and meets a general education requirement for De Anza. This course provides a concentrated examination of elementary techniques and an elementary level of choreography for quarterly dance productions. It grew out of increasing student demand for more on Hip-hop dance than was currently being covered in our beginning Hip-hop dance course.

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?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

The course materials feature diverse perspectives, authors, and case studies, ensuring students see themselves reflected in the content. Discussions are facilitated to manage flow and encourage different viewpoints, promoting a safe space for respectful communication and challenging biases. There are no representative OER textbook options available for the topic of dance, however, textbooks for this course are low cost. Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students.

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

(This course is included in the Social/Cultural Dance Family of activity courses. Please see

the rules on "Repeating Courses" in the College Policies section of the catalog.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program	Award Type	Active
Kinesiology for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
Kinesiology for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G7A	De Anza GE Area 7A - Physical/Mental Wellness	Approved	No value	No value	No - defined.

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.

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	1
Maximum Credit Units	1
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)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	Demonstration Discussion of assigned reading Collaborative learning and small group exercises Media presentations Drills/Skill practice Skill Evaluation Feedback Quiz and examination review performed in class Guest speakers Collaborative projects Dance discussion sessions and quizzes that evaluate the proceedings' weekly dance exercises

Assignments

A. Reading	
1. Text	
2. References	
3. Handouts	
B. Write and discuss global and historical context.	
1. Research paper	
2. Critique of live dance performance	
C. Practice of technique and skills covered in class	
D. Viewing of selected live dance performances and videos	
E. Collaborative learning and small group exercises leading to material for Collaborative projects & final student choreography; a multi-step process that provides students the opportunity to revise their work based on instructor feedback, peer feedback, and self-reflection	
F. Quarterly Dance Demonstration.	

Methods of Evaluation

Methods of Evaluation	A. Required readings from text and their written analysis in preparation for in class discussions on the reading, including factors that influenced the art form, such as gender, culture, values, and societal perspectives.
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- B. Research paper and working outline for such project includes contributions such as gender, culture, values, and societal perspectives designed to demonstrate critical thinking skills and to problem solve as required in the assignments and the experimental investigations involving hip-hop dance terminology, theory and historical perspectives.
- C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs to demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances that include contributions such as gender, culture, values, and societal perspectives.
- D. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on the use of time, space, and energy, the unity of the composition, its transitions and the quality of the performance, which includes memorization, elementary level technique, projection, character study and confidence.
- E. Midterm is a written exam on the "Fit and Well" Brief edition, focusing on Fitness and Nutrition.
- F. Collaborative learning and small group exercises, generating material for student choreography and in which that material will be discussed and evaluated.
- G. Final is the student's own choreography, of either a solo or a group dance, presented in class, that incorporates Hip-hop movement, or a hybrid of Hip-hop movement.
Student will take full responsibility for its creation, the music selection and conducting of its rehearsals, including the teaching and polishing of the choreography

Note for the above: When explaining assignments that will be evaluated, instructor will provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Exercise shoes and appropriate clothing

Essential College Facilities:

- Updated Dance studio facilities as well as updated audio equipment

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Thomas D. Fahey, Paul M. Insel and Walton T. Roth	Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness	McGraw Hill	16th Edition January 1, 2024	ISBN10: 1266356606 ISBN13: 9781266356605
Jeff Chang	Can't Stop. Won't Stop	Ebury	January 1, 2007	978-0091912215

Questlove and Ben Greenman	Hip-Hop is History	AUWA	Jun 11, 2024	ISBN-13978-0374614072
Suggested Reading List				
No Value				

Learning Outcomes

Course Objectives

Analyze and develop a greater appreciation for hip-hop dance as a popular art form and demonstrate critical thinking skills.

Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills.

Practice and demonstrate elementary level hip-hop dance technique and discuss, identify and analyze the skills required for the art form.

Apply and discuss elementary hip-hop technique to improvisation and develop complex hip-hop movement phrases designed to demonstrate critical thinking skills.

Apply elementary exercise physiology and nutrition to dancing

CSLOs

Perform the steps of hip-hop dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination at an elementary level.

Expected SLO Performance: 0.0

Create hip-hop dance sequences and express individuality through movement.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Analyze and develop a greater appreciation for hip-hop dance as a popular art form and demonstrate critical thinking skills.
 - 1. Historical overview of the past and present to include:
 - a. Development of Jazz dance
 - b. Rock 'N Roll
 - c. Pop Lock
 - d. Breakdance
 - e. Street Funk
 - f. House
 - 2. Describe various forms and genres of hip-hop dance
 - a. Subtleties of movement
 - b. Distribution of time, space, energy, and unity.
- B. Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills.
 - 1. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include:
 - a. America (North, South, Central, etc.)
 - b. Europe
 - c. Asia, etc.
 - 2. Recognize different approaches to hip-hop choreography and style
 - 3. Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music.
 - 4. Effects of hip-hop on the specific international cultures
- C. Practice and demonstrate elementary level hip-hop dance technique and discuss, identify and analyze the skills required for the art form.

1. Body awareness
 - a. Alignment and weight placement
 - b. Use of multiple isolations
 - c. Use of polyrhythms
 - d. Fall and recovery
 - e. Jumps and multiple turns
 - f. Spatial orientation
 - g. Elementary use of space and stage directions
 - h. Traveling movement combinations

2. Musicality

D. Apply and discuss elementary hip-hop technique to improvisation and develop complex hip-hop movement phrases designed to demonstrate critical thinking skills.

1. Compose elementary hip-hop movement phrases in a precise, expressive manner.
2. Create hip-hop movement derivatives (combining given movement in a new way, focusing on individual interpretation).

E. Apply elementary exercise physiology and nutrition to dancing

1. Theories of anaerobic vs. aerobic exercise
 - a. Developing cardiovascular endurance for dancing
 - b. Anaerobic training
 - c. Improving efficiency and body mechanics
2. Apply nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females.
 - a. Balanced diet for wellness
 - b. Eating before class
 - c. Post class food and fluids
3. Flexibility concepts with special notes regarding specific needs for various: youth, adults, older adults, males and females.
 - a. Techniques for overall flexibility
 - b. Techniques specifically for dancing
 - c. Techniques for individuals based on physical limitations
 - d. Theories about stretching during warm-up
 - e. Theories about stretching post - dancing
4. Strength development concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females.
 - a. Techniques for overall muscular strength
 - b. Techniques specifically for dancing
 - c. Techniques to avoid common injuries

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.

No Value

Req/Adv

Prerequisite(s):

DANC D023L

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):

- (See general education pages for the requirements this course meets.)

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.

from Assignments. B. Write and discuss global and historical context: Research paper Critique of live dance performance

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.)

Outline: C. Practice and demonstrate elementary level hip-hop dance technique and discuss, identify and analyze the skills required for the art form. Body awareness Alignment and weight placement Use of multiple isolations Use of polyrhythms Fall and recovery Jumps and multiple turns Spatial orientation Elementary use of space and stage directions Traveling movement combinations Musicality Apply and discuss elementary hip-hop technique to improvisation and develop complex hip-hop movement phrases designed to demonstrate critical thinking skills. Compose elementary hip-hop movement phrases in a precise, expressive manner. Create hip-hop movement derivatives (combining given movement in a new way, focusing on individual interpretation).

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.)

ORAL/ Methods of Evaluation: A. Required readings from text and their written analysis in preparation for in class discussions on the reading, including factors that influenced the art form, such as gender, culture, values, and societal perspectives. F. Collaborative learning and small group exercises, generating material for student choreography and in which that material will be discussed and evaluated. G. Final is the student's own choreography, of either a solo or a group dance, presented in class, that incorporates Hip-hop movement, or a hybrid of Hip-hop movement. Student will take full responsibility for its creation, the music selection and conducting of its rehearsals, including the teaching and polishing of the choreography. WRITTEN Communication/ Methods of Evaluation: A. Required readings from text and their written analysis in preparation for in class discussions on the reading, including factors that influenced the art form, such as gender, culture, values, and societal perspectives. B. Research paper and working outline for such project includes contributions such as gender, culture, values, and societal perspectives designed to demonstrate critical thinking skills and to problem solve as required in the assignments and the experimental investigations involving hip-hop dance terminology, theory and historical perspectives. C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs to demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances that include contributions such as gender, culture, values, and societal perspectives. COLLABORATIVE exercises/ Methods of Evaluation: F. Collaborative learning and small group exercises, generating material for student choreography and in which that material will be discussed and evaluated.

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

Outline: A. Analyze and develop a greater appreciation for hip-hop dance as a popular art form and demonstrate critical thinking skills. Historical overview of the past and present to include: Development of Jazz dance Rock 'N Roll Pop Lock Breakdance Street Funk House Describe various forms and genres of hip-hop dance Subtleties of movement Distribution of time, space, energy, and unity. Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include: America (North, South, Central, etc.) Europe Asia, etc. Recognize different approaches to hip-hop choreography and style Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Effects of hip-hop on the specific international cultures D. Apply and discuss elementary hi- hop technique to improvisation and develop complex hip-hop movement phrases designed to demonstrate critical thinking skills. Compose elementary hip-hop movement phrases in a precise, expressive manner. Create hip-hop movement derivatives (combining given movement in a new way, focusing on individual interpretation).

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.)

Method of Instruction: A. Required readings from text and their written analysis in preparation for in class discussions on the reading, including factors that influenced the art form, such as gender, culture, values, and societal perspectives. B. Research paper and working outline for such project includes contributions such as gender, culture, values, and societal perspectives designed to demonstrate critical thinking skills and to problem solve as required in the assignments and the experimental investigations involving hip-hop dance terminology, theory and historical perspectives. C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs to demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances that include contributions such as gender, culture, values, and societal perspectives. Outline: B. Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking

skills. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include: America (North, South, Central, etc.) Europe Asia, etc. D. Recognize different approaches to hip-hop choreography and style Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Effects of hip-hop on the specific international 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.)

Outline: A. Analyze and develop a greater appreciation for hip-hop dance as a popular art form and demonstrate critical thinking skills. Historical overview of the past and present to include: Development of Jazz dance Rock 'N Roll Pop Lock Breakdance Street Funk House Describe various forms and genres of hip-hop dance Subtleties of movement Distribution of time, space, energy, and unity. B. Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include: America (North, South, Central, etc.) Europe Asia, etc. Recognize different approaches to hip-hop choreography and style Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Effects of hip-hop on the specific international cultures Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include: America (North, South, Central, etc.) Europe Asia, etc. Recognize different approaches to hip-hop choreography and style Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Effects of hip-hop on the specific international cultures B. Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include: America (North, South, Central, etc.) Europe Asia, etc. Recognize different approaches to hip-hop choreography and style Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Effects of hip-hop on the specific international cultures Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include: America (North, South, Central, etc.) Europe Asia, etc. Recognize different approaches to hip-hop choreography and style Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Effects of hip-hop on the specific international cultures Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include: America (North, South, Central, etc.) Europe Asia, etc. Recognize different approaches to hip-hop choreography and style Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Effects of hip-hop on the specific international cultures

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.)

Outline: Outline: C. Practice and demonstrate elementary level hip-hop dance technique and discuss, identify and analyze the skills required for the art form. Body awareness Alignment and weight placement Use of multiple isolations Use of polyrhythms Fall and recovery Jumps and multiple turns Spatial orientation Elementary use of space and stage directions Traveling movement combinations Musicality D. Apply and discuss elementary hip-hop technique to improvisation and develop complex hip-hop movement phrases designed to demonstrate critical thinking skills. Compose elementary hip-hop movement phrases in a precise, expressive manner. Create hip-hop movement derivatives (combining given movement in a new way, focusing on individual interpretation). Methods of Instruction: D. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on the use of time, space, and energy, the unity of the composition, its transitions and the quality of the performance, which includes memorization, elementary level technique, projection, character study and confidence. F.. Collaborative learning and small group exercises, generating material for student choreography and in which that material will be discussed and evaluated. G. Final is the student's own choreography, of either a solo or a group dance, presented in class, that incorporates Hip-hop movement, or a hybrid of Hip-hop movement. Student will take full responsibility for its creation, the music selection and conducting of its rehearsals, including the teaching and polishing of the choreography

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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No Value

CO

Sort ID (00 < 10; 0 < 100)

DANC 023M

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

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

- 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 Outline of Record Report

06/05/2026

DANCD023N : Theory and Technique of Hip-Hop III (Popular American Dance III)

General Information

Faculty Initiator:	Janet Shaw
Attachments:	ReqAdv_G_DANC_23N_2027F_1.pdf
Course ID (CB01A and CB01B) :	DANCD023N
Short Course Title:	THEORY TECHNQ OF HIP HOP III
Course Title (CB02) :	Theory and Technique of Hip-Hop III (Popular American Dance III)
Department:	DANC - Dance
Effective Term:	Fall 2027
TOP Code (CB03) :	(1008.00) Dance
CIP Code:	(50.0301) Dance, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000567575
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	Studio class. A continuation of the study and practice of hip-hop dance at an intermediate level, increasing skills of performance, coordination, isolation, energy manipulation, and using the body to express the rhythm and mood of the music. Exposure to great works and multicultural artists in the field is included.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	FD - Social/Cultural Dance

Faculty Requirements

Discipline 1:	Dance
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - DANCE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is CSU and UC transferable and meets a general education requirement for De Anza. This course provides a concentrated examination of intermediate techniques in Hip-hop dance and intermediate choreography for the quarterly dance production. It grew out of increasing student demand for more on Hip-hop dance than was currently being covered in our basic and elementary hip-hop dance classes.

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?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

The course materials feature diverse perspectives, authors, and case studies, ensuring students see themselves reflected in the content. Discussions are facilitated to manage flow and encourage different viewpoints, promoting a safe space for respectful communication and challenging biases. There are no representative OER textbook options available for the topic of dance, however, textbooks for this course are low cost. Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students.

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

(This course is included in the Social/Cultural Dance Family of activity courses. Please see

the rules on "Repeating Courses" in the College Policies section of the catalog.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

Liberal Arts (Arts and Letters Emphasis)

Associate in Arts (A.A.) Degree

Fall 2025 to Fall 2026

Liberal Arts (Arts and Letters Emphasis)

Associate in Arts (A.A.) Degree

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE

Area(s)

Status

Approval Date

End Date

-

2G7A

De Anza GE Area
7A -
Physical/Mental
Wellness

Approved

No value

No value

No - defined.

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.

No Value

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

No

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

Units and Hours

Summary

Minimum Credit Units	1
Maximum Credit Units	1
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)	Course Non Credit Category (CB22)
Credit - Degree Applicable	Credit Course.

Course Classification Code (CB11)

Funding Agency Category (CB23)

Cooperative Work Experience Education Status (CB10)

Credit Course.

Not Applicable.

☐ 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

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

Discussion and problem-solving performed in class

Quiz and examination review performed in class

Collaborative learning and small group exercises

Collaborative projects

Dance discussion sessions and quizzes that evaluate the proceedings' weekly dance exercises

Demonstration and Visual aids

Assignments

- A. Read "Fit and Well" textbook. Text focuses on Fitness and Nutrition which will result in a written midterm exam.
- B. Critique of live dance performance. Three to four pages, MLA format, double-spaced, and 12" font.
- C. Practice and discussion of performance aspects designed to demonstrate critical thinking skills.
 - 1. Demonstrate and discuss Practice of technique and skills covered in class
 - 2. Attendance and discussion of at a minimum of one live dance performance
 - 3. Viewing and discussion of selected dance videos
 - 4. Discuss and demonstrate movement problem-solving
 - 5. Collaborative learning and small group exercises leading to material for Collaborative projects & final student choreography; a multi-step process that provides students the opportunity to revise their work based on instructor feedback, peer feedback, and self-reflection
- D. Quarterly Dance Demonstration.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Required readings designed to demonstrate critical thinking skills from text as preparation for class discussion and application of concepts in written analysis.
- B. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives.
- C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside

creative projects and live performances, designed to demonstrate critical thinking skills.

- D. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on the use of time, space, and energy, the unity of the composition, its transitions and the quality of the performance, which includes memorization, intermediate level technique, projection, character study and confidence.
- E. Midterm is a written exam on the "Fit and Well" Brief edition, focused on Fitness and Nutrition.
- F. Collaborative learning and small group exercises, to generate material for student choreography and in which that material will be discussed and evaluated.
- G. Final is the student's own choreography, of either a solo or a group dance, presented in class, that incorporates Hip-hop movement, or a hybrid of Hip-hop movement. Student will take full responsibility for its creation, the music selection and conducting of its rehearsals, including the teaching and polishing of the choreography.

Note for the above: When explaining assignments that will be evaluated, instructor will provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Exercise shoes and appropriate clothing

Essential College Facilities:

- Updated Dance studio facilities as well as updated audio equipment

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Thomas D. Fahey, Paul M. Insel and Walton T. Roth	Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness	McGraw Hill	16th Edition January 1, 2024	ISBN10: 1266356606 ISBN13: 9781266356605
Jeff Chang	Can't Stop. Won't Stop	Ebury	January 1, 2007	978-0091912215
Questlove and Ben Greenman	Hip-Hop is History	AUWA	Jun 11, 2024	ISBN-13978-0374614072

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Describe Hip-hop dance, Hip-hop history and Hip-hop cultural aspects that are covered in class.

Demonstrate Studio decorum and procedures in written and oral form.

Collaborate and create more advanced (intermediate level) movement combinations withing specific styles using improvisation techniques such as improvisation in framework composition, guiding improvisation visually and the role of evaluation in improvisation.

Perform hip-hop dance as a popular art form with an increasing degree of proficiency through intermediate hip-hop movements, increasing control and skill.

Apply exercise physiology and nutrition to intermediate hip-hop technique.

CSLOs

Perform Hip-hop intermediate steps and choreography required for successful collaboration and performance.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Describe Hip-hop dance, Hip-hop history and Hip-hop cultural aspects that are covered in class.
 1. Study the historical roots, evolution and cultural context of the dances.
 - a. African-American influence on the development of hip-hop.
 - b. American Puerto Rican Influence on the development of hip-hop dance.
 2. Musicality related to hip-hop dances being studied.
 - a. On the beat/off the beat (upbeat/down beat).
 - b. Instrumentation.
 - c. Dance phrasing
 - d. Accents.
 - e. How all of the above affect the style of dance.
- B. Demonstrate Studio decorum and procedures in written and oral form.
 1. classroom etiquette
 2. alignment
 3. technique
 4. Costumes and how they relate to dance expression
- C. Collaborate and create more advanced movement combinations within specific styles using improvisation techniques such as improvisation in framework composition, guiding improvisation visually, and examining the role of evaluation in improvisation.
 1. Developing logical movement combinations within the specific rhythmic and stylistic patterns of the dances.
 2. Leading and following improvisations.
 3. Developing improvisation into set choreography.

- D. Perform hip-hop dance as a popular art form with an increasing degree of proficiency through intermediate hip-hop movements, increasing control and skill.
1. memorization of progressively more advanced combinations
 2. physical safety
 3. increased body awareness
 4. attention to alignment and more advanced body positioning
 5. aesthetic valuing.
- E. Apply exercise physiology and nutrition to intermediate hip-hop technique.
1. Theories of anaerobic vs. aerobic exercise.
 - a. Developing cardiovascular endurance.
 - b. Continued Anaerobic training
 - c. Improving efficiency and body mechanics.
 2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, females and males.
 - a. Balanced diet for wellness.
 - b. Eating before class.
 - c. Post class food and fluids.
 3. Flexibility concepts with special notes for various populations: youth, adults, older adults, females and males.
 - a. Techniques for overall flexibility.
 - b. Theories about stretching during warm-up.
 - c. Theories about stretching post exercise.
 - d. Techniques to avoid common injuries.

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.

No Value

Req/Adv

Prerequisite(s):

DANC D023M

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):

- (See general education pages for the requirements this course meets.)

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.

From Methods of Evaluation: B. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives.

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.)

Outline: C. Collaborate and create more advanced movement combinations within specific styles using improvisation techniques such as improvisation in framework composition, guiding improvisation visually, and examining the role of evaluation in improvisation. Developing logical movement combinations within the specific rhythmic and stylistic patterns of the dances. Leading and following improvisations. Developing improvisation into set choreography. D. Perform hip-hop dance as a popular art form with an increasing degree of proficiency through intermediate hip-hop movements, increasing control and skill. memorization of progressively more advanced combinations physical safety increased body awareness attention to alignment and more advanced body positioning aesthetic valuing.

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.)

Oral/ Methods of Evaluation: A. Required readings designed to demonstrate critical thinking skills from text as preparation for class discussion and application of concepts in written analysis. F. Collaborative learning and small group exercises, to generate material for student choreography and in which that material will be discussed and evaluated. Assignments: C. Practice and discussion of performance aspects designed to demonstrate critical thinking skills. Demonstrate and discuss Practice of technique and skills covered in

class Attendance and discussion of at a minimum of one live dance performance Viewing and discussion of selected dance videos Discuss and demonstrate movement problem-solving Written/ Methods of Evaluation: B. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives. C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances, designed to demonstrate critical thinking skills. Collaborative exercises/ Course Outline: C. Collaborate and create more advanced movement combinations within specific styles using improvisation techniques such as improvisation in framework composition, guiding improvisation visually, and examining the role of evaluation in improvisation. Developing logical movement combinations within the specific rhythmic and stylistic patterns of the dances. Leading and following improvisations. Developing improvisation into set choreography.

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

Method of Evaluation: A. Required readings designed to demonstrate critical thinking skills from text as preparation for class discussion and application of concepts in written analysis. B. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives. C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances, designed to demonstrate critical thinking skills. E. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on the use of time, space, and energy, the unity of the composition, its transitions and the quality of the performance, which includes memorization, intermediate level technique, projection, character study and confidence. F. Collaborative learning and small group exercises, to generate material for student choreography and in which that material will be discussed and evaluated.

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.)

Outline: A. Describe Hip-hop dance, Hip-hop history and Hip-hop cultural aspects that are covered in class. Study the historical roots, evolution and cultural context of the dances. African-American influence on the development of hip-hop. American Puerto Rican Influence on the development of hip-hop dance.

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

Outline: A. Describe Hip-hop dance, Hip-hop history and Hip-hop cultural aspects that are covered in class. Study the historical roots, evolution and cultural context of the dances. African-American influence on the development of hip-hop. American Puerto Rican Influence on the development of hip-hop dance.

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.)

Assignments: C. Practice and discussion of performance aspects designed to demonstrate critical thinking skills. Demonstrate and discuss Practice of technique and skills covered in class Attendance and discussion of at a minimum of one live dance performance Viewing and discussion of selected dance videos Discuss and demonstrate movement problem-solving Quarterly Dance Demonstration. Methods of Evaluation: D. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on the use of time, space, and energy, the unity of the composition, its transitions and the quality of the performance, which includes memorization, intermediate level technique, projection, character study and confidence. F. Collaborative learning and small group exercises, to generate material for student choreography and in which that material will be discussed and evaluated. G. Final is the student's own choreography, of either a solo or a group dance, presented in class, that incorporates Hip-hop movement, or a hybrid of Hip-hop movement. Student will take full responsibility for its creation, the music selection and conducting of its rehearsals, including the teaching and polishing of the choreography.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
03/23/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language.	Y
3/23/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Y
3/23/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y
3/23/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) One or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.	Y
3/23/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	Y

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/22/26	Matrix B	All that apply	Required	Complete for your English advisory	Y
4/22/26	Basic Course Information	Attachments	Required	Complete and upload Matrix G for your DANC 23M prerequisite	Y

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

DANC 023N

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

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

- 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 Outline of Record Report

06/05/2026

DANCD038A : Appreciation of Dance

General Information

Faculty Initiator:	- Vernon Gallegos - Shaw, Janet
Course ID (CB01A and CB01B) :	DANCD038A
Short Course Title:	APPREC OF DANCE
Course Title (CB02) :	Appreciation of Dance
Department:	DANC - Dance
Effective Term:	Fall 2027
TOP Code (CB03) :	(1008.00) Dance
CIP Code:	(50.0301) Dance, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000039085
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	Students in this course will explore dance as a broader cultural phenomenon, as well as a diverse and varied form of communication, socialization, recreation, artistic expression, and entertainment. Upon completing the course, students will have gained foundational knowledge of the history, traditions and works of outstanding dance and performance artists.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Dance
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - DANCE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course meets a general education requirement for De Anza and Cal-GETC. This is a major preparation requirement in the discipline of Dance for UC and CSU. This course gives students a perspective on how dance influences international cultures and history.

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?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

This course provides students with foundational knowledge in diverse dance practices. The course outline specifically scaffolds discussion of dance cultures from around the world, and provides space for discussion of the relationship between dance and gender. Methods of instruction are varied to provide multiple means of representation and engagement in keeping with best practices from Universal Design for Learning. No appropriate representative textbooks that are OER, ZTC text compliant on the topic of dance currently exist, but 1 of the text on the list for this course is available, new, for \$16.95, hence available at a low cost for students. Examples of Primary Texts and References listed meet Universal Design for Learning Standards (accessible and inclusive language, explanations of technical terms, etc.)

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	Award Type	Active
Cal-GETC	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Cal-GETC (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Approved	No value	No value	No - defined.
Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3A	Cal-GETC Area 3A - Arts	Approved	No value	No value	No - defined.

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.

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	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

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	0	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	0
NA	0
Total	48

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	Lecture and visual aids Homework and extended projects Discussion of assigned reading Field observation of live performance Guest speakers Collaborative learning and small group exercises In-class exploration of Internet sites
Assignments	
A. Reading	1. From text 2. From outside sources such as media reviews
B. Writing	1. Weekly one-page essays and discussions of dance topics 2. Evaluations and assessments of video recordings of dance performances 3. Major term-paper/critique of live performance attended 4. Final research project
Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	A. Weekly Quizzes that evaluate mastery of key concepts from class readings B. Written critiques of live dance performances that reflect logical conclusions supported by verifiable evidence. C. Mid-term and final exam on text and lectures

D. Evaluation of final research project for accuracy, logic and completion.				
Essential Student Materials/Essential College Facilities				
Essential Student Materials: None				
Essential College Facilities: Lecture room with flexible seating and space for practical movement experiences and demonstrations				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
King, L.M. & Emini, Emmamuel	"Dance Appreciation",	Touched to Touch Publishers	16th Edition, 2023	9798377819394
AmMcCormick, Sarah	"Understanding Dance: Different Ways of Seeing, Feeling, and Sensing Dance".	Sentia Publishing	2021	978-0989152808
Lihs, Harriet	Appreciating Dance: A Guide to the World's Liveliest Art	Princeton Book Company	5th Copyright 2018-08-01	• ISBN13: 9780871273956 • ISBN10: 0871273950 • eBook ISBN(s): 9780871273994 • Additional ISBN(s): 9780871273185
Suggested Reading List				
No Value				

Learning Outcomes
Course Objectives
Analyze dance as a cultural phenomenon.
Identify important figures from the different dance genres
Analyze artistic standards as they relate to dance performance and criticism

Analyze issues associated with dance as a profession and life style

CSLOs

Identify his/her own relationship to dance as a cultural phenomenon.

Expected SLO Performance: 0.0

Analyze and integrate their own artistic standards as they relate to dance performance and criticism.

Expected SLO Performance: 0.0

Demonstrate a general understanding of the history of dance in America.

Expected SLO Performance: 0.0

Outline

Course Outline

A. Analyze dance as a cultural phenomenon.

1. Primitive Period: ? to 3000 B.C.
 - a. The human body as universal instrument of communication
 - b. Dance as ritual
2. Ancient period: 3000 B.C. to 400 A.D.
 - a. Dramatic intent
 - b. Aesthetics
 - c. classic theatrical dance - India, China , Greece
3. Medieval period: 400 A.D. to 1400 A.D.
 - a. Classic theatrical dance - Japan, "Middle East"
 - b. Europe- Danse Macabre
4. Renaissance period 1400A.D. to 1700A.D.
 - a. European Enlightenment
 - b. Ballet, Bugaku, Kabuki
5. Contemporary period: 1700A.D. to present
 - a. World Concert Ritual Dance
 - b. European roots, American realization
 - c. Modern dance: a new freedom of expression
 - d. Post modern dance: transformation and metamorphosis
 - e. Contemporary dance
6. Social Dance
 - a. Domestic
 - b. Competitive
7. Tap, Jazz, and Musical Theatre Dance
 - a. Film
 - b. African-American influences

B. Identify important figures from the different dance genres

1. Ballet: Petipa, Fokine, Nijinsky, Balanchine etc.
2. Modern Dance: Duncan, Graham, Limon etc.
3. Post Modern: Cunningham, Nikolais, Paxton etc.
4. Contemporary Dance: Bausch, Tharp, Dove, Battle, Copeland etc.

C. Analyze artistic standards as they relate to dance performance and criticism

1. Identification analysis and description of structure of a dance
2. Identification analysis and description of the form of the dance (relationship of component parts)
3. Identify performance evaluation criteria, including aesthetics, objectivity, choreographic style, subject matter, social context, individual artistic performances

D. Analyze issues associated with dance as a profession and lifestyle

1. The making of a dancer
2. Dance and gender
3. Careers in dance

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

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

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

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.

From Assignments. B.Writing Weekly one-page essays and discussions of dance topics Evaluations and assessments of video recordings of dance performances Major term-paper/critique of live performance attended Final research project

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.)

Outline A. Analyze dance as a cultural phenomenon. 1. Primitive Period: ? to 3000 B.C. a. The human body as universal instrument of communication b. Dance as ritual 2. Ancient period: 3000 B.C. to 400 A.D. a. Dramatic intent b. Aesthetics c. classic theatrical dance - India, China , Greece 3. Medieval period: 400 A.D. to 1400 A.D. a. Classic theatrical dance - Japan, "Middle East" b. Europe- Danse Macabre 4. Renaissance period 1400A.D. to 1700A.D. a. European Enlightenment b. Ballet, Bugaku, Kabuki 5. Contemporary period: 1700A.D. to present a. World Concert Ritual Dance b. European roots, American realization c. Modern dance: a new freedom of expression d. Post modern dance: transformation and metamorphosis e. Contemporary dance 6. Social Dance a. Domestic b. Competitive 7. Tap, Jazz, and Musical Theatre Dance a. Film b. African-American influences B. Identify important figures from the different dance genres 1. Ballet: Petipa, Fokine, Nijinsky, Balanchine etc. 2. Modern Dance: Duncan, Graham, Limon etc. 3. Post Modern: Cunningham, Nikolais, Paxton etc. 4. Contemporary Dance: Bausch, Tharp, Dove, Battle, Copeland etc. C. Analyze artistic standards as they relate to dance performance and criticism 1. Identification analysis and description of structure of a dance 2. Identification analysis and description of the form of the dance (relationship of component parts) 3. Identify performance evaluation criteria, including aesthetics, objectivity, choreographic style, subject matter, social context, individual artistic performances

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.)

ORAL Assignments: B. Writing 1. Weekly one-page essays and discussions of dance topics 2. Evaluations and assessments of video recordings of dance performances 3. Major term-paper/critique of live performance attended 4. Final research project WRITTEN COMMUNICATION Assignments: B. Writing 1. Weekly one-page essays and discussions of dance topics 2. Evaluations and assessments of video recordings of dance performances 3. Major term-paper/critique of live performance attended 4. Final research project Methods of Evaluation: B. Written critiques of live dance performances that reflect logical conclusions supported by verifiable evidence. COLLABORATIVE Assignments: B. Writing 1. Weekly one-page essays and discussions of dance topics 2. Evaluations and assessments of video recordings of dance performances

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

Methods of Evaluation: B. Written critiques of live dance performances that reflect logical conclusions supported by verifiable evidence. Assignments: B. Writing 1. Weekly one-page essays and discussions of dance topics 2. Evaluations and assessments of video recordings of dance performances

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.)

Outline: A. Analyze dance as a cultural phenomenon. 1. Primitive Period: ? to 3000 B.C. a. The human body as universal instrument of communication b. Dance as ritual 2. Ancient period: 3000 B.C. to 400 A.D. a. Dramatic intent b. Aesthetics c. classic theatrical dance - India, China, Greece 3. Medieval period: 400 A.D. to 1400 A.D. a. Classic theatrical dance - Japan, "Middle East" b. Europe- Danse Macabre 4. Renaissance period 1400A.D. to 1700A.D. a. European Enlightenment b. Ballet, Bugaku, Kabuki 5. Contemporary period: 1700A.D. to present a. World Concert Ritual Dance b. European roots, American realization c. Modern dance: a new freedom of expression d. Post modern dance: transformation and metamorphosis e. Contemporary dance 6. Social Dance a. Domestic b. Competitive 7. Tap, Jazz, and Musical Theatre Dance a. Film b. African-American influences B. Identify important figures from the different dance genres 1. Ballet: Petipa, Fokine, Nijinsky, Balanchine etc. 2. Modern Dance: Duncan, Graham, Limon etc. 3. Post Modern: Cunningham, Nikolais, Paxton etc. 4. Contemporary Dance: Bausch, Tharp, Dove, Battle, Copeland etc. C. Analyze artistic standards as they relate to dance performance and criticism 1. Identification analysis and description of structure of a dance 2. Identification analysis and description of the form of the dance (relationship of component parts) 3. Identify performance evaluation criteria, including aesthetics, objectivity, choreographic style, subject matter, social context, individual artistic performances D. Analyze issues associated with dance as a profession and lifestyle 1. The making of a dancer 2. Dance and gender 3. Careers in dance

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

Outline: A. Analyze dance as a cultural phenomenon. 1. Primitive Period: ? to 3000 B.C. a. The human body as universal instrument of communication b. Dance as ritual 2. Ancient period: 3000 B.C. to 400 A.D. a. Dramatic intent b. Aesthetics c. classic theatrical dance - India, China, Greece 3. Medieval period: 400 A.D. to 1400 A.D. a. Classic theatrical dance - Japan, "Middle East" b. Europe- Danse Macabre 4. Renaissance period 1400A.D. to 1700A.D. a. European Enlightenment b. Ballet, Bugaku, Kabuki 5. Contemporary period: 1700A.D. to present a. World Concert Ritual Dance b. European roots, American realization c. Modern dance: a new freedom of expression d. Post modern dance: transformation and metamorphosis e. Contemporary dance 6. Social Dance a. Domestic b. Competitive 7. Tap, Jazz, and Musical Theatre Dance a. Film b. African-American influences

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.)

Outline: C. Analyze artistic standards as they relate to dance performance and criticism 1. Identification analysis and description of structure of a dance 2. Identification analysis and description of the form of the dance (relationship of component parts) 3. Identify performance evaluation criteria, including aesthetics, objectivity, choreographic style, subject matter, social context, individual artistic performances D. Analyze issues associated with dance as a profession and lifestyle 1. The making of a dancer 2. Dance and gender 3. Careers in dance

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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11/04/2025	Basic Course Information	Course Description	Suggested	Consider a few small revisions to the course description that emphasize a student-centered approach/perspective. For example: "Students in this course will explore dance as a broader cultural phenomenon, as well as a diverse and varied form of communication, socialization, recreation, artistic expression, and entertainment. Upon completing the course, students will have gained foundational knowledge of the history, traditions and works of outstanding dance and performance artists."	Y
11/04/2025	Basic Course Information	DEI Review	Suggested	I believe these changes were made, please indicate with "Y" in the next column Consider several revisions to point to specific aspects of the course that are specifically equity-driven/equity-minded. For example: "This course provides students with foundational knowledge in diverse dance practices. The course outline specifically scaffolds discussion of dance cultures from around the world, and provides space for discussion of the relationship between dance and gender. Methods of instruction are varied to provide multiple means of representation and engagement in keeping with best practices from Universal Design for Learning."	Y
12/08/2025	Specifications	Examples of Primary Texts and References	Required	I believe these changes were made, please indicate with "Y" in the next column Thanks for providing these examples of primary texts and references. Are there OER options, ZTC options, or ways for students to obtain these materials at low cost? Title 5 requirements and recommendations advocate for OER and/or other cost conscious and accessible options. If there are no appropriate representative textbooks that are OER, ZTC, or otherwise cost-conscious, please note this in the DEI Box on eLumen. This will satisfy the "required" element of this edit. Thank you!	Y
12/08/2025	Specifications	Examples of Primary Texts and References	Suggested	If Examples of Primary Texts and References meet Universal Design for Learning Standards (accessible and inclusive language, explanations of technical terms, etc.) please confirm this in the Initiator's Comments and/or DEI box.	Y
12/08/2025	Specifications	Assignments	Suggested	All assignments are based on reading and writing (no alternative means of engagement, action, or expression). Consider adding other assignments types if appropriate. If not appropriate, you can disregard - this is a suggested edit. Additionally, please note opportunities for student choice and revision if appropriate. If not appropriate, please disregard.	disregarded
11/04/2025	Specifications	Methods of Evaluation	Suggested	It's great to see this list of methods of evaluation! It looks like most/all of these are reading/writing based. Are there other assessments and/or methods of evaluation used in the course that are not based in reading/writing (visual/video, performative, observation of group work, etc.)? If so, it would be great to include those in order to show that there are multiple ways for students to demonstrate and express knowledge/proficiency (in keeping with best practices from Universal Design for Learning, specifically action and expression).	N/A
12/12/2025	Outline	Course Outline	Suggested	Course outline discusses "social context; dance and gender; careers in dance" and many dance practices and cultures. Consider adding a place for students to reflect on possible barriers to inclusion or inequity in the field/discipline if appropriate. If not appropriate, please disregard.	disregarded
Stage 4: Articulation Officer					
No Value					
Stage 5: De Anza General Education					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

4/19/26	De Anza GE Form	Criteria 2	Required	Please provide explicit examples of verbal and collaborative communication.	Y In reference to Criteria 2: Some of the discussions, evaluations and assessments are done out loud (oral), in groups (collaborative) and as a class. There are many ways this could be structured in an online class. For example, the class watches a dance performance that is posted in Canvas from which topics for discussion are given to the students. Topics like: what did they find the most effective in the dance: the costumes, the choreography or the lighting? What part of the dance interested them the most, and why?, etc. Groups are assigned by Canvas. Students meet in their assigned groups by Zoom, conduct an oral discussion on the topics they were given, then put together a group presentation or review of the dance, which they record and convert to an mp4 file, which is then turned in to Canvas for the instructor to review. I added the above to comments at the bottom of De Anza GE Form. I was informed by reviewer by email to make no additional revisions on this curriculum, having provided her with the information above.
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Stage 6: Content Review Matrix Liaison					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/25/26	Matrix B	All that apply	Required	Please complete for your English advisory	Y
Stage 7: Dean of Online Learning					
No Value					
Stage 8: SLO Coordinator					
No Value					
Stage 10: Curriculum Committee					
No Value					

CO
Sort ID (00 < 10; 0 < 100)
DANC 038A
Course Status
Non-substantial
Course Characteristics
NA
Cross-Listed/Related Course Information

- NA

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

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

DMTD052. : Geometric Dimensioning and Tolerancing: CAD Applications

General Information

Faculty Initiator:	Mike Appio
Attachments:	Online_DMT_52_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD052.
Short Course Title:	GEOM DIMENSG/TOLERANCNG: CAD
Course Title (CB02) :	Geometric Dimensioning and Tolerancing: CAD Applications
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000567571
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course focuses on geometric dimensioning and tolerancing (GD&T) using the ASME Y14.5M-2018 standards as applied to engineering and manufacturing drawings. Students learn to accurately interpret and apply GD&T principles to ensure design intent, part interchangeability, and proper assembly. Through hands-on exercises, students create CAD drawings from solid models, applying multiple datums, symbols, feature control frames, and other GD&T specifications. The course emphasizes practical application, enabling students to produce drawings that communicate precise manufacturing and inspection requirements..
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This CSU transferable course, in a CTE program, was developed based on the needs of major corporations in the local community, as discussed at our advisory board meetings. This GD&T course develops the student's ability to create drawings and document mechanical designs. This course is included in the Computer-Aided Design-Mechanical Certificate of Achievement.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to Computer-Aided Design (CAD) software, Geometric Dimensioning and Tolerancing (GD&T) configurations and drawing templates. Students also have access to fully equipped computer labs, technical resources, and tutoring services. These resources are designed to ensure that all students have the tools, guidance, and support needed to succeed, regardless of their prior experience or background in CAD and engineering design. There is no representative OER, but we do have reference text books available. The books meet universal design standards and cover current trends in the field.

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	Course Prior To College Level	Repeatability Statement
0	Not applicable.	No value
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
Computer Aided Design - Mechanical	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options		
Course General Education Status (CB25)		
Y		
Transferability (CB05)	Transferability Status	
Transferable to CSU only	Approved	

UC Transferable and/or Lower-Division Major Requirement		
Will the course be UC transferable?		
No		
If yes, identify the lower-division UC course and campus.		
No Value		
Will the course fulfill a UC/CSU lower-division major requirement?		
No		
If yes, identify the UC/CSU campus, course and major.		
No Value		

Units and Hours		
Summary		
Minimum Credit Units	2	

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

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ 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	1	2
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	12
Laboratory	36
NA	0
Total	48
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 and examination review performed in class Homework and extended projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises		
Assignments				
A. Reading from GD&T textbook and references. B. Workbook assignments from GD&T text. C. Laboratory assignments requiring students to show understanding of GD&T using CAD models and engineering drawings.				
Methods of Evaluation		Methods of Evaluation		
Methods of Evaluation		A. Quizzes to evaluate correctness and proper use of GD&T symbols and concepts as well as application of industry standards. B. Completion and correctness of text book worksheets demonstrating understanding of GD&T and ISO standards. C. Midterm and final exam, including modeling and drawing components, that require students to apply concepts examined through the course as stated in the evaluation rubric.		
Essential Student Materials/Essential College Facilities				
Essential Student Materials: None				
Essential College Facilities: CAD computer laboratory				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
Madsen, David	Geometric Dimensioning and Tolerancing: Principles and Practices	Goodheart-Willcox	2027 / 11th Edition	9798897371969

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Explain the dimensioning and tolerancing concepts and industry practices

Identify and interpret standard symbols.

Analyze the characteristics and standard practices of dimensioning using feature control frames.

Demonstrate tolerancing and specifications.

Apply datums to engineering design.

Illustrate and identify mating parts requirements and specifications.

Analyze and input geometric non-position features.

CSLOs

Create a document package containing components modeled using CAD design tools in accordance with ASME standards and engineering drawings compliant with ASME Y14.5.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Explain the dimensioning and tolerancing concepts and industry practices
 - 1. History.
 - 2. Coordinate systems.
 - 3. Y14.5M standards.
 - 4. ISO standards.
- B. Identify and interpret standard symbols.
 - 1. Feature control frames.
 - 2. Size.
 - 3. Coordinate.

4. Geometric Y14.5 and ISO symbols.
- C. Analyze the characteristics and standard practices of dimensioning using feature control frames.
 1. Size.
 2. Position.
 3. Datums.
 4. Features.
- D. Demonstrate tolerancing and specifications.
 1. Size.
 2. Position.
 3. Non-position features.
 4. Maximum material condition.
 5. Regardless of feature size.
 6. Least material condition.
 7. Use an application of symbols.
- E. Apply datums to engineering design.
 1. Use.
 2. Primary.
 3. Secondary.
 4. Tertiary.
- F. Illustrate and identify mating parts requirements and specifications.
 1. Control of features.
 2. Limits.
 3. Tolerances.
- G. Analyze and input geometric non-position features.
 1. Flatness.
 2. Straightness.
 3. Circularity.
 4. Cylindricity.
 5. Perpendicularity.
 6. Angularity.
 7. Parallelism.
 8. Profile.
 9. Run out.

Lab Outline

- A. Applying Datums
- B. Dimensioning
- C. Position Tolerancing
- D. Features
- E. Use of Symbols

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., 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.

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.

Assignments: A: Reading from GD&T textbook and references. B: Workbook assignments from GD&T text.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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03/23/2026 Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit. Y - See DEI statement		
03/23/2026 Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Y - See DEI statement		
03/23/2026 Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) One or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box. N/A		
03/23/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, no problem -- just let me know in the initiator response box. N/A		
03/23/2026 Outline	Course Outline	Suggested	This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, no problem --- just let me know in the initiator response box. N/A		
Stage 4: Articulation Officer					
No Value					
Stage 5: De Anza General Education					
No Value					
Stage 6: Content Review Matrix Liaison					
No Value					
Stage 7: Dean of Online Learning					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y- Forgot to upload.
Stage 8: SLO Coordinator					

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

DMT 052

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

01/14/2020

Curriculum Office Notes

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

DMTD060A : SolidWorks (Introduction)**General Information**

Faculty Initiator:	Mike Appio
Attachments:	Online_DMT_60A_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD060A
Short Course Title:	SOLIDWORKS (INTRODUCTION)
Course Title (CB02) :	SolidWorks (Introduction)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000548606
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces the fundamentals of computer-aided design and drafting using SolidWorks. Students learn how to create and modify 3D models and apply SolidWorks tools to develop manufacturing designs, including parts, assemblies, and technical drawings. The course emphasizes practical applications used in engineering and manufacturing.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available. The books meet universal design standards and cover current trends in the field.

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	Award Type	Active
Additive Manufacturing Technology: 3D Design and Production	Certificate of Achievement (COA)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Certificate of Achievement-Advanced (COA-A)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Associate in Science (A.S.) Degree	Fall 2025
Computer Aided Design - Mechanical	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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

4

Maximum Credit Units

4

Total Course In-Class (Contact) Hours

96

Total Course Out-of-Class Hours

48

Total Student Learning Hours

144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Quiz and examination review performed in class
Homework and extended projects

Assignments

- A. On-line video lectures, viewed as assigned during the course.
- B. CAD projects demonstrating progressive mastery of SolidWorks
- C. Reading from text.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Accuracy and completeness of assigned CAD projects.
- B. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.
- C. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- CAD computer laboratory

Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

Planchard

Engineering Design with
SOLIDWORKS 2026

SDC Publications

2026

9781630577704

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Demonstrate the basic menu structure and graphical user interface used within SolidWorks.

Demonstrate competency in creation of basic sketches.

Apply dimensions and constraints to sketches.

Develop basic techniques for creating "Sketched Features".

Apply basic techniques for creating "Reference Features".

Create and modify solid parts.

Create and modify solid assemblies.

Produce and modify basic Engineering Drawings (derived from Solid Model).

CSLOs

Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate the basic menu structure and graphical user interface used within SolidWorks.
 - 1. SolidWorks toolbars and menu.
 - 2. Create a new file, save a newly created or edited file, and open an existing file.
- B. Demonstrate competency in creation of basic sketches.
 - 1. Use of basic sketch tools through simple exercises.
 - 2. Define specific terms, such as Sketch Planes & Datum Features.

3. Create simple geometry using basic sketch tools.
- C. Apply dimensions and constraints to sketches.
 1. Apply dimensions and logical constraints to basic geometry.
 2. Modify and/or delete sketch dimensions and constraints.
- D. Develop basic techniques for creating "Sketched Features".
 1. Create Extruded and Revolved features.
 2. Create so-called "Sweep" and "Loft" features.
- E. Apply basic techniques for creating "Reference Features".
 1. Create Hole Features and Shell Features.
 2. Create Fillet and Chamfer Features.
- F. Create and modify solid parts.
 1. Add overall dimensions and geometric relationships.
 2. Edit and/or delete overall dimensions and geometric relationships.
- G. Create and modify solid assemblies.
 1. Add 3D components to an existing assembly.
 2. Delete existing 3D components from an assembly.
 3. Add, delete, or modify geometric mate constraints within an existing assembly.
- H. Produce and modify basic Engineering Drawings (derived from Solid Model).
 1. Create standard orthographic drawing layout for detailed drawings.
 2. Create section views and auxiliary views.
 3. Create assembly drawings using exploded views, item balloons, and parts lists.

Lab Outline

- A. Toolbars and menu
- B. Basic sketching
- C. Creating features
- D. Solid parts and assemblies

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., 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.

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.

Methods of Evaluation: Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit
03/23/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit. Y - See DEI statement

03/23/2026 Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Y - See DEI statement
03/23/2026 Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) One or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box. N/A
03/23/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, no problem -- just let me know in the initiator response box. N/A
03/23/2026 Outline	Course Outline	Suggested	This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject. If not appropriate, no problem --- just let me know in the initiator response box. N/A

Stage 4: Articulation Officer No Value																	
Stage 5: De Anza General Education No Value																	
Stage 6: Content Review Matrix Liaison No Value																	
Stage 7: Dean of Online Learning <table> <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> <tr> <td>4/24/26</td><td>Basic Course Information</td><td>Proposed Details - Attachments</td><td>Required</td><td>Please complete and upload your Online Course Delivery Request form as a pdf file.</td><td>Y- Forgot to upload</td></tr> </table>						Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y- Forgot to upload
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response												
4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y- Forgot to upload												
Stage 8: SLO Coordinator No Value																	
Stage 10: Curriculum Committee No Value																	

CO
Sort ID (00 < 10; 0 < 100) DMT 060A

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

01/14/2020

Curriculum Office Notes

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

DMTD060B : SolidWorks (Introduction)**General Information**

Faculty Initiator:	Mike Appio
Attachments:	Online_DMT_60B_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD060B
Short Course Title:	SOLIDWORKS (INTRODUCTION)
Course Title (CB02) :	SolidWorks (Introduction)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000374888
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces the fundamentals of computer-aided design and drafting using SolidWorks. Students learn how to create and modify 3D models and apply SolidWorks tools to develop manufacturing designs, including parts, assemblies, and technical drawings. The course emphasizes practical applications used in engineering and manufacturing.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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	Award Type	Active
Additive Manufacturing Technology: 3D Design and Production	Certificate of Achievement (COA)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Certificate of Achievement-Advanced (COA-A)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Associate in Science (A.S.) Degree	Fall 2025
Computer Aided Design - Mechanical	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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

4

Maximum Credit Units

4

Total Course In-Class (Contact) Hours

96

Total Course Out-of-Class Hours

48

Total Student Learning Hours

144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Quiz and examination review performed in class
Homework and extended projects

Assignments

- A. On-line video lectures, viewed as assigned during the course.
- B. CAD projects demonstrating progressive mastery of SolidWorks
- C. Reading from text.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Accuracy and completeness of assigned CAD projects.
- B. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.
- C. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- CAD computer laboratory

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Planchard	Engineering Design with SOLIDWORKS 2026	SDC Publications	2026	9781630577704

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Demonstrate the basic menu structure and graphical user interface used within SolidWorks.

Demonstrate competency in creation of basic sketches.

Apply dimensions and constraints to sketches.

Develop basic techniques for creating "Sketched Features".

Apply basic techniques for creating "Reference Features".

Create and modify solid parts.

Create and modify solid assemblies.

Produce and modify basic Engineering Drawings (derived from Solid Model).

CSLOs

Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate the basic menu structure and graphical user interface used within SolidWorks.
 - 1. SolidWorks toolbars and menu.
 - 2. Create a new file, save a newly created or edited file, and open an existing file.
- B. Demonstrate competency in creation of basic sketches.
 - 1. Use of basic sketch tools through simple exercises.
 - 2. Define specific terms, such as Sketch Planes & Datum Features.

3. Create simple geometry using basic sketch tools.
- C. Apply dimensions and constraints to sketches.
 1. Apply dimensions and logical constraints to basic geometry.
 2. Modify and/or delete sketch dimensions and constraints.
- D. Develop basic techniques for creating "Sketched Features".
 1. Create Extruded and Revolved features.
 2. Create so-called "Sweep" and "Loft" features.
- E. Apply basic techniques for creating "Reference Features".
 1. Create Hole Features and Shell Features.
 2. Create Fillet and Chamfer Features.
- F. Create and modify solid parts.
 1. Add overall dimensions and geometric relationships.
 2. Edit and/or delete overall dimensions and geometric relationships.
- G. Create and modify solid assemblies.
 1. Add 3D components to an existing assembly.
 2. Delete existing 3D components from an assembly.
 3. Add, delete, or modify geometric mate constraints within an existing assembly.
- H. Produce and modify basic Engineering Drawings (derived from Solid Model).
 1. Create standard orthographic drawing layout for detailed drawings.
 2. Create section views and auxiliary views.
 3. Create assembly drawings using exploded views, item balloons, and parts lists.

Lab Outline

- A. Toolbars and menu
- B. Basic sketching
- C. Creating features
- D. Solid parts and assemblies

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., 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.

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.

Methods of Evaluation: Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.

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

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

Stage 10: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

DMT 060B

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

01/14/2020

Curriculum Office Notes

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

DMTD060C : SolidWorks (Introduction)**General Information**

Faculty Initiator:	Mike Appio
Attachments:	Online_DMT_60C_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD060C
Short Course Title:	SOLIDWORKS (INTRODUCTION)
Course Title (CB02) :	SolidWorks (Introduction)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	ccc000452105
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces the fundamentals of computer-aided design and drafting using SolidWorks. Students learn how to create and modify 3D models and apply SolidWorks tools to develop manufacturing designs, including parts, assemblies, and technical drawings. The course emphasizes practical applications used in engineering and manufacturing.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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	Award Type	Active
Additive Manufacturing Technology: 3D Design and Production	Certificate of Achievement (COA)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Certificate of Achievement-Advanced (COA-A)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Associate in Science (A.S.) Degree	Fall 2025
Computer Aided Design - Mechanical	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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

4

Maximum Credit Units

4

Total Course In-Class (Contact) Hours

96

Total Course Out-of-Class Hours

48

Total Student Learning Hours

144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Quiz and examination review performed in class
Homework and extended projects

Assignments

- A. On-line video lectures, viewed as assigned during the course.
- B. CAD projects demonstrating progressive mastery of SolidWorks
- C. Reading from text.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Accuracy and completeness of assigned CAD projects.
- B. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.
- C. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- CAD computer laboratory

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Planchard	Engineering Design with SOLIDWORKS 2026	SDC Publications	2026	9781630577704

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Demonstrate the basic menu structure and graphical user interface used within SolidWorks.

Demonstrate competency in creation of basic sketches.

Apply dimensions and constraints to sketches.

Develop basic techniques for creating "Sketched Features".

Apply basic techniques for creating "Reference Features".

Create and modify solid parts.

Create and modify solid assemblies.

Produce and modify basic Engineering Drawings (derived from Solid Model).

CSLOs

Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate the basic menu structure and graphical user interface used within SolidWorks.
 - 1. SolidWorks toolbars and menu.
 - 2. Create a new file, save a newly created or edited file, and open an existing file.
- B. Demonstrate competency in creation of basic sketches.
 - 1. Use of basic sketch tools through simple exercises.
 - 2. Define specific terms, such as Sketch Planes & Datum Features.

3. Create simple geometry using basic sketch tools.
- C. Apply dimensions and constraints to sketches.
 1. Apply dimensions and logical constraints to basic geometry.
 2. Modify and/or delete sketch dimensions and constraints.
- D. Develop basic techniques for creating "Sketched Features".
 1. Create Extruded and Revolved features.
 2. Create so-called "Sweep" and "Loft" features.
- E. Apply basic techniques for creating "Reference Features".
 1. Create Hole Features and Shell Features.
 2. Create Fillet and Chamfer Features.
- F. Create and modify solid parts.
 1. Add overall dimensions and geometric relationships.
 2. Edit and/or delete overall dimensions and geometric relationships.
- G. Create and modify solid assemblies.
 1. Add 3D components to an existing assembly.
 2. Delete existing 3D components from an assembly.
 3. Add, delete, or modify geometric mate constraints within an existing assembly.
- H. Produce and modify basic Engineering Drawings (derived from Solid Model).
 1. Create standard orthographic drawing layout for detailed drawings.
 2. Create section views and auxiliary views.
 3. Create assembly drawings using exploded views, item balloons, and parts lists.

Lab Outline

- A. Toolbars and menu
- B. Basic sketching
- C. Creating features
- D. Solid parts and assemblies

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., 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.

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.

Methods of Evaluation: Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.

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: DEI

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

03/23/2026 Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit. Y - See DEI statement Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Y - See DEI statement Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) One or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box. N/A For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, no problem -- just let me know in the initiator response box. N/A This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject. If not appropriate, no problem --- just let me know in the initiator response box. N/A		
03/23/2026 Specifications	Examples of Primary Texts and References	Suggested			
03/23/2026 Specifications	Assignments	Suggested			
03/23/2026 Specifications	Methods of Evaluation	Suggested			
03/23/2026 Outline	Course Outline	Suggested			
Stage 4: Articulation Officer No Value					
Stage 5: De Anza General Education No Value					
Stage 6: Content Review Matrix Liaison No Value					
Stage 7: Dean of Online Learning					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y-Forgot to upload
Stage 8: SLO Coordinator No Value					

Stage 10: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

DMT 060C

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

01/14/2020

Curriculum Office Notes

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

Course Outline of Record Report

06/05/2026

DMTD060D : SolidWorks (Introduction)

General Information

Faculty Initiator:	Mike Appio
Attachments:	Online_DMT_60D_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD060D
Short Course Title:	SOLIDWORKS (INTRODUCTION)
Course Title (CB02) :	SolidWorks (Introduction)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000511475
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces the fundamentals of computer-aided design and drafting using SolidWorks. Students learn how to create and modify 3D models and apply SolidWorks tools to develop manufacturing designs, including parts, assemblies, and technical drawings. The course emphasizes practical applications used in engineering and manufacturing.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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	Award Type	Active
Additive Manufacturing Technology: 3D Design and Production	Certificate of Achievement (COA)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Certificate of Achievement-Advanced (COA-A)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Associate in Science (A.S.) Degree	Fall 2025
Computer Aided Design - Mechanical	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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

4

Maximum Credit Units

4

Total Course In-Class (Contact) Hours

96

Total Course Out-of-Class Hours

48

Total Student Learning Hours

144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Quiz and examination review performed in class
Homework and extended projects

Assignments

- A. On-line video lectures, viewed as assigned during the course.
- B. CAD projects demonstrating progressive mastery of SolidWorks
- C. Reading from text.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Accuracy and completeness of assigned CAD projects.
- B. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.
- C. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- CAD computer laboratory

Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

Planchard

Engineering Design with
SOLIDWORKS 2026

SDC Publications

2026

9781630577704

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Demonstrate the basic menu structure and graphical user interface used within SolidWorks.

Demonstrate competency in creation of basic sketches.

Apply dimensions and constraints to sketches.

Develop basic techniques for creating "Sketched Features".

Apply basic techniques for creating "Reference Features".

Create and modify solid parts.

Create and modify solid assemblies.

Produce and modify basic Engineering Drawings (derived from Solid Model).

CSLOs

Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate the basic menu structure and graphical user interface used within SolidWorks.
 - 1. SolidWorks toolbars and menu.
 - 2. Create a new file, save a newly created or edited file, and open an existing file.
- B. Demonstrate competency in creation of basic sketches.
 - 1. Use of basic sketch tools through simple exercises.
 - 2. Define specific terms, such as Sketch Planes & Datum Features.

3. Create simple geometry using basic sketch tools.
- C. Apply dimensions and constraints to sketches.
 1. Apply dimensions and logical constraints to basic geometry.
 2. Modify and/or delete sketch dimensions and constraints.
- D. Develop basic techniques for creating "Sketched Features".
 1. Create Extruded and Revolved features.
 2. Create so-called "Sweep" and "Loft" features.
- E. Apply basic techniques for creating "Reference Features".
 1. Create Hole Features and Shell Features.
 2. Create Fillet and Chamfer Features.
- F. Create and modify solid parts.
 1. Add overall dimensions and geometric relationships.
 2. Edit and/or delete overall dimensions and geometric relationships.
- G. Create and modify solid assemblies.
 1. Add 3D components to an existing assembly.
 2. Delete existing 3D components from an assembly.
 3. Add, delete, or modify geometric mate constraints within an existing assembly.
- H. Produce and modify basic Engineering Drawings (derived from Solid Model).
 1. Create standard orthographic drawing layout for detailed drawings.
 2. Create section views and auxiliary views.
 3. Create assembly drawings using exploded views, item balloons, and parts lists.

Lab Outline

- A. Toolbars and menu
- B. Basic sketching
- C. Creating features
- D. Solid parts and assemblies

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., 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.

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.

Methods of Evaluation: Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.

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

03/23/2026 Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit. Y - See DEI statement		
03/23/2026 Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Y - See DEI statement		
03/23/2026 Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) One or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box. N/A		
03/23/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, no problem -- just let me know in the initiator response box. N/A		
03/23/2026 Outline	Course Outline	Suggested	This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject. If not appropriate, no problem --- just let me know in the initiator response box. N/A		
Stage 4: Articulation Officer					
No Value					
Stage 5: De Anza General Education					
No Value					
Stage 6: Content Review Matrix Liaison					
No Value					
Stage 7: Dean of Online Learning					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y-Forgot to upload
Stage 8: SLO Coordinator					
No Value					

Stage 10: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

DMT 060D

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

01/14/2020

Curriculum Office Notes

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

Course Outline of Record Report

06/05/2026

DMTD060E : SolidWorks (Introduction)

General Information

Faculty Initiator:	Mike Appio
Attachments:	Online_DMT_60E_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD060E
Short Course Title:	SOLIDWORKS (INTRODUCTION)
Course Title (CB02) :	SolidWorks (Introduction)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000519312
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces the fundamentals of computer-aided design and drafting using SolidWorks. Students learn how to create and modify 3D models and apply SolidWorks tools to develop manufacturing designs, including parts, assemblies, and technical drawings. The course emphasizes practical applications used in engineering and manufacturing.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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	Award Type	Active
Additive Manufacturing Technology: 3D Design and Production	Certificate of Achievement (COA)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Certificate of Achievement-Advanced (COA-A)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Associate in Science (A.S.) Degree	Fall 2025
Computer Aided Design - Mechanical	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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

4

Maximum Credit Units

4

Total Course In-Class (Contact) Hours

96

Total Course Out-of-Class Hours

48

Total Student Learning Hours

144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Quiz and examination review performed in class
Homework and extended projects

Assignments

- A. On-line video lectures, viewed as assigned during the course.
- B. CAD projects demonstrating progressive mastery of SolidWorks
- C. Reading from text.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Accuracy and completeness of assigned CAD projects.
- B. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.
- C. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- CAD computer laboratory

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Planchard	Engineering Design with SOLIDWORKS 2026	SDC Publications	2026	9781630577704

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Demonstrate the basic menu structure and graphical user interface used within SolidWorks.

Demonstrate competency in creation of basic sketches.

Apply dimensions and constraints to sketches.

Develop basic techniques for creating "Sketched Features".

Apply basic techniques for creating "Reference Features".

Create and modify solid parts.

Create and modify solid assemblies.

Produce and modify basic Engineering Drawings (derived from Solid Model).

CSLOs

Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate the basic menu structure and graphical user interface used within SolidWorks.
 - 1. SolidWorks toolbars and menu.
 - 2. Create a new file, save a newly created or edited file, and open an existing file.
- B. Demonstrate competency in creation of basic sketches.
 - 1. Use of basic sketch tools through simple exercises.
 - 2. Define specific terms, such as Sketch Planes & Datum Features.

3. Create simple geometry using basic sketch tools.
- C. Apply dimensions and constraints to sketches.
 1. Apply dimensions and logical constraints to basic geometry.
 2. Modify and/or delete sketch dimensions and constraints.
- D. Develop basic techniques for creating "Sketched Features".
 1. Create Extruded and Revolved features.
 2. Create so-called "Sweep" and "Loft" features.
- E. Apply basic techniques for creating "Reference Features".
 1. Create Hole Features and Shell Features.
 2. Create Fillet and Chamfer Features.
- F. Create and modify solid parts.
 1. Add overall dimensions and geometric relationships.
 2. Edit and/or delete overall dimensions and geometric relationships.
- G. Create and modify solid assemblies.
 1. Add 3D components to an existing assembly.
 2. Delete existing 3D components from an assembly.
 3. Add, delete, or modify geometric mate constraints within an existing assembly.
- H. Produce and modify basic Engineering Drawings (derived from Solid Model).
 1. Create standard orthographic drawing layout for detailed drawings.
 2. Create section views and auxiliary views.
 3. Create assembly drawings using exploded views, item balloons, and parts lists.

Lab Outline

- A. Toolbars and menu
- B. Basic sketching
- C. Creating features
- D. Solid parts and assemblies

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., 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.

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.

Methods of Evaluation: Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.

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

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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03/23/2026 Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit. Y - See DEI statement Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Y - See DEI statement Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) One or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box. N/A For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, no problem -- just let me know in the initiator response box. N/A This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject. If not appropriate, no problem --- just let me know in the initiator response box. N/A
03/23/2026 Specifications	Examples of Primary Texts and References	Suggested	
03/23/2026 Specifications	Assignments	Suggested	
03/23/2026 Specifications	Methods of Evaluation	Suggested	
03/23/2026 Outline	Course Outline	Suggested	
Stage 4: Articulation Officer No Value			
Stage 5: De Anza General Education No Value			
Stage 6: Content Review Matrix Liaison No Value			
Stage 7: Dean of Online Learning			
Date	Tab	Part - Field	Type of Edit
Edit	Initiator - Indicate "Y" When Completed or Initiator's Response		
4/24/26	Basic Course Information	Proposed Details - Attachments	Required
			Please complete and upload your Online Course Delivery Request form as a pdf file.
			Y- Forgot to upload
Stage 8: SLO Coordinator No Value			

Stage 10: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

DMT 060E

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

01/14/2020

Curriculum Office Notes

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

DMTD061A : SolidWorks (Intermediate)

General Information

Faculty Initiator:	Mike Appio
Attachments:	ReqAdv_G_DMT_61A_2027F_1.pdf Online_DMT_61A_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD061A
Short Course Title:	SOLIDWORKS (INTERMEDIATE)
Course Title (CB02) :	SolidWorks (Intermediate)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000548605
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course covers intermediate-level applications of SolidWorks in creating and maintaining solid models and technical drawings. Students learn to modify existing models and generate detailed drawings from preexisting solid models. Emphasis is placed on accuracy, efficiency, and the use of industry-standard drafting practices used in engineering and manufacturing.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This intermediate course develops the students' ability to create drawings and detail mechanical designs. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

☐ Basic Course Information - Course Description

☐ Specifications - Methods of Instruction

☐ Specifications - Assignments

☐ Specifications - Methods of Evaluation

☒ Specifications - Examples of Primary Texts and References

☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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

Course Prior To College Level

Repeatability Statement

0	Not applicable.	No value
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
Computer Aided Design - Mechanical	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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	4
Maximum Credit Units	4

Total Course In-Class (Contact) Hours	96
Total Course Out-of-Class Hours	48
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications

Methods of Instruction

Methods of InstructionMethods of Instruction

Methods of InstructionLecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Homework and extended projects

Assignments

A. On-line video lectures, viewed as assigned during the course
B. CAD projects demonstrating progressive mastery of SolidWorks Drawing Tools
C. Reading from text.

Methods of EvaluationMethods of Evaluation

A. Accuracy and Completeness of assigned CAD drawing projects.
B. Mid-term Examination covering assigned video lectures, textbook reading, & intermediate-level CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.
C. Final Examination evaluating student's use and accuracy of intermediate-level SolidWorks CAD Drawing Tools.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- CAD computer laboratory

Examples of Primary Texts and References

AuthorTitlePublisherDate/EditionISBN

Lani TranMastering Modern CAD Drawings with SOLIDWORKS 2026SDC Publications20269781630577865

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Define intermediate-level drawing tools & techniques

Apply engineering standards and common practices to a project using SolidWorks tools.

Build multiple part/assembly configurations that interact with Design Tables, Drawings and Bills-of-Materials (Parts Lists).

Create & edit user-defined Drawing Templates & Sheet Formats.

Apply common types & styles of drawing views to the subject model in all model configurations.

CSLOs

Create & modify "Course-Supplied" intermediate-level Parts and Assemblies, using SolidWorks.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define intermediate-level drawing tools & techniques
 - 1. Create and/or display dimensions using SolidWorks Drawing Interface.
 - 2. Apply Drawing Tools to Drawing Template and Sheet Format for multi-sheet drawings
 - 3. Create "Company-Personalized" Drawing Templates and Sheet Formats, incorporating company-specific standards & practices.
- B. Apply engineering standards and common practices to a project using SolidWorks tools.
 - 1. ANSI sheet standards.
 - 2. ASME detailing standards as applied to mechanical drawing.
 - 3. Implement Company-Specific drafting standards to published drawings.
- C. Build multiple part/assembly configurations that interact with Design Tables, Drawings and Bills-of-Materials (Parts Lists).
 - 1. Establish parametric Bill-Of-Materials.
 - 2. Set and save configuration data for multi-phase projects.
- D. Create & edit user-defined Drawing Templates & Sheet Formats.
 - 1. Create user-defined project specific sheet formats.
 - 2. Create drawing templates incorporating company specific notes & standards.
- E. Apply common types & styles of drawing views to the subject model in all model configurations.
 - 1. Drawing view icon commands.
 - 2. Setup and configuration presets.
 - 3. Creation and appropriate uses of advanced view types.

Lab Outline

- A. Drawing tools
- B. Templates
- C. Engineering standard and practices
- D. ASME standards
- E. Bills-of-Materials

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.

No Value

Req/Adv

Prerequisite(s):

DMT D060A

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):

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.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/20/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course.	N/A The DMT department will engage in collaborative DEI-focused work during departmental meetings to review and refine suggestions noted.
4/20/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	N/A
4/20/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	N/A
4/20/2026	Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education						
No Value						
Stage 6: Content Review Matrix Liaison						
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	
4/27/26	Basic Course Information.	Attachments.	Required	The material in the left hand column needs to come from the top level objectives of the requisite course. These can be found under the Learning Outcomes tab. (The right hand columns are fine.)	Y	
Stage 7: Dean of Online Learning						
No Value						
Stage 8: SLO Coordinator						
No Value						
Stage 10: Curriculum Committee						
No Value						

CO
Sort ID (00 < 10; 0 < 100)
DMT 061A
Course Status
Non-substantial
Course Characteristics
CTE
Cross-Listed/Related Course Information
NA
Cross-Listed/Related Course ID's
No Value
DL Approval Date (MM/DD/YYYY)
No Value

Hybrid Approval Date (MM/DD/YYYY)

01/14/2020

Curriculum Office Notes

No Value

DMTD062A : SolidWorks: Top-Down Design and Advanced System Tools

General Information

Faculty Initiator:	Mike Appio
Attachments:	ReqAdv_G_DMT_62A_2027F_1.pdf Online_DMT_62A_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD062A
Short Course Title:	SOLIDWORKS: TOP-DOWN DESIGN
Course Title (CB02) :	SolidWorks: Top-Down Design and Advanced System Tools
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000574473
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course covers advanced 3D solid modeling techniques using SolidWorks. Emphasis is placed on advanced assembly mates, large assembly management tools, and top-down design methods. Students learn strategies for efficiently creating, organizing, and modifying complex assemblies while maintaining strong design relationships between components. The course also introduces methods for safely developing new solid models and drawing documents from legacy models. Using top-down assembly techniques, students practice building parts within assemblies to improve design intent, streamline modifications, and enhance overall model performance in large and complex projects.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone course in a CTE program that was developed based on the needs of both long-established and start-up corporations in the local community, as discussed in our advisory board meetings. It is CSU transferable. SolidWorks, a 3D parametric solid modeler, has a strong presence in the Mechanical Design Community, both world wide as well as here in Silicon Valley. Our Technical Advisory Committee members have indicated that at any given time, about half of their job position descriptions require SolidWorks as a required skill. Today's engineer/designer must have 3D Parametric Modeling skills covering all three basic aspects of the program type: (1) Parts; (2) Assemblies; (3) Drawings. This course develops the student's ability to create and document advanced mechanical designs.

Stand-Alone Statement

Stand-Alone Statement

This course is designed to advance the skills learned in our Design and Manufacturing technologies program, as well as creating an "on the job experience", as advised by our industry advisory committee. This courses will be added and/or included in new certificate paths in the following year

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

☐ Basic Course Information - Course Description

☐ Specifications - Methods of Instruction

☐ Specifications - Assignments

☐ Specifications - Methods of Evaluation

☒ Specifications - Examples of Primary Texts and References

☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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

Course Prior To College Level

Repeatability Statement

0	Not applicable.	No value
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Course Support Status (CB26)
Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	96

Total Course Out-of-Class Hours	48
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications

Methods of Instruction				
Methods of Instruction	Methods of Instruction			
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects			
Assignments				
A. On-line video lectures, viewed as assigned during the course. B. 36 CAD projects demonstrating progressive mastery of SolidWorks Drawing Tools C. Reading from text (70% by page count) is required.				
Methods of Evaluation				
Methods of Evaluation	Methods of Evaluation			
	A. Accuracy and Completeness of assigned CAD projects. B. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on completeness of solid modeling requirements. C. Final Examination evaluating student's comprehensive understanding of Top-Down Design in SolidWorks CAD projects by means of accuracy and completeness of advanced techniques.			
Essential Student Materials/Essential College Facilities				
Essential Student Materials:				
• None				
Essential College Facilities:				
• CAD computer laboratory				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
Lani Tran	SOLIDWORKS 2026 Advanced Techniques	SDC Publications 2026	2026	9781630577773
Suggested Reading List				
Reading List	Lombard, "SolidWorks 2013 Bible", Wiley, 2013			
May include, but are not limited to	No value			

Learning Outcomes

Course Objectives

Learn advanced-level Assembly Design and Solid Modeling Techniques.

Apply commonly accepted engineering standards & practices to a given project using specialized SolidWorks tools.

Build multiple part & assembly configurations that interact with Design Tables, Bills-of-Materials (Parts Lists), and complex Detail/Assembly Drawings.

Utilize SolidWorks Sheet Metal Module in a Top-Down Assembly Environment.

Create & edit/manipulate very large, complex assemblies ("unlimited" number of parts) containing multi-level, nested configurations as a method.

CSLOs

Create and edit/maintain large & complex SolidWorks Assemblies using Advanced 3D Solid Modeling techniques & methods.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Learn advanced-level Assembly Design and Solid Modeling Techniques.
 - 1. Create and work with 3D Sketches, Splines, Curves & Points.
 - 2. Apply Datum Tools to develop complex Datum Geometry: Compound Angle Planes, Datum Curves, Coordinates Systems.
 - 3. Use Advanced Solid Features such as Sweeps, Lofts, each with non-linear pathways and Multiple Guide Curves.
- B. Apply commonly accepted engineering standards & practices to a given project using specialized SolidWorks tools.
 - 1. American National Standards Institute (ANSI) Drafting Standards are discussed in some detail, with a mention to other common drafting standards used around the world.
 - 2. American Society of Mechanical Engineers (ASME) Geometric Dimensioning/Tolerancing Standards as applied to Mechanical Designs & Drawings.
 - 3. Custom (Industry- or Company-Specific) Mechanical Design & Drafting Standards are developed as a part of program training.
- C. Build multiple part & assembly configurations that interact with Design Tables, Bills-of-Materials (Parts Lists), and complex Detail/Assembly Drawings.
 - 1. Create Automated Parametric Bill-of-Materials.
 - 2. Establish & extract configuration-specific data for multi-phase projects.
- D. Utilize SolidWorks Sheet Metal Module in a Top-Down Assembly Environment.
 - 1. Create custom sheet metal parts in the context of its host assembly, using external references to develop the part's physical geometry.
 - 2. Utilize Advanced Sheet Metal features & tools to extend user capability beyond the relevant content in the pre-requisite course.
- E. Create & edit/manipulate very large, complex assemblies ("unlimited" number of parts) containing multi-level, nested configurations as a method.
 - 1. Utilize so-called Configurations (as defined by SolidWorks) to develop & control very large assemblies through the use of Design Tables.
 - 2. Use "Envelope Part Method" and/or "Skeleton Part Method" to control very large assemblies.

Lab Outline

- A. Advanced System sets toolbars and menu
- B. Methods of Top-Down Design
- C. Complex 3D Solid parts and assemblies
- D. Multibody design techniques

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.

No Value

Req/Adv

Prerequisite(s):

DMT D060A

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):

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.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/20/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	N/A
4/20/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A
4/20/2026	Outline	Course Outline	Suggested	Consider defining acronyms in the outline (for example, ANSI and ASME). Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, Y -Completed inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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4/27/26	Basic Course Information.	Attachments.	Required	The material in the left hand column needs to come from the top level objectives of the requisite course. These can be found under the Learning Outcomes tab. Y (The right hand column is fine)
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Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

DMT 062A

Course Status

New Stand-Alone

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

10/20/2015

Curriculum Office Notes

- (mc-changed 5-yr rev yr from 2016 to 2020 per redistribution)

Course Outline of Record Report

06/05/2026

DMTD063A : SolidWorks: Surface Modeling

General Information

Faculty Initiator:	Mike Appio
Attachments:	ReqAdv_G_DMT_63A_2027F_1.pdf Online_DMT_63A_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD063A
Short Course Title:	SOLIDWORKS: SURFACE MODELING
Course Title (CB02) :	SolidWorks: Surface Modeling
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000574472
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces surface design techniques using SolidWorks to create complex and organic 3D shapes. The course follows a process-based (task-based) approach to modeling, enabling students to develop efficient workflows for constructing advanced surface geometry. Students learn how to apply multifaceted surface features to design product models and industrial molds. Emphasis is placed on creating smooth, continuous surfaces, controlling surface quality, and integrating surface modeling with solid modeling techniques for real-world product development and manufacturing applications.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. It is CSU transferable. SolidWorks, a 3-D parametric solid modeler, is used worldwide in mechanical design and is a requirement in over half of all job openings/descriptions in the Silicon Valley. Advanced mechanical designers/engineers must have parametric modeling skills, with emphasis on creation and development of products from surface models.

Stand-Alone Statement

Stand-Alone Statement

This course is designed to advance the skills learned in our Design and Manufacturing technologies program, as well as creating an "on the job experience", as advised by our industry advisory committee. This courses will be added and/or included in new certificate paths in the following year

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

☐ Basic Course Information - Course Description

☐ Specifications - Methods of Instruction

☐ Specifications - Assignments

☐ Specifications - Methods of Evaluation

☒ Specifications - Examples of Primary Texts and References

☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric surfacing software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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

Course Prior To College Level

Repeatability Statement

0	Not applicable.	No value
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Course Support Status (CB26)
Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	96

Total Course Out-of-Class Hours	48
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications				
Methods of Instruction				
Methods of Instruction	Methods of Instruction			
Methods of Instruction	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 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises			
Assignments				
A. On-line video lectures, viewed as assigned during the course. B. 24 CAD projects demonstrating progressive mastery of SolidWorks Surfacing Tools C. Reading from text (65% by page count) is required.				
Methods of Evaluation				
Methods of Evaluation	A. Accuracy and completeness of assigned CAD projects. B. Mid-term examination covering assigned video lectures, textbook reading, & Surfacing CAD projects. Exam will be evaluated on completeness of solid modeling requirements. C. Final examination evaluating student's comprehensive understanding of SolidWorks CAD Surfacing Tools and advanced techniques.			
Essential Student Materials/Essential College Facilities				
Essential Student Materials: None				
Essential College Facilities: CAD computer laboratory				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
Lani Tran	Mastering Surface Modeling with SOLIDWORKS 2026: Basic through Advanced Techniques	SDC Publications	2026	9781630577834
Suggested Reading List				
Reading List	SolidProfessor: Surfacing Modules			
May include, but are not limited to	No value			

Learning Outcomes

Course Objectives

Create surfaces using splines and points

Manipulate surfaces features.

Apply surface construction tools.

Examine surface information.

Apply surface replacement tools.

Create surfaces from boundary curves.

Employ variable section sweeps.

Apply imported geometry.

CSLOs

Create and edit/manipulate complex SolidWorks Surfacing design using Advanced 3D Surfacing Modeling techniques & methods.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Create surfaces using splines and points
 - 1. Basic Surface feature types.
 - 2. Create and edit surface features.
 - 3. Capped ends.
 - 4. Merged surfaces.
 - 5. Protrusions, cuts and slots.
- B. Manipulate surfaces features.
 - 1. Extending surfaces.

- 2. Curves through reference points.
- 3. Extending surfaces.
- 4. Curves through reference points.
- C. Apply surface construction tools.
 - 1. Datum points.
 - 2. Datum curves.
 - 3. Redefining datum curves.
- D. Examine surface information.
 - 1. Surface display for analysis
 - 2. Derivation of radius analysis.
 - 3. Curvature spline analysis
- E. Apply surface replacement tools.
 - 1. Surface replacement procedures.
 - 2. Patches and quilts
- F. Create surfaces from boundary curves.
 - 1. Surface continuity.
 - 2. Blend control points.
 - 3. Approximate blends.
- G. Employ variable section sweeps.
 - 1. Involute surfaces
 - 2. Sweeps and cuts
- H. Apply imported geometry.
 - 1. Working with imported geometry.
 - 2. Manipulating the geometry as imported.
 - 3. Modify geometry non-parametrically.

Lab Outline

- A. Surface toolbars and menu
- B. Solid-Surface Hybrid Modeling
- C. Blends and Patches
- D. Repairing and editing import geometry.

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.
No Value

Req/Adv
Prerequisite(s):
DMT D060A
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):
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.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/20/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	N/A

4/20/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A
					N/A
4/20/2026	Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	The DMT department will engage in collaborative DEI-focused work during departmental meetings to review and refine future revisions and to develop new courses. As mentioned this is very hard to add to highly technical courses.
Stage 4: Articulation Officer					
No Value					
Stage 5: De Anza General Education					
No Value					
Stage 6: Content Review Matrix Liaison					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/27/26	Basic Course Information.	Attachments.	Required	The material in the left hand column needs to come from the top level objectives of the requisite course. These can be found under the Learning Outcomes tab.	Y - Complete
Stage 7: Dean of Online Learning					
No Value					
Stage 8: SLO Coordinator					
No Value					
Stage 10: Curriculum Committee					
No Value					

CO
Sort ID (00 < 10; 0 < 100)
DMT 063A

Course Status

New Stand-Alone

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

10/20/2015

Curriculum Office Notes

- (mc-changed 5-yr rev yr from 2016 to 2020 per redistribution)

DMTD064A : SolidWorks Simulation (Finite Element Analysis)**General Information**

Faculty Initiator:	Mike Appio
Attachments:	ReqAdv_G_DMT_64A_2027F_1.pdf Online_DMT_64A_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD064A
Short Course Title:	SOLDWRKS SIM (FINITE ELEM ANA)
Course Title (CB02) :	SolidWorks Simulation (Finite Element Analysis)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000618088
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course focuses on the application of SolidWorks Simulation using Finite Element Analysis (FEA) to validate and optimize 3D designs. Students learn how to evaluate the performance of models by analyzing stress, strain, and displacement distributions under various conditions. Through simulation, students study how new designs respond to structural and thermal loads. Emphasis is placed on setting up simulation studies, applying appropriate boundary conditions and loads, interpreting analysis results, and using the findings to improve design efficiency, reliability, and performance.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. It is CSU transferable. This advanced parametric modeling course emphasizes on validating and optimizing mechanical designs with Simulation using Finite Element Analysis (FEA).

Stand-Alone Statement

Stand-Alone Statement

This course is designed to advance the skills learned in our Design and Manufacturing technologies program, as well as creating an "on the job experience", as advised by our industry advisory committee. This courses will be added and/or included in new certificate paths in the following year

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?
No

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

DEI Review

Please check all areas in the COR that address DEI.

☐ Basic Course Information - Course Description

☐ Specifications - Methods of Instruction

☐ Specifications - Assignments

☐ Specifications - Methods of Evaluation

☒ Specifications - Examples of Primary Texts and References

☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling Finite Element Analysis (FEA) software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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

Course Prior To College Level

Repeatability Statement

0	Not applicable.	No value
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Course Support Status (CB26)
Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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	4
Maximum Credit Units	4

Total Course In-Class (Contact) Hours	96
Total Course Out-of-Class Hours	48
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications				
Methods of Instruction				
Methods of Instruction		Methods of Instruction		
Methods of Instruction		Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises		
Assignments				
A. Class exercises and written reports B. CAD projects using simulation (FEA) software C. Reading from text and reference materials				
Methods of Evaluation		Methods of Evaluation		
Methods of Evaluation		A. Quizzes to evaluate accuracy and correct use of various tools and modeling methods. B. Mid-term Examination covering assigned video lectures, textbook reading, & advanced-level CAD projects. Exam will be evaluated on completeness of simulation (FEA) requirements. C. Final Examination evaluating student's use and accuracy of advanced-level SolidWorks simulation (FEA) Tools as defined by grading rubric.		
Essential Student Materials/Essential College Facilities				
Essential Student Materials: None				
Essential College Facilities: CAD computer laboratory with SolidWorks software				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
Dr. Paul Kurowski	Engineering Analysis with SOLIDWORKS Simulation 2026	SDC Publications 2026	2026	9781630577797
Suggested Reading List				
No Value				

Learning Outcomes

Course Objectives

Identify the need, application, and limitations of SolidWorks Simulation to 3D designs

Apply software-specific graphical user interface

Create sensitivity studies and complete von mises stress analysis studies.

Recall and apply simulation product studies and visualization animation.

Derive and optimize project models for analysis.

CSLOs

Utilize and manipulate complex industry design analysis tools through simulating responses to structural and thermal loads using SolidWorks Simulation with Finite Element Analysis techniques & methodologies.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Identify the need, application, and limitations of SolidWorks Simulation to 3D designs
 - 1. Background, theory and need for finite element analysis
 - 2. Studies available in SolidWorks Simulation
 - 3. SolidWorks Simulation
- B. Apply software-specific graphical user interface
 - 1. Model import from SolidWorks integrated mode
 - 2. Apply material, loads, and constraints
 - 3. Create finite element mesh and run processor
 - 4. Display results
- C. Create sensitivity studies and complete von mises stress analysis studies.
 - 1. Problem definition
 - 2. Model idealization
 - 3. Assigning proper loads, constraints, and materials
 - 4. Displaying results, motion study
 - 5. Typical errors and how to avoid them
- D. Recall and apply simulation product studies and visualization animation.
 - 1. Varying design parameters vs. output
 - 2. Consideration of impossible meshes
 - 3. Using global and local sensitivity studies
 - 4. Results analysis by graphical interpretation
- E. Derive and optimize project models for analysis.
 - 1. Design controls and goal definitions
 - 2. Techniques to minimize processing time

- 3. Convergence methods
- 4. Sample projects

Lab Outline

- A. Stress Analysis
- B. Non Linear and Dynamic Stress Analasys
- C. Vibration Analysis
- D. Thermal Analysis

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.

No Value

Req/Adv

Prerequisite(s):

DMT D060A

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):

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.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/20/2026	Basic Course Information	Course Description	Suggested	Consider revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course	N/A Will review and refine future revisions.
4/20/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	N/A
4/20/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A
4/20/2026	Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A The DMT department will engage in collaborative DEI-focused work during departmental meetings to review and refine future revisions and to develop new courses. As mentioned this is very hard to add to highly technical courses.

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/27/26	Basic Course Information.	Attachments.	Required	The material in the left hand column needs to come from the top level objectives of the requisite course. These can be found under the Learning Outcomes tab.	Y

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

DMT 064A

Course Status

New Stand-Alone

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

05/28/2019

Curriculum Office Notes

No Value

DMTD065B : Creo Parametric (Introduction)

General Information

Faculty Initiator:	Mike Appio
Attachments:	Online_DMT_65B_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD065B
Short Course Title:	CREO PARAMETRIC (INTRODUCTION)
Course Title (CB02) :	Creo Parametric (Introduction)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000583507
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces the fundamentals of computer-aided design (CAD) using PTC Creo Parametric. Students learn how to create and modify parametric 3D models commonly used in engineering design and manufacturing. Topics include parametric modeling concepts, parent-child feature relationships, and the development of 3D parts, assemblies, and technical drawings. Through hands-on exercises and practical applications, students gain experience in building and managing parametric models that support efficient product design and multiple manufacturing processes.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

Creo is a CSU transferable course in a CTE program that was developed based on the needs of large scale industries and is requested by our advisory board. This introductory course enables a student to create and document mechanical designs and also coordinate the database management of small though large-scale products. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

☐ Basic Course Information - Course Description

☐ Specifications - Methods of Instruction

☐ Specifications - Assignments

☐ Specifications - Methods of Evaluation

☒ Specifications - Examples of Primary Texts and References

☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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

Course Prior To College Level

Repeatability Statement

0	Not applicable.	No value
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
Additive Manufacturing Technology: 3D Design and Production	Certificate of Achievement (COA)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Certificate of Achievement-Advanced (COA-A)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Associate in Science (A.S.) Degree	Fall 2025
Computer Aided Design - Mechanical	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	96
Total Course Out-of-Class Hours	48
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications				
Methods of Instruction				
Methods of Instruction		Methods of Instruction		
Methods of Instruction		Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects		
Assignments				
A. CAD projects as assigned using Creo Parametric software. B. On-line video lectures, viewed as assigned during the course. C. Required reading from textbook.				
Methods of Evaluation		Methods of Evaluation		
Methods of Evaluation		A. Accuracy and completeness of assigned CAD projects. B. Final examination evaluating student’s comprehensive understanding of basic Creo Parametric CAD tools as defined in the grading rubric.		
Essential Student Materials/Essential College Facilities				
Essential Student Materials: None				
Essential College Facilities: CAD computer laboratory				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Describe specific CAD software and hardware requirements.

Explain system usage, desktop features, and folder creation and manipulation.

Define fundamental understanding of Creo core concepts.

Create drawings from assemblies and part models

Interpret the use of sketching tool.

Apply extrude, revolve and rib tools

Construct assemblies with constraints.

CSLOs

Create an entry-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric.

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Describe specific CAD software and hardware requirements.
 - 1. CAD Workstations.
 - 2. Software system requirements.
 - 3. PTC LMS training software.
- B. Explain system usage, desktop features, and folder creation and manipulation.
 - 1. Login procedure.

- 2. Desktop features.
- 3. Create folders.
- C. Define fundamental understanding of Creo core concepts.
 - 1. Introduction.
 - 2. Starting the software.
 - 3. The software windows.
 - 4. Modes.
 - 5. Multiple graphics windows.
 - 6. Changing directory.
 - 7. Creating files.
 - 8. Naming files.
 - 9. Saving and retrieving files.
- D. Create drawings from assemblies and part models
 - 1. Sketching and modeling.
 - 2. Modifying designs
 - 3. Dimensioning sketches
 - 4. Assembly creation
 - 5. Drawing extraction
 - 6. Formatting drawings
- E. Interpret the use of sketching tool.
 - 1. Sketcher references
 - 2. Sketcher methodology
 - 3. Design intent in sketch
 - 4. Fully defined sketches
- F. Apply extrude, revolve and rib tools
 - 1. Controlling depth settings
 - 2. Adding/removing material
 - 3. Internal vs external sketches
- G. Construct assemblies with constraints.
 - 1. Default constraint
 - 2. Coincident vs distance
 - 3. Fully constrained vs packaged components

Lab Outline

- A. CAD Workstations
- B. System usage
- C. Graphics windows
- D. Drawings
- E. Assemblies
- F. Sketching
- G. Extrude tools

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., 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.

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.

Assignments: A. On-line video lectures, viewed as assigned during the course. B. Required reading from textbook.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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4/13/2026 Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit. Y - See DEI statement		
4/13/2026 Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Y - See DEI statement		
4/13/2026 Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box. N/A		
4/13/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box. N/A		
4/13/2026 Outline	Course Outline	Suggested	Consider defining acronyms in outline (for example: PTC LMS). Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box. N/A		
Stage 4: Articulation Officer					
No Value					
Stage 5: De Anza General Education					
No Value					
Stage 6: Content Review Matrix Liaison					
No Value					
Stage 7: Dean of Online Learning					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y- Forgot to upload
Stage 8: SLO Coordinator					

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

DMT 065B

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

01/14/2020

Curriculum Office Notes

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

DMTD065C : Creo Parametric (Introduction)

General Information

Faculty Initiator:	Mike Appio
Attachments:	Online_DMT_65C_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD065C
Short Course Title:	CREO PARAMETRIC (INTRODUCTION)
Course Title (CB02) :	Creo Parametric (Introduction)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000583508
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces the fundamentals of computer-aided design (CAD) using PTC Creo Parametric. Students learn how to create and modify parametric 3D models commonly used in engineering design and manufacturing. Topics include parametric modeling concepts, parent-child feature relationships, and the development of 3D parts, assemblies, and technical drawings. Through hands-on exercises and practical applications, students gain experience in building and managing parametric models that support efficient product design and multiple manufacturing processes.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

Creo is a CSU transferable course in a CTE program that was developed based on the needs of large scale industries and is requested by our advisory board. This introductory course enables a student to create and document mechanical designs and also coordinate the database management of small though large-scale products. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

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?
No

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

DEI Review

Please check all areas in the COR that address DEI.

☐ Basic Course Information - Course Description

☐ Specifications - Methods of Instruction

☐ Specifications - Assignments

☐ Specifications - Methods of Evaluation

☒ Specifications - Examples of Primary Texts and References

☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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

Course Prior To College Level

Repeatability Statement

0	Not applicable.	No value
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
Additive Manufacturing Technology: 3D Design and Production	Certificate of Achievement (COA)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Certificate of Achievement-Advanced (COA-A)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Associate in Science (A.S.) Degree	Fall 2025
Computer Aided Design - Mechanical	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	96
Total Course Out-of-Class Hours	48
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications				
Methods of Instruction				
Methods of Instruction		Methods of Instruction		
Methods of Instruction		Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects		
Assignments				
A. CAD projects as assigned using Creo Parametric software. B. On-line video lectures, viewed as assigned during the course. C. Required reading from textbook.				
Methods of Evaluation		Methods of Evaluation		
Methods of Evaluation		A. Accuracy and completeness of assigned CAD projects. B. Final examination evaluating student’s comprehensive understanding of basic Creo Parametric CAD tools as defined in the grading rubric.		
Essential Student Materials/Essential College Facilities				
Essential Student Materials: None				
Essential College Facilities: CAD computer laboratory				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Describe specific CAD software and hardware requirements.

Explain system usage, desktop features, and folder creation and manipulation.

Define fundamental understanding of Creo core concepts.

Create drawings from assemblies and part models

Interpret the use of sketching tool.

Apply extrude, revolve and rib tools

Construct assemblies with constraints.

CSLOs

Create an entry-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric.

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Describe specific CAD software and hardware requirements.
 - 1. CAD Workstations.
 - 2. Software system requirements.
 - 3. CADTRAIN training software.
- B. Explain system usage, desktop features, and folder creation and manipulation.
 - 1. Login procedure.

- 2. Desktop features.
- 3. Create folders.
- C. Define fundamental understanding of Creo core concepts.
 - 1. Introduction.
 - 2. Starting the software.
 - 3. The software windows.
 - 4. Modes.
 - 5. Multiple graphics windows.
 - 6. Changing directory.
 - 7. Creating files.
 - 8. Naming files.
 - 9. Saving and retrieving files.
- D. Create drawings from assemblies and part models
 - 1. Sketching and modeling.
 - 2. Modifying designs
 - 3. Dimensioning sketches
 - 4. Assembly creation
 - 5. Drawing extraction
 - 6. Formatting drawings
- E. Interpret the use of sketching tool.
 - 1. Sketcher references
 - 2. Sketcher methodology
 - 3. Design intent in sketch
 - 4. Fully defined sketches
- F. Apply extrude, revolve and rib tools
 - 1. Controlling depth settings
 - 2. Adding/removing material
 - 3. Internal vs external sketches
- G. Construct assemblies with constraints.
 - 1. Default constraint
 - 2. Coincident vs distance
 - 3. Fully constrained vs packaged components

Lab Outline

- A. CAD Workstations
- B. System usage
- C. Graphics windows
- D. Drawings
- E. Assemblies
- F. Sketching
- G. Extrude tools

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., 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.

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.

Assignments: A. On-line video lectures, viewed as assigned during the course. B. Required reading from textbook.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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4/13/2026 Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit. Y - See DEI statement		
4/13/2026 Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Y - See DEI statement		
4/13/2026 Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box. N/A		
4/13/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box. N/A		
4/13/2026 Outline	Course Outline	Suggested	Consider defining acronyms in outline (for example: PTC LMS). Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box. N/A		
Stage 4: Articulation Officer					
No Value					
Stage 5: De Anza General Education					
No Value					
Stage 6: Content Review Matrix Liaison					
No Value					
Stage 7: Dean of Online Learning					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y- Forgot to upload
Stage 8: SLO Coordinator					

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

DMT 065C

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

01/14/2020

Curriculum Office Notes

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

DMTD065D : Creo Parametric (Introduction)

General Information

Faculty Initiator:	Mike Appio
Attachments:	Online_DMT_65D_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD065D
Short Course Title:	CREO PARAMETRIC (INTRODUCTION)
Course Title (CB02) :	Creo Parametric (Introduction)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000583509
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces the fundamentals of computer-aided design (CAD) using PTC Creo Parametric. Students learn how to create and modify parametric 3D models commonly used in engineering design and manufacturing. Topics include parametric modeling concepts, parent-child feature relationships, and the development of 3D parts, assemblies, and technical drawings. Through hands-on exercises and practical applications, students gain experience in building and managing parametric models that support efficient product design and multiple manufacturing processes.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

Creo is a CSU transferable course in a CTE program that was developed based on the needs of large scale industries and is requested by our advisory board. This introductory course enables a student to create and document mechanical designs and also coordinate the database management of small though large-scale products. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

☐ Basic Course Information - Course Description

☐ Specifications - Methods of Instruction

☐ Specifications - Assignments

☐ Specifications - Methods of Evaluation

☒ Specifications - Examples of Primary Texts and References

☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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

Course Prior To College Level

Repeatability Statement

0	Not applicable.	No value
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
Additive Manufacturing Technology: 3D Design and Production	Certificate of Achievement (COA)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Certificate of Achievement-Advanced (COA-A)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Associate in Science (A.S.) Degree	Fall 2025
Computer Aided Design - Mechanical	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	96
Total Course Out-of-Class Hours	48
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications				
Methods of Instruction				
Methods of Instruction		Methods of Instruction		
Methods of Instruction		Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects		
Assignments				
A. CAD projects as assigned using Creo Parametric software. B. On-line video lectures, viewed as assigned during the course. C. Required reading from textbook.				
Methods of Evaluation		Methods of Evaluation		
Methods of Evaluation		A. Accuracy and completeness of assigned CAD projects. B. Final examination evaluating student’s comprehensive understanding of basic Creo Parametric CAD tools as defined in the grading rubric.		
Essential Student Materials/Essential College Facilities				
Essential Student Materials: None				
Essential College Facilities: CAD computer laboratory				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Describe specific CAD software and hardware requirements.

Explain system usage, desktop features, and folder creation and manipulation.

Define fundamental understanding of Creo core concepts.

Create drawings from assemblies and part models

Interpret the use of sketching tool.

Apply extrude, revolve and rib tools

Construct assemblies with constraints.

CSLOs

Create an entry-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric.

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Describe specific CAD software and hardware requirements.
 - 1. CAD Workstations.
 - 2. Software system requirements.
 - 3. CADTRAIN training software.
- B. Explain system usage, desktop features, and folder creation and manipulation.
 - 1. Login procedure.

- 2. Desktop features.
- 3. Create folders.
- C. Define fundamental understanding of Creo core concepts.
 - 1. Introduction.
 - 2. Starting the software.
 - 3. The software windows.
 - 4. Modes.
 - 5. Multiple graphics windows.
 - 6. Changing directory.
 - 7. Creating files.
 - 8. Naming files.
 - 9. Saving and retrieving files.
- D. Create drawings from assemblies and part models
 - 1. Sketching and modeling.
 - 2. Modifying designs
 - 3. Dimensioning sketches
 - 4. Assembly creation
 - 5. Drawing extraction
 - 6. Formatting drawings
- E. Interpret the use of sketching tool.
 - 1. Sketcher references
 - 2. Sketcher methodology
 - 3. Design intent in sketch
 - 4. Fully defined sketches
- F. Apply extrude, revolve and rib tools
 - 1. Controlling depth settings
 - 2. Adding/removing material
 - 3. Internal vs external sketches
- G. Construct assemblies with constraints.
 - 1. Default constraint
 - 2. Coincident vs distance
 - 3. Fully constrained vs packaged components

Lab Outline

- A. CAD Workstations
- B. System usage
- C. Graphics windows
- D. Drawings
- E. Assemblies
- F. Sketching
- G. Extrude tools

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., 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.

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.

Assignments: A. On-line video lectures, viewed as assigned during the course. B. Required reading from textbook.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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4/13/2026 Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Y - See DEI statement
4/13/2026 Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y - See DEI statement
4/13/2026 Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	N/A
4/13/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A
4/13/2026 Outline	Course Outline	Suggested	Consider defining acronyms in outline (for example: PTC LMS). Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A
Stage 4: Articulation Officer				
No Value				
Stage 5: De Anza General Education				
No Value				
Stage 6: Content Review Matrix Liaison				
No Value				
Stage 7: Dean of Online Learning				
Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file. Y-Forgot to upload
Stage 8: SLO Coordinator				

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

DMT 065D

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

01/14/2020

Curriculum Office Notes

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

DMTD065E : Creo Parametric (Introduction)

General Information

Faculty Initiator:	Mike Appio
Attachments:	Online_DMT_65E_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD065E
Short Course Title:	CREO PARAMETRIC (INTRODUCTION)
Course Title (CB02) :	Creo Parametric (Introduction)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000583510
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces the fundamentals of computer-aided design (CAD) using PTC Creo Parametric. Students learn how to create and modify parametric 3D models commonly used in engineering design and manufacturing. Topics include parametric modeling concepts, parent-child feature relationships, and the development of 3D parts, assemblies, and technical drawings. Through hands-on exercises and practical applications, students gain experience in building and managing parametric models that support efficient product design and multiple manufacturing processes.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

Creo is a CSU transferable course in a CTE program that was developed based on the needs of large scale industries and is requested by our advisory board. This introductory course enables a student to create and document mechanical designs and also coordinate the database management of small though large-scale products. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

☐ Basic Course Information - Course Description

☐ Specifications - Methods of Instruction

☐ Specifications - Assignments

☐ Specifications - Methods of Evaluation

☒ Specifications - Examples of Primary Texts and References

☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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

Course Prior To College Level

Repeatability Statement

0	Not applicable.	No value
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
Additive Manufacturing Technology: 3D Design and Production	Certificate of Achievement (COA)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Certificate of Achievement-Advanced (COA-A)	Fall 2024
Advanced Manufacturing and Prototyping Technician	Associate in Science (A.S.) Degree	Fall 2025
Computer Aided Design - Mechanical	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	96
Total Course Out-of-Class Hours	48
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications				
Methods of Instruction				
Methods of Instruction		Methods of Instruction		
Methods of Instruction		Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects		
Assignments				
A. CAD projects as assigned using Creo Parametric software. B. On-line video lectures, viewed as assigned during the course. C. Required reading from textbook.				
Methods of Evaluation		Methods of Evaluation		
Methods of Evaluation		A. Accuracy and completeness of assigned CAD projects. B. Final examination evaluating student’s comprehensive understanding of basic Creo Parametric CAD tools as defined in the grading rubric.		
Essential Student Materials/Essential College Facilities				
Essential Student Materials: None				
Essential College Facilities: CAD computer laboratory				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Describe specific CAD software and hardware requirements.

Explain system usage, desktop features, and folder creation and manipulation.

Define fundamental understanding of Creo core concepts.

Create drawings from assemblies and part models

Interpret the use of sketching tool.

Apply extrude, revolve and rib tools

Construct assemblies with constraints.

CSLOs

Create an entry-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric.

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Describe specific CAD software and hardware requirements.
 - 1. CAD Workstations.
 - 2. Software system requirements.
 - 3. CADTRAIN training software.
- B. Explain system usage, desktop features, and folder creation and manipulation.
 - 1. Login procedure.

- 2. Desktop features.
- 3. Create folders.
- C. Define fundamental understanding of Creo core concepts.
 - 1. Introduction.
 - 2. Starting the software.
 - 3. The software windows.
 - 4. Modes.
 - 5. Multiple graphics windows.
 - 6. Changing directory.
 - 7. Creating files.
 - 8. Naming files.
 - 9. Saving and retrieving files.
- D. Create drawings from assemblies and part models
 - 1. Sketching and modeling.
 - 2. Modifying designs
 - 3. Dimensioning sketches
 - 4. Assembly creation
 - 5. Drawing extraction
 - 6. Formatting drawings
- E. Interpret the use of sketching tool.
 - 1. Sketcher references
 - 2. Sketcher methodology
 - 3. Design intent in sketch
 - 4. Fully defined sketches
- F. Apply extrude, revolve and rib tools
 - 1. Controlling depth settings
 - 2. Adding/removing material
 - 3. Internal vs external sketches
- G. Construct assemblies with constraints.
 - 1. Default constraint
 - 2. Coincident vs distance
 - 3. Fully constrained vs packaged components

Lab Outline

- A. CAD Workstations
- B. System usage
- C. Graphics windows
- D. Drawings
- E. Assemblies
- F. Sketching
- G. Extrude tools

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D261. and ESL D265., or ESL D461. and ESL D465., 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.

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.

Assignments: A. On-line video lectures, viewed as assigned during the course. B. Required reading from textbook.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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4/13/2026 Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Y - See DEI statement	
4/13/2026 Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y - See DEI statement	
4/13/2026 Specifications Assignments		Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	N/A	
4/13/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A	
4/13/2026 Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A	
Stage 4: Articulation Officer					
No Value					
Stage 5: De Anza General Education					
No Value					
Stage 6: Content Review Matrix Liaison					
No Value					
Stage 7: Dean of Online Learning					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y- Forgot to upload
Stage 8: SLO Coordinator					
No Value					

Stage 10: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

DMT 065E

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

01/14/2020

Curriculum Office Notes

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

DMTD066B : Creo Parametric (Intermediate)

General Information

Faculty Initiator:	Mike Appio
Attachments:	ReqAdv_G_DMT_66B_2027F_1.pdf Online_DMT_66B_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD066B
Short Course Title:	CREO PARAMETRIC (INTERMEDIATE)
Course Title (CB02) :	Creo Parametric (Intermediate)
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000583511
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course builds on foundational knowledge of Parametric Technology Corporation (PTC) Creo Parametric, focusing on intermediate-level applications in solid modeling and technical drawings. Students expand their skills in creating more complex and technically challenging parts, assemblies, and drawings than those encountered in the prerequisite course. Emphasis is placed on enhancing modeling efficiency, mastering advanced feature techniques, and applying best practices in assembly design and documentation to support realistic engineering and manufacturing scenarios.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This CSU transferable course in a CTE program was developed based on the needs of large scale industries as requested by our advisory board. This intermediate Creo course enables a student to create and document mechanical designs, with special emphasis given to the creation of parts, assemblies, and drawings. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

☐ Basic Course Information - Course Description

☐ Specifications - Methods of Instruction

☐ Specifications - Assignments

☐ Specifications - Methods of Evaluation

☒ Specifications - Examples of Primary Texts and References

☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling software, as well as access to fully equipped computer labs, technical resources, and tutoring services. These resources are designed to ensure that every student has the tools, guidance, and support necessary to succeed, regardless of prior experience or background in computer-aided design. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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

Course Prior To College Level

Repeatability Statement

0	Not applicable.	No value
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Course Support Status (CB26)
Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program	Award Type	Active
Computer Aided Design - Mechanical	Certificate of Achievement (COA)	Fall 2025

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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	4
Maximum Credit Units	4

Total Course In-Class (Contact) Hours	96
Total Course Out-of-Class Hours	48
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Homework and extended projects
Laboratory discussion sessions that evaluate the proceedings weekly laboratory exercises

Assignments

- A. On-line video lectures, viewed as assigned during the course.
- B. Computer aided design (CAD) projects demonstrating progressive mastery of Creo
- C. Assigned reading from text.

Methods of Evaluation

Methods of Evaluation

- A. Accuracy and Completeness of assigned computer aided design (CAD) projects.
- B. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements as defined in the grading rubric.
- C. Final examination evaluating student's comprehensive understanding of intermediate Creo Parametric CAD tools as defined in the grading rubric.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- CAD Computer Laboratory

Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

Steven G. Smith

Creo Parametric 7.0 Sheetmetal
Design Author

CADQuest Inc.

2021

1930933738

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Create assemblies of 3D components using constraints.

Construct exploded assemblies from assembled components.

Construct and alter drawing formats, title blocks, and views.

Derive 2D details from 3D solid models.

Establish a variety of views types including section and auxiliary views on a drawing.

Generate assembly drawings and produce bill of materials and title block tables.

Produce drawings with exploded views.

Create augmented reality experience of parts and assemblies

Demonstrate model based definition process to create 3-D drawings.

CSLOs

Create an intermediate-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Create assemblies of 3D components using constraints.
 - 1. Geometrically relate components to form an assembly.

2. Create a sub-assembly.
3. Use a variety of assembly constraints.
- B. Construct exploded assemblies from assembled components.
 1. Create exploded views.
 2. Edit exploded views.
 3. Create unique component visibility settings.
 4. Move and rotate components in an assembly.
- C. Construct and alter drawing formats, title blocks, and views.
 1. Create drawings with multiple views
 2. Create and save title blocks and sheet formats.
 3. Change the scale of a view.
 4. Display appropriate views for detailing a project.
- D. Derive 2D details from 3D solid models.
 1. Use American Society of Mechanical Engineers (ASME) standards to detail drawings.
 2. Dimension a part.
 3. Create and save configuration files.
 4. Add geometric tolerancing information to a drawing.
- E. Establish a variety of views types including section and auxiliary views on a drawing.
 1. Identify the need for sectional views to clarify interior features of a part.
 2. Establish configuration files to use when detailing and creating section drawings.
 3. Identify cutting planes and the resulting views.
 4. Create sections along datum planes.
- F. Generate assembly drawings and produce bill of materials and title block tables.
 1. Create an assembly drawing.
 2. Generate a parts list from a bill of materials (BOM).
 3. Balloon an assembly drawing.
 4. Create a section assembly view and change component visibility.
 5. Create a macro-driven table to automatically generate a parts list.
- G. Produce drawings with exploded views.
 1. Create drawings with exploded views.
 2. Use multiple sheets.
 3. Make assembly drawing sheets with multiple models.
 4. Create balloons on exploded assemblies.
- H. Create augmented reality experience of parts and assemblies
 1. Publish from Creo
 2. Sharing through phone app.
- I. Demonstrate model based definition process to create 3-D drawings.
 1. Using existing dimensions
 2. Creating notes
 3. Creating datum references
 4. Creating Geometric Dimensioning and Tolerancing (GD&T) call-outs
 5. Publishing to Creo view

Lab Outline

- A. Assemblies of 3D components
- B. Drawing formats, title blocks, and views
- C. 2D details from 3D solid models.
- D. Section and auxiliary views
- E. Bill of materials
- F. Drawings with exploded views
- G. Model based definition

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.
No Value

Req/Adv
Prerequisite(s):
DMT D065B
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):

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.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/23/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	In statement
4/23/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	In statement
4/23/2026	Specifications	Assignments	Suggested	Consider defining CAD the first time it is used as an acronym. Also, do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y N/A - The DMT department will engage in collaborative work during departmental meetings to review and refine future revisions and new courses.
4/23/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box. Consider defining ASME. Y - complete	N/A
4/23/2026	Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/29/26	Matrix G		Required	The material in the left hand column can only come from the course objectives (not the expanded content). The material in the right hand column is fine.	Y-Complete

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

DMT 066B

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

01/14/2020

Curriculum Office Notes

No Value

DMTD067B : Creo Parametric: Top-Down Design and Advanced System Tools**General Information**

Faculty Initiator:	• Mike Appio
Attachments:	ReqAdv_G_DMT_67B_2027F_1.pdf Online_DMT_67B_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD067B
Short Course Title:	CREO PARAMET: TOP-DOWN DESIGN
Course Title (CB02) :	Creo Parametric: Top-Down Design and Advanced System Tools
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000578240
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course covers advanced 3D solid modeling techniques using Parametric Technology Corporation (PTC) Creo Parametric, with a focus on advanced assembly mates, large assembly management tools, and top-down design methodologies. Students learn best practices for safely developing new solid models and drawing documents from legacy models using top-down assembly techniques. The course also emphasizes the exploration and creation of intricate models, including complex parts, assemblies, and advanced feature sets, enabling students to tackle sophisticated engineering design challenges.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. It is a CSU transferable course. Creo Parametric, a 3-D parametric solid modeler, is used worldwide in mechanical design and is a requirement in over half of all job openings/descriptions in the Silicon Valley. Mechanical designers / engineers must have advanced parametric modeling skills to be employable. This course develops the students' ability to create and document mechanical designs.

Stand-Alone Statement

Stand-Alone Statement

This course is designed to advance the skills learned in our Design and Manufacturing technologies program, as well as creating an "on the job experience", as advised by our industry advisory committee. This courses will be added and/or included in new certificate paths in the following year.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

☐ Basic Course Information - Course Description

☐ Specifications - Methods of Instruction

☐ Specifications - Assignments

☐ Specifications - Methods of Evaluation

☒ Specifications - Examples of Primary Texts and References

☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling software, as well as access to fully equipped computer labs, technical resources, and tutoring services. These resources are designed to ensure that every student has the tools, guidance, and support necessary to succeed, regardless of prior experience or background in computer-aided design. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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

Course Prior To College Level

Repeatability Statement

0	Not applicable.	No value
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Course Support Status (CB26)
Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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	4
Maximum Credit Units	4

Total Course In-Class (Contact) Hours	96
Total Course Out-of-Class Hours	48
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
Discussion of assigned reading
Quiz and examination review performed in class
Homework and extended projects

Assignments

- A. 18 on-line video lectures, viewed as assigned during the course.
- B. 45 computer aided design (CAD) projects demonstrating progressive mastery of Creo Parametric.
- C. Reading from text (75% by page count) is required.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Accuracy and completeness of assigned computer aided design (CAD) projects.
- B. Mid-term examination covering assigned video lectures, textbook reading, & advanced CAD projects. Exam will be evaluated on completeness of complex design requirements.
- C. Final examination evaluating student's comprehensive understanding of advanced Creo Parametric CAD modeling by means of accuracy and completeness of User-Defined Features (UDF), Pro/Program and Simplified Reps.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- CAD computer laboratory

Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

Steven G. Smith

Creo Parametric 7.0 Advanced Design

CADQuest Inc.

2021

1930933746

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Learn the advanced menu structure and graphical user interface used within Creo Parametric.

Achieve competency in creation of advanced sketches.

Apply blends and sweeps to sketches geometry.

Learn advanced techniques for creating "Pattern Features".

Learn advanced techniques for creating "User Defined Features".

Create and modify advanced rounds on solid parts.

Create and modify parametric relations in solid assembly parts.

Create and modify advanced Engineering Drawings (derived from Solid Models and Assemblies).

CSLOs

Design and create a complete engineering documentation package using Creo Parametric that meets industry standards, including components modeled using CAD design tools, assemblies generated from multiple components and engineering drawings for components and assemblies.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Learn the advanced menu structure and graphical user interface used within Creo Parametric.
 - 1. Demonstrate use of Creo Parametric advanced system tools.
 - 2. Create a new file, save a newly created or edited file, and open an existing file.
- B. Achieve competency in creation of advanced sketches.
 - 1. Learn advanced sketch tools through multifaceted exercises.
 - 2. Define specific terms, such as Sketch Planes & Datum Features.
 - 3. Create complex geometry and 3D splines using advanced sketch tools.
- C. Apply blends and sweeps to sketches geometry.
 - 1. Apply dimensions and logical constraints to advanced geometry.
 - 2. Manipulate and sketch variable section sweeps.

- D. Learn advanced techniques for creating "Pattern Features".
 - 1. Create table driven pattern features.
 - 2. Create a Pro/Table driven geometry.
- E. Learn advanced techniques for creating "User Defined Features".
 - 1. Create part and assembly "UDF" and Shell Features.
 - 2. Create On-Surface and manage UDFs.
- F. Create and modify advanced rounds on solid parts.
 - 1. Add overall dimensions and geometric relationships to round sets.
 - 2. Edit relationships for Auto Round features.
- G. Create and modify parametric relations in solid assembly parts.
 - 1. Add 3D components to an existing assembly.
 - 2. Manipulate system parameters to achieve top-down design relations.
 - 3. Replace, delete, or modify geometric mate constraints within an existing assembly.
- H. Create and modify advanced Engineering Drawings (derived from Solid Models and Assemblies).
 - 1. Create complex orthographic drawing layout for detailed drawings of Assemblies.
 - 2. Create large assembly section views and auxiliary views.
 - 3. Build large assembly drawings using exploded views, item balloons, and parts lists "BOMs".

Lab Outline

- A. Advanced Toolbars and menu and Top-Down Assembly Design.
- B. Advanced sketching and 3D Splines in Bottom-Up product design.
- C. Creating features with UDFs, Pro/Program and Simplified Reps.
- D. Manage large assemblies and external references to parts.

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.

No Value

Req/Adv

Prerequisite(s):

DMT D065B

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):

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.

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

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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4/23/2026	Specifications Assignments	Suggested	Consider defining CAD the first time it is used as an acronym. Y-complete Also, do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	N/A	
4/23/2026	Specifications Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A	
4/23/2026	Outline Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A	
Stage 4: Articulation Officer					
No Value					
Stage 5: De Anza General Education					
No Value					
Stage 6: Content Review Matrix Liaison					
No Value					
Stage 7: Dean of Online Learning					
No Value					
Stage 8: SLO Coordinator					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/29/2026	Learning Outcomes	CSLO #1	Required	Functioning as a designer using Creo Parametric, the student will create an engineering document package which complies with industry-defined standards and shall include the following; components modeled using CAD design tools, assemblies generated from multiple components and engineering drawings for components and assemblies. The student learning outcome must start with a Bloom's taxonomy verb: Create, using Creo Parametric, an engineering document package which complies with industry-defined standards and shall include the following; components modeled using CAD design tools, assemblies generated from multiple components and engineering drawings for components and assemblies. And you may wish to refine further.	Y - Created refined version of previous statement with verb Deleted original statement.

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/1/2026	Learning Outcomes	CSLO #	Required	Student learning Outcome needs to begin with a Bloom's Taxonomy verb. Suggestion: Design and create a complete engineering documentation package using Creo Parametric that meets industry standards, including components modeled using CAD design tools, assemblies generated from multiple components and engineering drawings for components and assemblies.	Y-Completed as per suggestion.

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

DMT 067B

Course Status

New Stand-Alone

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

10/20/2015

Curriculum Office Notes

- (mc-changed 5-yr rev yr from 2016 to 2020 per redistribution)

DMTD068B : Creo Parametric Surface Modeling

General Information

Faculty Initiator:	Mike Appio
Attachments:	ReqAdv_G_DMT_68B_2027F_1.pdf Online_DMT_68B_2027F.pdf
Course ID (CB01A and CB01B) :	DMTD068B
Short Course Title:	CREO PARA SURFACE MODELING
Course Title (CB02) :	Creo Parametric Surface Modeling
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000618094
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces parametric and free-form surfacing techniques in Parametric Technology Corporation (PTC) Creo Parametric to create complex, organic 3D shapes. Following a process-based (task-based) modeling approach, students learn to develop efficient workflows for constructing advanced surface geometry including Interactive Surface Design Extension (ISDX). The course emphasizes the application of multifaceted surface features in the design of industrial product models and molds, focusing on creating smooth, continuous surfaces that meet functional and aesthetic requirements in real-world manufacturing contexts.
Course Type (CB27) :	Lower Division
Mode of Delivery:	Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This stand-alone CSU transferable course in a CTE program was developed based on the needs of major corporations in the local community, as discussed at our advisory board meetings. This course covers advanced parametric modeling skills, with emphasis on the creation and development of products from surface models.

Stand-Alone Statement

Stand-Alone Statement

This course is designed to advance the skills learned in our Design and Manufacturing technologies program, as well as creating an "on the job experience", as advised by our industry advisory committee. This courses will be added and/or included in new certificate paths in the following year

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

☐ Basic Course Information - Course Description

☐ Specifications - Methods of Instruction

☐ Specifications - Assignments

☐ Specifications - Methods of Evaluation

☒ Specifications - Examples of Primary Texts and References

☐ Outline - Course Outline

Please summarize the ways in which your course includes DEI.

All DMT CAD students receive free access to 3D parametric modeling software, as well as access to fully equipped computer labs, technical resources, and tutoring services. These resources are designed to ensure that every student has the tools, guidance, and support necessary to succeed, regardless of prior experience or background in computer-aided design. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

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

Course Prior To College Level

Repeatability Statement

0	Not applicable.	No value
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Course Support Status (CB26)
Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

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	4
Maximum Credit Units	4

Total Course In-Class (Contact) Hours	96
Total Course Out-of-Class Hours	48
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ 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	2	4
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	72
NA	0
Total	96
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications				
Methods of Instruction				
Methods of Instruction	Methods of Instruction			
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Homework and extended projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises			
Assignments				
A. On-line video lectures, viewed as assigned during the course. B. Computer aided design (CAD) advanced surface projects as assigned C. Reading from textbooks and other references.				
Methods of Evaluation				
Methods of Evaluation	Methods of Evaluation			
	A. Accuracy and Completeness of assigned advanced computer aided design (CAD) projects. B. Mid-term examination covering assigned video lectures, textbook reading and advanced CAD projects. Exam will be evaluated on completeness of solid modeling requirements. C. Final examination evaluating student's comprehensive understanding of advanced Creo Parametric CAD surfacing as defined in the grading rubric.			
Essential Student Materials/Essential College Facilities				
Essential Student Materials:				
• None				
Essential College Facilities:				
• CAD computer laboratory with Creo software				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
Steven G. Smith	Creo Parametric 7.0 Introduction to Surface Modeling	CADQuest Inc.	2021	1930933754
Suggested Reading List				
Reading List	PTC, PTC University Precision LMS, Surefac and ISDX moduals, PTC, 2017			
May include, but are not limited to	No value			

Learning Outcomes	
Course Objectives	
Create surfaces for product development.	
Manipulate surface geometry.	
Apply surface construction geometry commands.	
Extract and understand surface information.	
Extract and replace model faces using surface geometry.	
Derive surfaces from boundary curves.	
Demonstrate variable section sweeps.	
Import and utilize external geometry.	
Demonstrate Interactive Surface Design Extension (ISDX) tool sets.	
Combine parametric controls with free-form surfacing	
Apply analysis tools to build high quality surface	
Apply master modeling techniques to build surfaces	
CSLOs	
Create and edit complex Creo Parametric Surfacing design using Advanced 3D Surfacing and Interactive Surface Design Extension (ISDX) Modeling techniques & methodologies.	
Expected SLO Performance: 0.0	

Outline

Course Outline

- A. Create surfaces for product development.
 - 1. Introduction to Surface interface.
 - 2. Surface features.
 - 3. Create surfaces.
 - 4. Capped ends.
 - 5. Trim and nurbed surfaces.
 - 6. Protrusions, cuts and solidify surface features.
- B. Manipulate surface geometry.
 - 1. Trimming surfaces features.
 - 2. Transforming surfaces.
 - 3. Extending surfaces.
- C. Apply surface construction geometry commands.
 - 1. Datum points.
 - 2. Datum curves.
 - 3. Splines
 - 4. Redefining datum curves.
- D. Extract and understand surface information.
 - 1. Parent-child relationships.
 - 2. Surface analysis.
- E. Extract and replace model faces using surface geometry.
 - 1. Introduction.
 - 2. Surface replacement.
 - 3. Patches.
- F. Derive surfaces from boundary curves.
 - 1. Introduction.
 - 2. Surfaces with C1 and C2 continuity.
 - 3. Boundary blend control points.
- G. Demonstrate variable section sweeps.
 - 1. Introduction.
 - 2. Involute surfaces using a variable section sweep.
- H. Import and utilize external geometry.
 - 1. Introduction to available tool sets.
 - 2. Working with imported geometry.
 - 3. Using the geometry as imported.
 - 4. Modify geometry non-parametrically with Flexible modeling
 - 5. Import data doctor to repair surfaces
- I. Demonstrate Interactive Surface Design Extension (ISDX) tool sets.
 - 1. Introduction to Freeform Surfacing
 - 2. Full associativity of surfaces and curves
 - 3. Import and trace sketch
 - 4. Creating and editing curves in ISDX
 - 5. Curvature analysis
 - 6. Parametric controls to drive Freeform surfaces
- J. Combine parametric controls with free-form surfacing
 - 1. Solidify surface quilt
 - 2. Seed and boundary surfaces
- K. Apply analysis tools to build high quality surface
 - 1. Exhibit the deviation from a surface or datum plane
 - 2. Display curves that represent the reflection due to linear sources of light
 - 3. Show a color plot of the shadow area cast by a surface
- L. Apply master modeling techniques to build surfaces
 - 1. Top down design
 - 2. Skeleton models
 - 3. Creating sub-components from driving geometry

Lab Outline

- A. Surface geometry
- B. Geometry commands
- C. Surface information
- D. Model faces
- E. Boundary curves and section sweeps
- F. Interactive Surface Design Extension (ISDX)
- G. Analysis tools

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.

No Value

Req/Adv

Prerequisite(s):

DMT D065B

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):

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.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/23/2026	Specifications	Assignments	Suggested	Consider defining CAD the first time it is used as an acronym. Y-complete Also, do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	N/A
4/23/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A
4/23/2026	Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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4/29/26	Matrix G	Required	The material in the left hand column can only come from the course objectives (not the expanded content). The material in Y-Complete the right hand column is fine.
Stage 7: Dean of Online Learning			
No Value			
Stage 8: SLO Coordinator			
No Value			
Stage 10: Curriculum Committee			
No Value			

CO
Sort ID (00 < 10; 0 < 100) DMT 068B
Course Status New Stand-Alone
Course Characteristics CTE
Cross-Listed/Related Course Information NA
Cross-Listed/Related Course ID's No Value
DL Approval Date (MM/DD/YYYY) No Value
Hybrid Approval Date (MM/DD/YYYY) 05/28/2019
Curriculum Office Notes No Value

Course Outline of Record Report

06/05/2026

DMTD077Y : Special Projects in CAD

General Information

Faculty Initiator:	Mike Appio
Course ID (CB01A and CB01B) :	DMTD077Y
Short Course Title:	SPECIAL PROJECTS IN CAD
Course Title (CB02) :	Special Projects in CAD
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0953.00) Drafting Technology
CIP Code:	(15.1301) Drafting and Design Technology/Technician, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	No
Course Control Number:	CCC000456970
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course engages students in advanced projects to expand their knowledge and experience in a selected area of Computer-Aided Design (CAD). Students will work independently to complete project objectives and requirements as specified in Sections 3, 4, and 5 of the Special Projects Contract. Emphasis is placed on applying CAD skills to solve real-world design challenges, demonstrating creativity, technical proficiency, and effective project management throughout the project lifecycle.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This stand-alone, CTE course develops the students' ability to create and design objects using one of our various CAD systems. It is CSU transferable. The special projects class encourages the student to develop a plan for a unique design using a CAD system for the 3D model and for documenting the project with drawings as advised by our industry advisory committee.

Stand-Alone Statement

Stand-Alone Statement

This special projects course is designed to advance the skills learned in our certificate and degree program, as well as creating an "on the job experience". The additional/advanced projects are intended to better prepare our students for work in the advanced design and manufacturing industry in the area of drafting and computer aided design (CAD), as advised by our industry advisory committee.

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?

No

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

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

All DMT Special Projects students receive free access to 3D parametric modeling software, as well as access to fully equipped computer labs, technical resources, and tutoring services. These resources are designed to ensure that every student has the tools, guidance, and support necessary to succeed, regardless of prior experience or background in computer-aided design. There is no representative OER, but we do have reference material available. The material meets universal design standards and covers current trends in the field and is no cost to the students.

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

Course Prior To College Level

Repeatability Statement

0	Not applicable.	No value
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Course Support Status (CB26)
Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?
No

If yes, identify the lower-division UC course and campus.
No Value

Will the course fulfill a UC/CSU lower-division major requirement?
No

If yes, identify the UC/CSU campus, course and major.
No Value

Units and Hours

Summary

Minimum Credit Units	2
Maximum Credit Units	2

Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	0
Total Student Learning Hours	72

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	6	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	72
NA	0
Total	72
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 research project

Oversight of individual student CAD projects

Assignments

A. Lab project to be determined in consultation with instructor. See 3. and 4 of Special Project Contract.

B. Assigned reading from textbooks and references to be determined in consultation with instructor. See 3. and 4 of Special Project Contract.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. Evaluation of CAD project relating to objectives, methods and procedures of Special Projects Contract

B. Evaluation of completed product, engineering or manufacturing design using one of the Design and Manufacturing CAD systems available in the lab.

C. Final written report and/or examination results relating to objectives, methods and procedures of Special Projects Contract

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Dependent on nature of project

Essential College Facilities:

- CAD laboratory

Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Create a project report as determined in 3, 4, and 5 of the Special Projects Contract.

Establish and tabulate research data for the project as determined in 3, 4, and 5 of the Special Projects Contract.

Establish project activities and prepare conclusions as determined in 3, 4, and 5 of the Special Projects Contract.

CSLOs

Create an engineering document package which complies with industry-defined standards and shall include the following; components modeled using CAD design tools, assemblies generated from multiple components and engineering drawings. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Create a project report as determined in 3, 4, and 5 of the Special Projects Contract.
 - 1. Value or purpose report
 - 2. Available data
- B. Establish and tabulate research data for the project as determined in 3, 4, and 5 of the Special Projects Contract.
 - 1. CAD publications or references
 - 2. CAD lab research
- C. Establish project activities and prepare conclusions as determined in 3, 4, and 5 of the Special Projects Contract.
 - 1. List performance objectives of project
 - 2. Sequence and timeline for activities
 - 3. List any and all conclusions, evaluate validity of project outcomes.

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

- (Consent of instructor and division dean and an approved Special Projects Contract is required.)

Limitation(s) on Enrollment - Other:

(Not open to students with credit in DMT D077X or DMT D077Z.)

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.

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.

Consent of Instructor and Dean

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: DEI

No Value

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/21/26	Matrix H	Objective 2	Required	Complete for your limitation on enrollment	Y - Consent of Instructor and Dean
Stage 7: Dean of Online Learning					
No Value					
Stage 8: SLO Coordinator					
No Value					
Stage 10: Curriculum Committee					
No Value					

CO
Sort ID (00 < 10; 0 < 100)
DMT 077Y
Course Status
Non-substantial
Course Characteristics
CTE
Cross-Listed/Related Course Information
Related Child
Cross-Listed/Related Course ID's
DMT 77X
DL Approval Date (MM/DD/YYYY)
No Value
Hybrid Approval Date (MM/DD/YYYY)
No Value
Curriculum Office Notes

No Value

Course Outline of Record Report

06/15/2026

THEAD020A : Theory and Technique of Acting (Introduction)

General Information

Faculty Initiator:	Elizabeth Stimson
Course ID (CB01A and CB01B) :	THEAD020A
Short Course Title:	THEORY/TECHN ACTING (INTRO)
Course Title (CB02) :	Theory and Technique of Acting (Introduction)
Department:	THEA - Theater Arts
Effective Term:	Fall 2027
TOP Code (CB03) :	(1007.00) Dramatic Arts
CIP Code:	(50.0501) Drama and Dramatics/Theatre Arts, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000567541
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course examines the basic theory and techniques of acting, along with the actor's range of choices within the framework of scenarios and improvisation. Students will conduct a beginning analysis of acting styles and methods from diverse cultural and historical perspectives.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Drama/Theater Arts
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - DRAMA/THEATER ARTS

Formerly Statement

Formerly Statement

No Value

Course Justification**Course Justification**

This course meets De Anza's general education requirement and is a major preparation requirement in the discipline of Theatre Arts for at least one CSU or UC. It is an introductory, beginning-level course that introduces the student to the basics of acting. In this course, the student will explore the fundamentals of acting, including but not limited to: improvisation, characterization, script analysis, and the performance of scripted material. This course belongs on the Liberal Arts A.A. degree.

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

THTR F020A

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

Students will conduct a beginning analysis of acting styles and methods from diverse cultural and historical perspectives. The textbooks are low textbook cost.

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	Award Type	Active
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G7B	De Anza GE Area 7B - Personal Development	Approved	No value	No value	No - defined.

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.

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	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	72
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ 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	3	6
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	36
Laboratory	36
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Homework and extended projects
Collaborative projects

Assignments

- A. Required reading from the textbook and supplemental plays
 - 1. Assigned weekly readings from text
 - 2. Assigned scenes, monologues and works of contemporary playwrights
 - 3. Articles on aspects of theatre
- B. Writing: Evaluations and analyses
 - 1. Evaluations of live performances
 - 2. Character analysis of performed characters
 - 3. Script analysis of assigned plays
- C. Preparation and presentation of assigned monologues and scenes
- D. Attendance at live performances

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Final exam, written and practical, to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to performance.
- B. Written script analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class.
- C. Assigned projects evaluated for mastery of key concepts.
- D. Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- Classroom with adequate projection facilities, performance area, lighting equipment and various stage furniture and properties

Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

Shire, Kimberley	A Beginner's Guide to Acting Methods: Understanding Practitioners and their Legacies	Methuen Drama	2025	1350434159
Cohen, Robert	Acting Power: The 21st Century Edition	Routledge	2013	0415658470
Gillette, John	Acting Stanislavski: A Practical Guide to Stanislavski's Approach and Legacy	Bloomsbury Publishing	2014	1408184982
Suggested Reading List				
No Value				

Learning Outcomes
Course Objectives
Demonstrate using the human body as an instrument of communication.
Employ the functions of the vocal mechanism including breath support and vocal articulation.
Apply the skills needed for character development and analysis.
Examine the acting styles and methods from diverse cultural and historical perspectives.
CSLOs
Develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance. Expected SLO Performance: 0.0
Demonstrate ability to analyze text and performance content for self-advancement. Expected SLO Performance: 0.0
Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate using the human body as an instrument of communication.
 - 1. Employ a comprehensive physical and vocal warm-up.
 - 2. Practice exercises which enhance breath release and awareness.
 - 3. Explore exercises which enhance on stage concentration and focus.
 - 4. Use centering techniques including focused breathing, meditation, and concentration.
- B. Employ the functions of the vocal mechanism including breath support and vocal articulation.
 - 1. Practice exercises in breath support and diaphragm control.
 - 2. Employ techniques which enhance vocal articulation.
 - 3. Demonstrate methods of projecting the voice: resonance, range, and speech.
- C. Apply the skills needed for character development and analysis.
 - 1. Employ Stanislavski's basic techniques of character analysis.
 - 2. Examine the actor's choices by means of theatre games and improvisation.
 - 3. Demonstrate awareness of the demands of working in a collaborative art by means of scene study and in improvisation exercises.
 - 4. Use imagination, observation and concentration in character development.
- D. Examine the acting styles and methods from diverse cultural and historical perspectives.
 - 1. Demonstrate exercises in centering from diverse theatre traditions such as those of Japan and India.
 - 2. Examine use of gesture in diverse theatre traditions.

Lab Outline

- A. Physical and vocal warm-ups
- B. Movement exercises and techniques
- C. Monologues
- D. Partner scene work

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.

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

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

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

Assignments: B. Writing: Evaluations and analyses Evaluations of live performances Character analysis of performed characters Script analysis of assigned plays

Objective 2: Develop analytical ideas and topics for essays.

Assignments: B. Writing: Evaluations and analyses Evaluations of live performances Character analysis of performed characters Script analysis of assigned plays

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

Methods of Evaluation: D. Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.

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

Methods of Evaluation B. Written script analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class. Methods of Evaluation: D. Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.

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

Assignments: B. Writing: Evaluations and analyses Evaluations of live performances Character analysis of performed characters Script analysis of assigned plays C. Preparation and presentation of assigned monologues and scenes

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

Methods of Evaluation: D. Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.

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

Methods of Evaluation: D. Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.

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

Methods of Evaluation B. Written script analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class.

Objective 9: Demonstrate appropriate grammar usage and mechanics.

Methods of Evaluation: D. Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.

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 multiple 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.)

Assignments: A. Required reading from the textbook and supplemental plays 1. Assigned weekly readings from text 2. Assigned scenes, monologues and works of contemporary playwrights 3. Articles on aspects of theatre B. Writing: Evaluations and analyses 1. Evaluations of live performances 2. Character analysis of performed characters 3. Script analysis of assigned plays

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.)

Oral Communication: Assignments: C. Preparation and presentation of assigned monologues and scenes Written Communication: B. Writing: Evaluations and analyses 1. Evaluations of live performances 2. Character analysis of performed characters 3. Script analysis of assigned plays Collaborative Exercises: Assignments: C. Preparation and presentation of assigned monologues and scenes

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

Methods of Evaluation: B. Written script analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class. C. Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.

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.)

Assignments: A. 2. Assigned scenes, monologues and works of contemporary playwrights Outline: D. Examine the acting styles and methods from diverse cultural and historical perspectives. 1. Demonstrate exercises in centering from diverse theatre traditions such as those of Japan and India. 2. Examine use of gesture in diverse theatre traditions.

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

Assignments: A. 2. Assigned scenes, monologues and works of contemporary playwrights Outline: D. Examine the acting styles and methods from diverse cultural and historical perspectives. 1. Demonstrate exercises in centering from diverse theatre traditions such as those of Japan and India. 2. Examine use of gesture in diverse theatre traditions.

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.)

Course Outline: A. Demonstrate using the human body as an instrument of communication. 1. Employ a comprehensive physical and vocal warm-up. 2. Practice exercises which enhance breath release and awareness. 3. Explore exercises which enhance on stage concentration and focus. 4. Use centering techniques including focused breathing, meditation, and concentration. B. Employ the functions of the vocal mechanism including breath support and vocal articulation. 1. Practice exercises in breath support and diaphragm control. 2. Employ techniques which enhance vocal articulation. 3. Demonstrate methods of projecting the voice: resonance, range, and speech. C. Apply the skills needed for character development and analysis 1. Employ Stanislavski's basic techniques of character analysis. 2. Examine the actor's choices by means of theatre games and improvisation. 3. Demonstrate awareness of the demands of working in a

collaborative art by means of scene study and in improvisation exercises. 4. Use imagination, observation and concentration in character development.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
02/03/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to include information about the knowledge, skills, and abilities students will gain upon the completion of the course.	
02/03/2026	Basic Course Information	DEI Review	Suggested	Consider adding to this DEI statement to include a number of equitable approaches the COR is already taking. For example, the COR uses diverse methods of instruction, assignments, and methods of evaluation in keeping with best practices from universal design for learning, and the course description uses welcoming, student-centered language.	

02/03/2026	Specifications Examples of Primary Texts and References Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit. Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Each of these textbooks are low cost. Where to put this information is not clear "DEI box?" Y
02/03/2026	Specifications Examples of Primary Texts and References Suggested	As this is a beginning acting course, the primary texts reflect the basic approaches to the art form.

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
03/4/26	Matrix B		Required	Complete Matrix B for your English advisory	

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/10/2026	Learning	CSLO #3	Required	Students hopefully will develop in the areas CSLO states, but the assessable statement is more like " Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. "	Y
3/15/2026	Learning	CSLO #3	Required	'Develop' can be Bloom's Taxonomy word if used as: Develop a collaborative project demonstrating critical thinking skills, effective interpersonal communication, and an appreciation of diverse perspectives.	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/24/2026	CSLO #3	Required		'Develop' is the activity to learn the skill of thinking critically, effective interpersonal communication, and an appreciation of diverse perspectives. But the student will " Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. " to evidence having learned the skill.	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/20/2026	Learning Outcomes	CSLO #3	Required	Last phrase is redundant. Leave as "Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. "	Y

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

THEA 020A

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

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

- Requisite change appr. 1/17/23 (effect. F23).-mkct
- CCN requisite changes appr. 9/23/24 (effect. F25). -sw
- Added DAGE appr. 6/17/25 (effect. F26).-mkct

Course Outline of Record Report

06/15/2026

THEAD020B : Theory and Technique of Acting (Modern Period)

General Information

Faculty Initiator:	Elizabeth Stimson
Attachments:	ReqAdv_G_THEA_20B_2027F_1.pdf
Course ID (CB01A and CB01B) :	THEAD020B
Short Course Title:	THEORY/TECHN ACTNG:MODRN
Course Title (CB02) :	Theory and Technique of Acting (Modern Period)
Department:	THEA - Theater Arts
Effective Term:	Fall 2027
TOP Code (CB03) :	(1007.00) Dramatic Arts
CIP Code:	(50.0501) Drama and Dramatics/Theatre Arts, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000567540
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course is a continued study of the acting process, including extensive participation in the performance of contemporary dramatic scripts from diverse theatre traditions.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Drama/Theater Arts
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - DRAMA/THEATER ARTS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a major preparation requirement in the discipline of Theatre Arts for at least one CSU or UC. This is an intermediate level course that allows the student to continue the study of acting at a more advanced level. In this course, the student has the opportunity to further explore acting including, but not limited to: advanced improvisation, more complex characterization, and performance of advanced scripted material from the modern period. This course belongs on the Liberal Arts A.A. degree.

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

Acting II

Foothill Course ID

THTR 20B

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

This course is a continued study of the acting process, including extensive participation in the performance of contemporary dramatic scripts from diverse theatre traditions. The textbooks are low textbook cost.

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	Award Type	Active
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability (CB05) Transferable to both UC and CSU	Transferability Status Approved
--	---

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.
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

4

Maximum Credit Units

4

Total Course In-Class (Contact) Hours

72

Total Course Out-of-Class Hours

72

Total Student Learning Hours

144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	3	6
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	36
Laboratory	36
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Homework and extended projects
Collaborative learning and small group exercises

Assignments

- A. Required reading from the textbook and supplemental plays
 - 1. Weekly readings from text
 - 2. Monologues, scenes and works of modern playwrights
- B. Writing: Evaluations, subtexts and analyses
 - 1. Subtexts for each character portrayed
 - 2. Script analyses of four modern plays of different styles
 - 3. Evaluations of live performances
- C. Preparation and presentation of monologues and scenes from modern scripts
- D. Attendance at selected live performances

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Final exam, written and practical, to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to performance.
- B. Written analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class
- C. Assigned projects to evaluate mastery of key concepts
- D. Written critiques and reviews examining various acting performances to evaluate ability to analyze critically and synthesize course materials.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- Classroom with adequate projection facilities, performance area, lighting equipment and various stage furniture and properties

Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

Weidner, Catherine	Acting Heightened Text: The Basics	Routledge	2026	9781032695297
Cohen, Robert	Acting Power: The 21st Century Edition	Routledge	2013	0415658470
Gillett, John	Acting Stanislavski: A Practical Guide to Stanislavski's Approach and Legacy	Bloomsbury Publishing	2014	1408184982
Suggested Reading List				
No Value				

Learning Outcomes
Course Objectives
Recognize and demonstrate knowledge of modern plays and playwrights.
Recognize and employ contemporary theories of acting.
Practice techniques to develop the body and voice as instruments of communication.
Practice rehearsal and performance techniques.
CSLOs
Utilize more advanced techniques to develop the voice and body as instruments of expression while gaining confidence through the experience of interaction and audience performance. Expected SLO Performance: 0.0
Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. Expected SLO Performance: 0.0
Apply more advanced, modern acting theories as well as analyze more advanced modern text. Expected SLO Performance: 0.0

Outline
Course Outline

A. Recognize and demonstrate knowledge of modern plays and playwrights.

1. Realism

- a. Father of Modern Drama: Ibsen "A Doll's House" "Ghosts"
- b. Naturalism: Emile Zola "Therese Raquin" and Georg Buchner "Woyzeck"
- c. Russian Realism: Chekhov "The Seagull" "The Cherry Orchard" "The Three Sisters"
- d. American Realism: Eugene O'Neil "Harry Ape" and Arthur Miller "A View from the Bridge"

2. Anti-realism

- a. Symbolism: August Strindberg "A Dream play"
- b. Brecht "Three Penny Opera" and Epic Theatre.
- c. Absurdism: Samuel Beckett "Waiting for Godot" and Alfred Jarry "Ubu Roi".
- d. Representational plays of diverse theatre traditions (Sanskrit Theatre's "The Little Clay Cart").

3. Comedy

- a. Farce: Eugene Ionesco "Rhinoceros"
- b. Tragic-comedy and dramatic comedy: Caryl Churchill "Cloud 9" and Oscar Wilde "The Importance of Being Earnest"
- c. Male playwrights and political satire: George Orwell "Animal Farm" "1984"
- d. Female playwrights and political satire: Mary Zimmerman "The Arabian Knights" and Caryl Churchill "Top Girls"

B. Recognize and employ contemporary theories of acting.

1. The Internal method

- a. Emotional recall and sense memory
- b. Objective
- c. Obstacle
- d. Tactics
- e. Subtext
- f. Operatives

2. External techniques and theories of acting.

- a. Spatial relationship and environment
- b. Speech and gesture techniques
- c. Character study through physicality and masks

C. Practice techniques to develop the body and voice as instruments of communication.

- 1. A comprehensive physical and vocal warm-up.
- 2. Centering techniques
- 3. Breath release and diaphragm control.
- 4. Methods of projecting the voice: resonance, range, and speech.

D. Practice rehearsal and performance techniques.

- 1. Disciplined activity
- 2. Sensitivity and stage presence
- 3. Phrasing and timing
- 4. Improvisation as a tool for character development.
- 5. Awareness of ensemble

Lab Outline

- A. Physical and vocal warm-ups
- B. Movement exercises and techniques
- C. Improvisations
- D. Monologues
- E. Partner scene work

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.
No Value

Req/Adv
Prerequisite(s):
THEA D020A
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):

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.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
02/03/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to include information about the knowledge, skills, and abilities students will gain upon the completion of the course.	
02/03/2026	Basic Course Information	DEI Review	Suggested	Consider adding to this DEI statement to include a number of equitable approaches the COR is already taking. For example, the COR uses diverse methods of instruction, assignments, and methods of evaluation in keeping with best practices from universal design for learning, and the course description uses welcoming, student-centered language.	
02/03/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Each of these textbooks are low cost. Where to put this information is not clear "DEI box?" Y
02/03/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	
02/03/2026	Specifications	Assignments	Suggested	Thanks for this assignment list! Do any of these assignments provide students with choices in how they demonstrate proficiency and/or encourage students to connect course content to their own life, background, and experiences? If yes, consider clarifying/adding this to the relevant assignment. If not possible/appropriate, please disregard.	
02/03/2026	Specifications	Methods of Evaluation	Suggested	For any of these methods of evaluation, is it possible to provide examples of strong and/or successful assignments to clarify expectations for all students? If appropriate, please consider adding to the relevant evaluation method. If not appropriate, please disregard.	
02/03/2026	Outline	Course Outline	Suggested	If appropriate, consider making space in the course outline to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. If this is already reflected in the Course Outline (in the sub sections of "Recognize and demonstrate knowledge of modern plays and playwrights" for example), please let me know in the Initiator Response Box. If not appropriate, please disregard.	
Stage 4: Articulation Officer					
No Value					
Stage 5: De Anza General Education					
No Value					
Stage 6: Content Review Matrix Liaison					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
2/24/26	General Course Information	Attachments	Required	Complete and Upload a Matrix G for your THEA 20A prerequisite	

3/4/26	Matrix G	Required	The entries in the left column must come from the Objectives of THEA 20A. These correspond to only the top level statements of the course outline (A, B, C, etc.)				Y
Stage 7: Dean of Online Learning							
No Value							
Stage 8: SLO Coordinator							
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response		
3/10/2026	Learning	CSLO #2	Required	Students hopefully will develop in the areas CSLOs states, but the assessment is more like " Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. "	Y		
3/15/2026	Learning	CSLO #3	Required	'Develop' can be Bloom's Taxonomy word if used as: Develop a collaborative project demonstrating critical thinking skills, effective interpersonal communication, and an appreciation of diverse perspectives.	Y		
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response		
3/24/2026	CSLO #2	Required		'Develop' is the activity to learn the skill of thinking critically, effective interpersonal communication, and an appreciation of diverse perspectives. But the student will " Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. " to evidence having learned the skill.	Y		
Stage 10: Curriculum Committee							
No Value							

CO
Sort ID (00 < 10; 0 < 100)
THEA 020B
Course Status
Non-substantial
Course Characteristics
NA
Cross-Listed/Related Course Information
NA
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

Course Outline of Record Report

06/15/2026

THEAD020C : Theory and Technique of Acting (Classic Period)

General Information

Faculty Initiator:	Elizabeth Stimson
Attachments:	ReqAdv_G_THEA_20C_2027F_1.pdf ReqAdv_G_THEA_20C_2027F_2.pdf
Course ID (CB01A and CB01B) :	THEAD020C
Short Course Title:	THEORY/TECHN ACTNG:CLASS
Course Title (CB02) :	Theory and Technique of Acting (Classic Period)
Department:	THEA - Theater Arts
Effective Term:	Fall 2027
TOP Code (CB03) :	(1007.00) Dramatic Arts
CIP Code:	(50.0501) Drama and Dramatics/Theatre Arts, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	CCC000567539
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This is a continuation of acting study including extensive participation in the performance of selected scenes from classic period plays of diverse theatre traditions.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Drama/Theater Arts
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - DRAMA/THEATER ARTS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a major preparation requirement in the discipline of Theatre Arts for at least one CSU or UC. This is an advanced level course that allows the student to study their of acting at the most advanced level. In this course, the student has the opportunity to further explore acting including, but not limited to advanced improvisation, complex characterization, the dramatization of various styles of period acting as well as a performance of advanced scripted material from the classical period. This course belongs on the Liberal Arts A.A. degree.

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

Acting III

Foothill Course ID

THTR 20C

DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

This is a continuation of acting study including extensive participation in the performance of selected scenes from classic period plays of diverse theatre traditions. The textbooks are low textbook cost.

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	Award Type	Active
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability (CB05) Transferable to both UC and CSU	Transferability Status Approved
--	---

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.
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

4

Maximum Credit Units

4

Total Course In-Class (Contact) Hours

72

Total Course Out-of-Class Hours

72

Total Student Learning Hours

144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ 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	3	6
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	36
Laboratory	36
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Homework and extended projects
Collaborative learning and small group exercises

Assignments

- A. Required readings from texts as well as supplemental classical plays
 - 1. Assigned weekly readings from text
 - 2. Assigned monologues, scenes and works of period playwrights
- B. Writing: textual analyses and evaluations
 - 1. Textual analyses for each character portrayed
 - 2. Script analyses of four classic plays from different periods
 - 3. Evaluations of live performances
- C. Rehearsals and performances of monologues and scenes from classic scripts
- D. Attendance at selected live performances

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Final exam, written and practical, to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to performance of classical scenes and monologues.
- B. Written script analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class
- C. Assigned period plays to evaluate mastery of key concepts
- D. Written critiques and reviews examining various classical acting performances to evaluate ability to analyze critically and synthesize course materials.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- Classroom with projection facilities, performance area, lighting equipment and various stage furniture and properties

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Weidner, Catherine	Acting Heightened Text: The Basics	Routledge	2026	1032695297
Barton, Robert	Style for Actors	Routledge	2010/2nd Edition	0415485738
Benedetti, Robert	The Actor at Work	Allyn and Bacon	2008/10th edition	0205542077
Suggested Reading List No Value				

Learning Outcomes
Course Objectives
Recognize and demonstrate a knowledge of period plays and playwrights.
Dramatize various styles of period acting.
Use a variety of vocal techniques for stage.
Contrast presentational and representational dramatic forms.
CSLOs Utilize more advanced, classical techniques to develop the voice and body as instruments of expression while gaining confidence through the experience of interaction and audience performance. Expected SLO Performance: 0.0 "Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. Expected SLO Performance: 0.0 Apply classical acting theories and techniques. Expected SLO Performance: 0.0

Outline
Course Outline A. Recognize and demonstrate a knowledge of period plays and playwrights.

1. Greek period: Aristophanes, Sophocles, and Euripides
 2. Roman period: Seneca
 3. Medieval period: Everyman
 4. Elizabethan period: Shakespeare
 5. Italian Renaissance: Commedia dell'Arte/Carlo Goldoni
 6. 17th century France: Moliere
 7. 20th century Spain: Federico Garcia Lorca
 8. Asian performance traditions: Kabuki
- B. Dramatize various styles of period acting.
1. Rehearsal and performance techniques
 2. Movement techniques and gesture
 3. Textual analysis and character development
 4. Costumes: Influence on movement style
 5. Improvisation based on scenes and characters from period plays
- C. Use a variety of vocal techniques for stage.
1. Rhythm and meter: Iambic pentameter
 2. Regional and foreign dialects
 3. Poetic dialogue
- D. Contrast presentational and representational dramatic forms.
1. Character analysis in relation to these forms
 2. Social, cultural, and historical context

Lab Outline

- A. Physical and vocal warm-ups
- B. Movement techniques and exercises
- C. Improvisations
- D. Monologues
- E. Partner scene work

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.

No Value

Req/Adv

Prerequisite(s):

THEA D020A

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

THEA D020B

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.

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: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
02/03/2026	Basic Course Information	Course Description	Suggested	Consider revisions to make this course description more student-centered and to include information about the knowledge, skills, and abilities students will gain upon the completion of the course.	
02/03/2026	Basic Course Information	DEI Review	Suggested	Consider adding to this DEI statement to include a number of equitable approaches the COR is already taking. For example, the course uses diverse methods of instruction, assignments, and methods of evaluation in keeping with best practices from universal design for learning.	

02/03/2026 Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the instructor response box. Please also let me know if your textbook is low cost, and consider adding this information to the DEI Box if appropriate -- it looks like at least one of these textbooks qualifies for low textbook cost. This will satisfy the required component of this edit. Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this assignment list! Do any of these assignments provide students with choices in how they demonstrate proficiency and/or encourage students to connect course content to their own life, background, and experiences? If yes, consider clarifying/adding this to the relevant assignment and noting it in the DEI statement. If not possible/appropriate, please disregard. For any of these methods of evaluation, is it possible to provide examples of strong and/or successful assignments to clarify expectations for all students? If appropriate, please consider adding to the relevant evaluation method. If not appropriate, please disregard. If appropriate, consider making space in the course outline to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. This may be covered under "Contrast presentational and representational dramatic forms" -- if yes, let me know in the Initiator Response Box and consider adding to the DEI statement. If not appropriate, please disregard.	Each of these textbooks are low cost. Where to put this information is not clear "DEI box?" Y
02/03/2026 Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this assignment list! Do any of these assignments provide students with choices in how they demonstrate proficiency and/or encourage students to connect course content to their own life, background, and experiences? If yes, consider clarifying/adding this to the relevant assignment and noting it in the DEI statement. If not possible/appropriate, please disregard. For any of these methods of evaluation, is it possible to provide examples of strong and/or successful assignments to clarify expectations for all students? If appropriate, please consider adding to the relevant evaluation method. If not appropriate, please disregard. If appropriate, consider making space in the course outline to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. This may be covered under "Contrast presentational and representational dramatic forms" -- if yes, let me know in the Initiator Response Box and consider adding to the DEI statement. If not appropriate, please disregard.	
02/03/2026 Specifications	Assignments	Suggested	Thanks for this assignment list! Do any of these assignments provide students with choices in how they demonstrate proficiency and/or encourage students to connect course content to their own life, background, and experiences? If yes, consider clarifying/adding this to the relevant assignment and noting it in the DEI statement. If not possible/appropriate, please disregard. For any of these methods of evaluation, is it possible to provide examples of strong and/or successful assignments to clarify expectations for all students? If appropriate, please consider adding to the relevant evaluation method. If not appropriate, please disregard. If appropriate, consider making space in the course outline to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. This may be covered under "Contrast presentational and representational dramatic forms" -- if yes, let me know in the Initiator Response Box and consider adding to the DEI statement. If not appropriate, please disregard.	
02/03/2026 Specifications	Methods of Evaluation	Suggested	Thanks for this assignment list! Do any of these assignments provide students with choices in how they demonstrate proficiency and/or encourage students to connect course content to their own life, background, and experiences? If yes, consider clarifying/adding this to the relevant assignment and noting it in the DEI statement. If not possible/appropriate, please disregard. For any of these methods of evaluation, is it possible to provide examples of strong and/or successful assignments to clarify expectations for all students? If appropriate, please consider adding to the relevant evaluation method. If not appropriate, please disregard. If appropriate, consider making space in the course outline to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. This may be covered under "Contrast presentational and representational dramatic forms" -- if yes, let me know in the Initiator Response Box and consider adding to the DEI statement. If not appropriate, please disregard.	
02/03/2026 Outline	Course Outline	Suggested	Thanks for this assignment list! Do any of these assignments provide students with choices in how they demonstrate proficiency and/or encourage students to connect course content to their own life, background, and experiences? If yes, consider clarifying/adding this to the relevant assignment and noting it in the DEI statement. If not possible/appropriate, please disregard. For any of these methods of evaluation, is it possible to provide examples of strong and/or successful assignments to clarify expectations for all students? If appropriate, please consider adding to the relevant evaluation method. If not appropriate, please disregard. If appropriate, consider making space in the course outline to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. This may be covered under "Contrast presentational and representational dramatic forms" -- if yes, let me know in the Initiator Response Box and consider adding to the DEI statement. If not appropriate, please disregard.	
Stage 4: Articulation Officer				
No Value				
Stage 5: De Anza General Education				
No Value				
Stage 6: Content Review Matrix Liaison				
Date	Tab	Part - Field	Type of Edit	Edit
2/24/26	Basic Course Information	Attachments	Required	Complete and upload Matrix G for your THEA 20A prerequisite
2/24/26	Basic Course Information	Attachments	Required	Complete and upload Matrix G for your THEA 20B advisory
3/4/26		Matrix G	Required	The entries in the left column must come from the Objectives of THEA 20A and THEA 20B. These correspond to only the top level statements of the course outline (A, B, C, etc.)
Stage 7: Dean of Online Learning				
No Value				

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/10/2026	Learning	CSLO #2	Required	Students hopefully will develop in the areas CSLO states, but the assessable statement is more like " Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. "	Y
3/15/2026	Learning	CSLO #2	Required	'Develop' can be Bloom's Taxonomy word if used as: Develop a collaborative project demonstrating critical thinking skills, effective interpersonal communication, and an appreciation of diverse perspectives.	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/24/2026		CSLO #2	Required	'Develop' is the activity to learn the skill of thinking critically, effective interpersonal communication, and an appreciation of diverse perspectives. But the student will "Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects." to evidence having learned the skill.	Y

Stage 10: Curriculum Committee

No Value

CO
Sort ID (00 < 10; 0 < 100) THEA 020C
Course Status Non-substantial
Course Characteristics • NA
Cross-Listed/Related Course Information • NA
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