De Anza College Change Report 04/17/2025

Summary of Changes

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

General Information

Changeu	Field	Current Version	Proposed Version
0	Faculty Initiator	Mi Chang	Brett Johnson
	Course ID (CB01A and CB01B)	AUTOD057A	AUTOD057A
	Course Control Number	CCC000281573	CCC000281573
	Course Title (CB02)	Career Research and Employment in the Automotive Industry	Career Research and Employment in the Automotive Industry
	Short Course Title	CAREER RES & EMPLOY AUTO	CAREER RES & EMPLOY AUTO
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
9	Effective Term	Fall 2025	Fall 2025 2026
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	Course Description	Career research in the automotive industry: job search, applications, and resumes, employer-employee relationships, job interviews.	Career This course focuses on career research in the automotive industry: industry including job search, applications, applications and resumes, employer-employee relationships, and job interviews.
	Course Type (CB27)	Lower Division	Lower Division
0	Mode of Delivery	No value	In person ONLY

Faculty Requirements

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

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

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

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

Course Philosophy				
Chang	ged Field	Current Version	Proposed Version	
	Course Philosophy	No value		

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

Н	Honors/Non-honors Course				
C	Changed	Field	Current Version	Proposed Version	
		Is this an honors/non- honors course?	No	No	

Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course No

Cross-listed Course

Field	Current Version	Proposed Version
Is this a cross-listed course?	No	No
uivalency		
Field	Current Version	Proposed Version
Foothill Faculty Consultation Name	No value	
Foothill Course ID	No value	
Does the course have a Foothill equivalent?	No	No
ons		
Field	Current Version	Proposed Version
Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
Course Prior To College Level	Not applicable.	Not applicable.
Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
Course Support	Course is not a support course	Course is not a support course
Status (CB26)		
Status (CB26) Repeat Limit	0	0
	Field Is this a cross-listed course? iuivalency Field Foothill Faculty Consultation Name Foothill Course ID Does the course have a Foothill equivalent? Does the course have a Foothill equivalent? Dos Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class Status (CB13)	FieldCurrent VersionIs this a cross-listed course?NoIs this a cross-listed course?NoFieldCurrent VersionFoothill Faculty Consultation NameNo valueFoothill Course IDNo valueDoes the course have a Foothill equivalent?NoFieldCurrent VersionFieldCurrent VersionBasic Skill Status (CB08)Course is not a basic skills course.Course Prior To College LevelNot applicable.Course Special Class Status (CB13)Course is not a special class.

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

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

Associated Programs

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

Changed Field	Current Versie	on	Proposed Ver	sion
	Associated Program	Automotive Engine Performance (In Development)	Associated Program	Automotive Engine Performance (In Development)
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	Automotive Engine Performance (In Development)	Associated Program	Automotive Engine Performance (In Development)
	Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
	Associated Program	Automotive Machining and Engine Repair	Associated Program	Automotive Machining and Engine Repair
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	Automotive Machining and Engine Repair	Associated Program	Automotive Machining and Engine Repair
	Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
	Associated Program	Automotive Machining and Engine Repair (In Development)	Associated Program	Automotive Machining and Engine Repair (In Development)
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	Automotive Machining and Engine Repair (In Development)	Associated Program	Automotive Machining and Engine Repair (In Development)

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

Transferability & Gen. Ed. Options				
Version				
ble to CSU only				

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

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out- of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	24	24
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

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

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

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

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

Specifications					
Changed	Field	Current Versi	ion	Proposed Vei	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Homework and extended projects In-class mock interview	Methods of Instruction	Lecture and visual aids Homework and extended projects In-class mock job interview
	Assignments	 Prepare applicat automo Prepare specific industry Prepare Final Exclass jo Reading skills im in the a 	e a written letter of tion specific to the tive industry e a job application to the automotive e an up-to-date resume kam - Participate in in- b interviews gs and research of soft- aportant for employment utomotive industry	 Prepare applicat automo Prepare specific industry Prepare Final Exclass jo Reading skills im in the au 	e a written letter of ion specific to the tive industry a job application to the automotive an up-to-date resume cam - Participate in in- b interviews gs and research of soft- portant for employment utomotive industry

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

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

Field	Current Version		Proposed Version	
Essential Student Materials/Essential College Facilities	Essential St • None. Essential Co • None.	udent Materials: bllege Facilities:	Essential Student Materials: • None Essential College Facilities: • None	
Examples of Primary Texts and References	Title Author	No value Career Research Packet, Dave Capitolo, 2018	No value	
	Publisher Date/Editic	No value		
	ISBN	No value		
Suggested Reading List	Reading List May include, but are not	Sample resume and letter of application No value	No value	
	Field Essential Student Materials/Essential College Facilities Examples of Primary Texts and References Suggested Reading List	FieldCurrent VersionEssential Student Materials/Essential College FacilitiesEssential St • None. Essential Co • None.Examples of Primary Texts and ReferencesTitle AuthorExamples of Primary Texts and ReferencesTitle AuthorSuggested Reading ListReading ListSuggested Reading ListReading List	Field Current Version Essential Student Materials/Essential College Facilities Essential Student Materials: • None. Essential College Facilities: • None. • Sone. Examples of Primary Texts and References Title No value Author Career Research Packet, Dave Capitolo, 2018 Publisher No value Date/Edition No value ISBN No value Isbn No value May No value May No value include, but are not No value	

Learning Outcomes	

Jean	Field	Current Versio	Current Version		Proposed Version	
	Course Objectives	 Evaluate employn available Describe relations Discuss letters of letters). Discuss complete Discuss resumes Discuss to a job i Discuss workplace 	e the various automotive nent opportunities e. e employee-employer ships. the different styles of f application (Cover information required to e a job application. the different types of s and when to use each. techniques that apply interview. various soft-skills in the ce.	 Evaluate employr available Describe relations Discuss letters o letters). Discuss complet Discuss resumes Discuss to a job Discuss workpla 	e the various automotive nent opportunities e. e employee-employer ships. the different styles of f application (Cover information required to e a job application. the different types of s and when to use each techniques that apply interview. various soft-skills in the ce.	
	CSLOs	CSLOs	Participate in an 'in-class' job	CSLOs	Participate in an 'in-class' job	
			interview, after studying the various parts of the		interview, after studying the various parts of the	
			automotive industry and learning job		automotive industry and learning job	
			interview skills.		interview skills.	
		Expected	0.0	Expected	0.0	

Course Outline

Changed	Field	Current Version	Proposed Version
0	Course	1. Evaluate the various automotive	1. Evaluate the various automotive
	Content	employment opportunities	employment opportunities
		available.	available.
		1. Various automotive areas	1. Various automotive areas
		2. Skill requirements for	2. Skill requirements for
		various shops	various shops
		3. Training	3. Training
		4. Benefits	4. Benefits
		5. Locating job opportunities	5. Locating job opportunities
		1. Job	1. Job
		announcements	announcements
		2. "In house" hiring	2. "In house" hiring
		3. Newspaper	3. Newspaper
		4. Employment	4. Employment
		agencies	agencies
		5. Industry	5. Industry
		publications	publications
		6. Compare the skills	6. Compare the skills
		needed for employment	needed for employment
		in various shops.	in various shops.
		2. Describe employee-employer	2. Describe employee-employer
		relationships.	relationships.
		1. Self evaluation	1. Self evaluation
		2. Positive/negative	2. Positive/negative
		attitudes	attitudes
		3. Characteristics	3. Characteristics
		employers look for	employers look for
		4. Workmanship	4. Workmanship
		3. Discuss the different styles of	3. Discuss the different styles of
		letters of application (Cover	letters of application (Cover
		letters)	letters)
		1 Letter types	1 Letter types
		2 Objective of letter of	2 Objective of letter of
		application	application
		3 Developing a letter of	3 Developing a letter of
		application	application
		4 The most common	1 The most common
		4. The most common	4. The most common
		1111SLAKES	111151arcs
		t.	4. Discuss information required to
			t Application types
		complete a job application.	Application types Action of a set in the set of a s
		1. Application types	
		2. Objective of applications	3. The most common
		3. The most common	mistakes
		mistakes	5. Discuss the different types of
		Discuss the different types of	resumes and when to use each.

resumes and when to use each.

1. Resume types

Changed	Field	Current Version	Proposed Version
		 Resume types Objective of resume Developing a resume Tips for effective resume writing Sample resume outlines The most common mistakes Discuss techniques that apply to a job interview. Objective of interview Attitude/appearance Know something about the company Most asked questions Stress questions Why employers do not hire Define and discuss adaptability Define and discuss collaboration Define and discuss communication Define and discuss empathy Define and discuss collaboration Define and discuss resilience Define and discuss resilience Define and discuss 	 2. Objective of resume 3. Developing a resume 4. Tips for effective resume writing 5. Sample resume outlines 6. The most common mistakes 7. Creating a portfolio 8. Objective of a portfolio 9. Developing a portfolio 6. Discuss techniques that apply to a job interview. 1. Objective of interview 2. Attitude/appearance 3. Know something about the company 4. Most asked questions 5. Stress questions 6. Why employers do not hire 7. Discuss various soft-skills in the workplace. 1. Define and discuss adaptability 2. Define and discuss collaboration 4. Define and discuss collaboration 5. Define and discuss communication 5. Define and discuss communication 6. Define and discuss communication 7. Define and discuss communication
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value

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

A-Matrix Form

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

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

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
θ	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	From Outline: E. Discuss the different types of resumes and when to use each. 3. Developing a resume
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form				
Changed	Questions	Current Version	Proposed Version	
Changed	Questions 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	Current Version No Value	No Value	
	to wny.			

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

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

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

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

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

G-Matrix Form

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

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

De Anza GE Form

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

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

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

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value

Changed	Questions	Current Version	Proposed Version
0	Stage 8: Dean of Online Learning	No Value	Name - Date Role Part - Field Type of Edit OR Tab Completed
			4/9/25 Gabriela Nocito Gabriela - Proposal Required Details - Attachments Course Online Delivery Request form.
			This course was offered as an online course during the pandemic, although historically in person. We have no plans of offering this course online any more as the in person modality allows for simulated in person job interviews. I reverted "Mode of Delivery" to reflect "In Person ONLY".
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

со

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

Changed	Questions	Current Version	Proposed Version
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	 Requisite change appr. 1/17/23 (effect. F23)cc CCN requisite changes appr. 9/23/24 (effect. F25)mc 	 Requisite change appr. 1/17/23 (effect. F23)cc CCN requisite changes appr. 9/23/24 (effect. F25)mc

Course Ac	Course Administration Codes			
Articulation	occurs after course	e approval. The following fields will not show a Proposed Version.		
Changed Field Current Version		Current Version		
	Curriculum ID	AUTOD057A		
	Distance Education Approved	No		
	Board of Trustees Approval Date			
Curriculum Committee Approval Date				
	Time to Next Review	Sep 1, 2024 12:00:00 AM		

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000281573

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

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

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

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000460661	CCC000460661
	Course Title (CB02)	Hybrid Vehicle Safety and Maintenance	Hybrid Vehicle Safety and Maintenance
	Short Course Title	HYBRID VEHCL SAFTY AND MAINT	HYBRID VEHCL SAFTY AND MAINT
	TOP Code (CB03)	0948.40	0948.40 Alternative Fuels and Advanced Transportation Technology
	CIP Code	Alternative Fuel Vehicle Technology/Technician	47.0614 Alternative Fuel Vehicle Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
9	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	Course Description	Explores the use of hybrid electric power for vehicle transportation. Topics will include safety, maintenance of hybrid propulsion and internal combustion systems, drivability, and storage battery technology. Various designs of hybrid vehicles and their integrated systems from multiple manufacturers will be discussed. This course also fulfills the Toyota Technician Education Network training requirement for the T-256 course. This course is suitable for students interested in alternative fuels or power and energy technology.	Explores This course explores the use of hybrid electric power for vehicle transportation. Topics will include safety, maintenance of hybrid propulsion and internal combustion systems, drivability, and storage battery technology. Various designs of hybrid vehicles and their integrated systems from multiple manufacturers will be discussed. This course also fulfills the Toyota Technician Education Network training requirement for the T-256 course. This course is suitable for students interested in alternative fuels or power and energy technology.
	Course Type (CB27)	Lower Division	Lower Division
0	Mode of Delivery	No value	In person ONLY
Faculty Re	quirements		
Changed	Field	Current Version	Proposed Version
9	Discipline 1	No value	Automotive Technology
	Discipline 2	No value	No value

Changed	Field	Current Version	Proposed Version
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - AUTO TECH
Formerly S	statement		
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	
Course Ju	stification		
Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable, stand-alone course was developed based on essential requirements for California State Smog Technician Licensing and the subsequent fulfillment of NATEF (National Automotive Technician's Education Foundation) accreditation standards. Data from our advisory committee indicates a student must be prepared with an array of workplace skills as well as a unique blend of academic and technical skills. This course is a requirement of the Toyota TTen certification	This CTE, CSU transferable, stand-alone course was developed based on essential requirements for California State Smog Technician Licensing and the subsequent fulfillment of NATEF (National Automotive Technician's Education Foundation) accreditation standards. Data from our advisory committee indicates a student must be prepared with an array of workplace skills as well as a unique blend of academic and technical skills. This course is a requirement of the Toyota TTen certification standards

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
CTE Cours	e		
Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	Yes	Yes
lonors/No	n-honors Course		
Changed	Field	Current Version	Proposed Version
	Is this an honors/non- honors course?	No	No
Mirrored C	redit/Noncredit Co	ourse	
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

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

Foothill Equivalency

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement				
Changed	Field	Current Version	Proposed Version	
	If yes, identify the lower- division UC course and campus.	No value		

Changed	Field	Current Version	Proposed Version
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No	No
Associate	d Programs		
Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile				
Changed Field Current Version Proposed Version				
	Lecture Hours - In Class	2	2	
	Lecture Hours - Out of Class	4	4	

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

Course Student Hours - Profile Name: Default Profile

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

Changed	nged Field Current Version		Proposed Version	
	NA Hours - Course Out-of- Class per Term	0	0	
	Total - Course In-Class (Contact) Hours	24	24	
	Total - Course 48 Out-of-Class Hours		48	
	Total Credit Units - Minimum Credit Units	2	2	
	Total Credit Units - Maximum Credit Units	2	2	
Speciality	Hours			
Changed	Field	Current Version	Proposed Version	
	Speciality Hours	No value	No value	
Credit / No	n-Credit Options			
Credit / No Changed	n-Credit Options	Current Version	Proposed Version	
Credit / No Changed	n-Credit Options Field COURSE CLASSIFICATION STATUS	Current Version Credit Course.	Proposed Version Credit Course.	
Credit / No Changed	n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04)	Current Version Credit Course. Credit - Degree Applicable	Proposed Version Credit Course. Credit - Degree Applicable	
Credit / No	n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22)	Current Version Credit Course. Credit - Degree Applicable Credit Course.	Proposed Version Credit Course. Credit - Degree Applicable Credit Course.	
Credit / No Changed	n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22) Funding Agency Category (CB23)	Current Version Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.	Proposed Version Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.	

Work Experience Education Status

(CB10)

Changed	Field	Current Version	Proposed Version
	Variable Credit Course		

Credit Units

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

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

Specifications

Changed	Field	Current Versio	on	Proposed Ver	rsion
0	Methods of Instruction	Methods of Instruction		Methods of	Met Inst
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review	Instruction Methods of Instruction	Lec aids Disc ass Disc prol

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

Methods of

1. Required reading from text, handouts, and web based publications

performed in class

group exercises

Collaborative learning and small

- 2. Research assignments on technical data such as fluid capacities and recommended service intervals
- 3. Hybrid electric vehicle work sheets
- 4. Multiple choice quizzes covering the weeks lecture units.
- 5. A comprehensive and objective final examination.

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

Methods of Evaluation

0

Methods of Evaluation		Method of Evaluat	s Me Eva ion	thods of aluation
Methods of Evaluation	 Weekly objective multiple choice and/or essay quizzes evaluated for accuracy, covering the weeks lecture units, assigned reading, and relative data obtained from assigned research and hybrid electric vehicle worksheets. Hybrid electric vehicle work sheets are graded for accuracy based on a point system. Comprehensive and objective final examination consisting of multiple choice and/or essay questions. 	Method: of Evaluat	s ion	 Weekly objective multiple choice and/or essay quizzes evaluated for accuracy, covering the weeks lecture units, assigned reading, and relative data obtained from assigned research and hybrid electric vehicle worksheets. Hybrid electric vehicle work sheets are graded for accuracy based on a point system. Comprehensive and objective final examination consisting of multiple choice and/or essay questions.
Essential Stude	ent Materials:	Essential	l Student	Materials:

Essential Student Materials/Essential College Facilities

- Safety glasses for laboratory
- demonstrations

Essential College Facilities:

- Access to automotive technology laboratory for demonstrations
- Safety glasses for laboratory demonstrations

Essential College Facilities:

 Access to automotive technology laboratory for demonstrations

Changed	Field	Current Vers	ion	Proposed Vers	ion
9	Examples of Primary Texts and References	Title	No value	Title	Electric and Hybrid
	References	Author	Auto Staff, '60N Hybrid Electric Vehicles 2018', De Anza College, Cupertino, CA 95014	Author	Halderman, James
		Dahlahan		Publisher	Pearson
		Publisher	No value	Date/Edition	2022
		Date/Edition	n No value	ISBN	978-0137532124
		ISBN	No value		
		Title	No value		
		Author	Handouts and worksheets as required		
		Publisher	No value		
		Date/Edition	n No value		
		ISBN	No value		
•	O			Manadaa	
9	Suggested Reading List	Reading A List (All Data http://library.alldatapro.com/alldata/) electronic information system (web based)	No value	
		May include, but are not limited to	No value		
		Reading S List (e	Shopkey5 http://www.shopkey5.com/) electronic information system (web pased)		
		May include, but are not	No value		

limited to

Changed	Field	Current Version	n	Proposed Ver	sion
	Course Objectives	 Assess the servicing Distinguis of hybrid service Classify the system compared of the system compared of the systems Formulate methods Appraise maintenant Correlate service 	the hybrid vehicle sh various types or designs systems. The different types of hybrid pomponents. Ze hybrid vehicle cooling e hybrid vehicle storage vehicle lubricants and nce electronic feature groups	 Assess servicing Distinguid of hybrid Classify system of Summarian systems Formula methods Appraise mainten Correlation 	the safety aspects of g the hybrid vehicle ish various types or designs d systems. the different types of hybrid components. rize hybrid vehicle cooling the hybrid vehicle storage s e vehicle lubricants and ance e electronic feature groups
	CSLOs	CSLOs	Identify the function of an automotive hybrid propulsion system.	CSLOs	Identify the function of an automotive hybrid propulsion system.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

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

Changed	Field	Current Version	Proposed Version
		1. Nickel Metal Hydride NiMH	1. Nickel Metal Hydride NiMH
		2. Lithium ion battery Li-ion	2. Lithium ion battery Li-ior
		3. Battery pack design and servicing	3. Battery pack design and servicing
		5. Servicing regenerative hybrid	5. Servicing regenerative hybrid
		braking systems	braking systems
		1. Inspection and renewal	1. Inspection and renewal
		of friction materials	of friction materials
		2. Service bleeding	2. Service bleeding
		procedures of the	procedures of the
		hydraulic unit	
		3. Interpreting vehicle	3. Interpreting vehicle
		warning lamps	warning lamps
		4. Brake by Wire systems	4. Brake by Wire systems
		4. Summarize nybrid vehicle cooling	4. Summarize hybrid vehicle cooling
		systems	systems
		1. Inverter cooling	1. Inverter cooling
		2. Perform basic inverter coolant	2. Perform basic inverter coolant
		Inspection and service	Inspection and service
		3. Proper use of scan tool for	3. Proper use of scan tool for
		complete bleeding	complete bleeding
		4. Integrated radiators	4. Integrated radiators
		5. Maintenance of coolant neat	5. Maintenance of coolant neat
		storage tanks	storage tanks
		5. Formulate hybrid vehicle storage methods	5. Formulate hybrid vehicle storage methods
		1. Consumer level basics	1. Consumer level basics
		2. Navigating the owners manual	2. Navigating the owners manual
		3. Considerations for long term	3. Considerations for long term
		storage such as fuse removal	storage such as fuse removal
		4. Jump starting a hybrid electric	4. Jump starting a hybrid electric
		5. Charging the high voltage	5. Charging the high voltage
		battery 6 Appraise vehicle lubricants and	battery 6. Appraise vehicle lubricants and
		maintenance	maintenance
		1. Servicing the engine oil	1. Servicing the engine oil
		2. Determining the correct oil	2. Determining the correct oil
		viscosity and quantity	viscosity and quantity
		Replacing the oil filter(s)	Replacing the oil filter(s)
		4. Servicing transmission fluid	4. Servicing transmission fluid
		7. Correlate electronic feature groups	7. Correlate electronic feature groups
		 Programming the Smart Key Adding spare keys including 	 Programming the Smart Key Adding spare keys including
		valet	valet
		3. Vehicle theft alarm	3. Vehicle theft alarm
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
9	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	AUTO D060A and AUTO D060B	AUTO D060A and AUTO D060B
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Elementary	No Value	No Value	
	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.			

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

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

F-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Pre-algebra or	No Value	No Value	
	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.			

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

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

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

H-Matrix Form

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

De Anza GE Form

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

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

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
9	Stage 8: Dean of Online Learning	No Value	DateName - Role OR TabPart - FieldType of EditEditInitiator - Indicate "Y" When Completed4/9/25Gabriela NocitoBasic Information NodalityPlease indicate the course modality. None is selected.Please indicate the course modality. None is selected.Please indicate the course modality.
9	Stage 9: Articulation Officer	No Value	DateTabPart - FieldType of EditEditInitiator - Indicate "Y" When Completed or

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

со

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	AUTO 060N	AUTO 060N
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	 Requisite change appr. 1/17/23 (effect. F23)cc CCN requisite changes appr. 9/23/24 (effect. F25)mc 	 Requisite change appr. 1/17/23 (effect. F23)cc CCN requisite changes appr. 9/23/24 (effect. F25)mc

Course Administration Codes Articulation occurs after course approval. The following fields will not show a Proposed Version. Changed Field Current Version

Changed	Field	Current Version
	Curriculum ID	AUTOD060N
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000460661

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

Summary of Changes

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

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

UC Transferable and/or Lower-Division Major Requirement

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

Changed field

General Information

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

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

Faculty Requirements

Changed	Field	Current Version	Proposed Version
9	Discipline 1	No value	Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
θ	FSA	No value	FHDA FSA - AUTO TECH

Course Justification

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

Foothill Equivalency

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

Co	Course Philosophy					
С	hanged	Field	Current Version	Proposed Version		
		Course Philosophy	No value			

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

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

CTE Course

Changed	Field	Current Version	Proposed Version
0	Is this a CTE	No value	Yes
	(Career		
	Technical		
	Education)		
	course?		
Honors/No	n-honors Course		
Changed	Field	Current Version	Proposed Version
0	Is this an	No value	No
	honors/non-		
	honors course?		
Mirrored C	redit/Noncredit Co	Durse	
Changed	Field	Current Version	Proposed Version
9	Is this a mirrored	No value	No
	credit/noncredit		
	course?		
Cross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
0	ls this a cross-	No value	No
U	listed course?	No value	
More Optic	ons		
Changed	Field	Current Version	Pronosed Version
Changed			Fioposed version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.

 Status (CB08)

 Course Prior To College Level
 Not applicable.
 Not applicable.

 Course Special Class Status (CB13)
 Course is not a special class.
 Course is not a special class.

Changed	Field	Current Version	Proposed Version
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	

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

UC Transferable and/or Lower-Division Major Requirement

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

Changed	Field	Current Version	Proposed Version
9	Will the course fulfill a UC/CSU lower-division major requirement?	No value	<u>No</u>
Associated	d Programs		
.		•	_
Changed	Field	Current Version	Proposed Version
Changed	Field Course is part of a program	Current Version	Proposed Version No value
Changed	Field Course is part of a program	Current Version No value	Proposed Version No value
Changed	Field Course is part of a program	Current Version No value ptions	Proposed Version No value

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

Weekly Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Lecture Hours - In Class	2	2	
	Lecture Hours - Out of Class	4	4	
	Laboratory Hours - In Class	0	0	
	Laboratory Hours - Out of Class	0	0	

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	on-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)		
	Variable Credit Course		

Credit Units

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

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

Specifications

Changed	Field	Current Versio	Current Version		
0	Methods of Instruction	Methods of Instruction		Methods of	Met Inst
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review	Instruction Methods of Instruction	Lec aids Disc assi Disc prol

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

Methods of

Assignments

1. Required reading from text, handouts, and web based publications

performed in class

group exercises

Collaborative learning and small

- 2. Research assignments on technical data such as fluid capacities and recommended service intervals
- 3. Hybrid electric vehicle work sheets
- 4. Multiple choice quizzes covering the weeks lecture units.
- 5. A comprehensive and objective final examination.

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

Methods of Evaluation

0

Methods of Evaluation		Metho of Evalu	ods ation	Methods of Evaluation
Methods of Evaluation	 Weekly objective multiple choice and/or essay quizzes evaluated for accuracy, covering the weeks lecture units, assigned reading, and relative data obtained from assigned research and hybrid electric vehicle worksheets. Hybrid electric vehicle work sheets are graded for accuracy based on a point system. Comprehensive and objective final examination consisting of multiple choice and/or essay questions. 	Metho of Evalu	ods	 Weekly objective multiple choice and/or essay quizzes evaluated for accuracy, covering the weeks lecture units, assigned reading, and relative data obtained from assigned research and hybrid electric vehicle worksheets. Hybrid electric vehicle work sheets are graded for accuracy based on a point system. Comprehensive and objective final examination consisting of multiple choice and/or essay questions.
Essential Stude	ent Materials:	Essent	ial Stu	Ident Materials:

Essential Student Materials/Essential College Facilities

- Safety glasses for laboratory
- demonstrations

Essential College Facilities:

- Access to automotive technology laboratory for demonstrations
- Safety glasses for laboratory demonstrations

Essential College Facilities:

 Access to automotive technology laboratory for demonstrations

Changed	Field	Current Vers	ion	Proposed Vers	ion
0	Examples of Primary Texts and References	Title	No value	Title	Electric and Hybrid
	References	Author	Auto Staff, '60N Hybrid Electric Vehicles 2018', De Anza College, Cupertino, CA 95014	Author	Venicies Halderman, James
		_		Publisher	Pearson
		Publisher	No value	Date/Edition	2022
		Date/Edition	n No value	ISBN	978-0137532124
		ISBN	No value		
		Title	No value		
		Author	Handouts and worksheets as required		
		Publisher	No value		
		Date/Edition	n No value		
		ISBN	No value		
•	Suggested			Nevelue	
Ð	Reading List	Reading A List (e	All Data http://library.alldatapro.com/alldata/) electronic information system (web based)	NO Value	
		May Minclude, but are not limited to	No value		
		Reading S List (e	Shopkey5 http://www.shopkey5.com/) electronic information system (web based)		
		May N include, but are not	No value		

limited to

Changed	Field	Current Version	n	Proposed Ver	sion
	Course Objectives	 Assess th servicing Distinguis of hybrid s Classify th system cc Summariz systems Formulate methods Appraise maintenan Correlate 	e safety aspects of the hybrid vehicle th various types or designs systems. The different types of hybrid components. Ze hybrid vehicle cooling the hybrid vehicle storage vehicle lubricants and ince electronic feature groups	 Assess servicing Distinguid of hybrid Classify system Summan systems Formula methods Appraise mainten Correlat 	the safety aspects of g the hybrid vehicle ish various types or designs d systems. the different types of hybrid components. rize hybrid vehicle cooling the hybrid vehicle storage s e vehicle lubricants and ance e electronic feature groups
	CSLOs	CSLOs	Identify the function of an automotive hybrid propulsion system.	CSLOs	Identify the function of an automotive hybrid propulsion system.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

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

Changed	Field	Current Version	Proposed Version
		1. Nickel Metal Hydride NiMH	1. Nickel Metal Hydride NiMH
		2. Lithium ion battery Li-ion	2. Lithium ion battery Li-ior
		3. Battery pack design and servicing	3. Battery pack design and servicing
		5. Servicing regenerative hybrid	5. Servicing regenerative hybrid
		braking systems	braking systems
		1. Inspection and renewal	1. Inspection and renewal
		of friction materials	of friction materials
		2. Service bleeding	2. Service bleeding
		procedures of the	procedures of the
		hydraulic unit	
		3. Interpreting vehicle	3. Interpreting vehicle
		warning lamps	warning lamps
		4. Brake by Wire systems	4. Brake by Wire systems
		4. Summarize nybrid vehicle cooling	4. Summarize hybrid vehicle cooling
		systems	systems
		1. Inverter cooling	1. Inverter cooling
		2. Perform basic inverter coolant	2. Perform basic inverter coolant
		Inspection and service	Inspection and service
		3. Proper use of scan tool for	3. Proper use of scan tool for
		complete bleeding	complete bleeding
		4. Integrated radiators	4. Integrated radiators
		5. Maintenance of coolant neat	5. Maintenance of coolant neat
		storage tanks	storage tanks
		5. Formulate hybrid vehicle storage methods	5. Formulate hybrid vehicle storage methods
		1. Consumer level basics	1. Consumer level basics
		2. Navigating the owners manual	2. Navigating the owners manual
		3. Considerations for long term	3. Considerations for long term
		storage such as fuse removal	storage such as fuse removal
		4. Jump starting a hybrid electric	4. Jump starting a hybrid electric
		5. Charging the high voltage	5. Charging the high voltage
		battery 6 Appraise vehicle lubricants and	battery 6. Appraise vehicle lubricants and
		maintenance	maintenance
		1. Servicing the engine oil	1. Servicing the engine oil
		2. Determining the correct oil	2. Determining the correct oil
		viscosity and quantity	viscosity and quantity
		Replacing the oil filter(s)	Replacing the oil filter(s)
		4. Servicing transmission fluid	4. Servicing transmission fluid
		7. Correlate electronic feature groups	7. Correlate electronic feature groups
		 Programming the Smart Key Adding spare keys including 	 Programming the Smart Key Adding spare keys including
		valet	valet
		3. Vehicle theft alarm	3. Vehicle theft alarm
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value
0	Catalog Term (21-22)	21-22	No Value
0	5 Year Revision Year (2021)	2019	No Value
0	Effective Quarter	Fall	No Value

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

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

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

Blue Form

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

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

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value

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

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

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

Changed	Questions	Current Version	Proposed Version
Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.		No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
G-Matrix F	orm		
Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an	No Value	No Value

explanation as to

why.

Changed	Questions	Proposed Version	Version	
	If the requisite	No Value	No Value	
	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.			

H-Matrix Form

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

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

De Anza GE Form

Changed	Questions	Proposed Version	on	
	Criteria 1:	No Value	No Value	
	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.)			

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

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

Comments

Changed	Questions	Current Version	Proposed Version	
	Stage 2: Department Chair	No Value	No Value	
	Stage 3: Division Curriculum Representative	No Value	No Value	
	Stage 4: Division Dean	No Value	No Value	
	Stage 5: SLO Coordinator	No Value	No Value	
	Stage 7: Content Review Matrix Liaison	No Value	No Value	
8	Stage 8: Dean of Online Learning	No Value	Name - Date Role OR Part - Field Type of Edit Hin Tab C Please	litiator - Idicate "Y" /hen ompleted
			4/9/25 Gabriela Nocito Basic Information - Required Modality None is selected.	
9	Stage 9: Articulation Officer	No Value	DateTabPart - FieldType of EditEdit04/16/2025SpecificationsFrimary TextsThere is nothing listed in the primary text section. The first thing listed in assignments is required reading from the text, so you would likely need a text listed, o to remove that from the list of assignments	Initiator - Indicate "Y" When Completed or Initiator's Response

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

Course Administration Codes

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

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

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

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

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

Changed	Field	Current Version Proposed Version	
	Course Control Number	CCC000621439	CCC000621439
	Course Title (CB02)	Hybrid Vehicle Safety and Maintenance	Hybrid Vehicle Safety and Maintenance
	Short Course Title	HYBRID VEHCL SAFTY AND MAINT	HYBRID VEHCL SAFTY AND MAINT
	TOP Code (CB03)	0948.40	0948.40 Alternative Fuels and Advanced Transportation Technology
	CIP Code	Alternative Fuel Vehicle Technology/Technician	47.0614 Alternative Fuel Vehicle Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
0	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
8	Course Description	This course explores the use of hybrid electric power for vehicle transportation. Topics will include safety, maintenance of hybrid propulsion and internal combustion systems, drivability, and storage battery technology. Various designs of hybrid vehicles and their integrated systems from multiple manufacturers will be discussed. This course also fulfills the Toyota Technician Education Network training requirement for the T-256 course. This course is suitable for students interested in alternative fuels or power and energy technology.	This course explores the use of hybrid electric power for vehicle transportation. Topics will include safety, maintenance of hybrid propulsion and internal combustion systems, drivability, and storage battery technology. Various designs of hybrid vehicles and their integrated systems from multiple manufacturers will be discussed. This course also fulfills the Toyota Technician Education Network training requirement for the T-256 course. This course is suitable for students interested in alternative fuels or power and energy <u>technology.</u> <u>technology.</u>
	Course Type (CB27)	Lower Division	Lower Division
0	Mode of Delivery	No value	In person ONLY

Faculty Requirements					
Changed	Field	Current Version	Proposed Version		
0	Discipline 1	No value	Automotive Technology		
	Discipline 2	No value	No value		

Changed	Field	Current Version	Proposed Version	
	Discipline 3	No value	No value	
θ	FSA	No value	• FHDA FSA - AUTO TECH	
Formerly S	itatement			
Changed	Field	Current Version	Proposed Version	
	Formerly Statement	No value		
Course Jus	stification			
Changed	Field	Current Version	Proposed Version	
	Course Justification	This is a noncredit enhanced, CTE course that belongs on the EV and Fuel Vehicle Safety Certificate of Completion. It was developed based on essential requirements for California State Smog Technician Licensing and the subsequent fulfillment of NATEF (National Automotive Technician's Education Foundation) accreditation standards. Data from our advisory committee indicates a student must be prepared with an array of workplace skills as well as a unique blend of academic and technical skills. This course is a requirement of the Toyota TTen certification.	This is a noncredit enhanced, CTE course that and belongs on the EV and Fuel Vehicle-Safety Certificate of Completion. It was developed based on essential requirements is intended to better prepare students for California State Smog Technician Licensing and work in the subsequent fulfillment-automotive industry in the areas of NATEF (National Automotive Technician's Education Foundation) accreditation standards. Data from our advisory committee indicates a student must be prepared with an array of workplace skills as well as a unique blend of academic and technical skills. This course is a requirement of the Toyota TTen certification. hybrid vehicle technology.	
Stand-Alor	ne Statement			
Changed	Field	Current Version	Proposed Version	
	Stand-Alone	No value		

Course Philosophy

Changed	Field	Current Version	Proposed Version	
	Course Philosophy	No value		
CTE Cours	e			
Changed	Field	Current Version	Proposed Version	
	Is this a CTE (Career Technical Education) course?	Yes	Yes	
onors/No	n-honors Course			
Changed	Field	Current Version	Proposed Version	
	ls this an honors/non- honors course?	No	No	
lirrored C	redit/Noncredit Co	Durse		
Changed	Field	Current Version	Proposed Version	
	Is this a mirrored credit/noncredit	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	

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

course?

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
0	Grade Options	Pass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)

UC Transferable and/or Lower-Division Major Requirement				
Changed	Field	Current Version	Proposed Version	
	If yes, identify the lower- division UC course and campus.	No value		

Changed	Field	Current Vers	ion	Proposed Ver	rsion
	Will the course fulfill a UC/CSU lower-division major requirement?	No		No	
	If yes, identify the UC/CSU campus, course and major.	No value			
	Will the course be UC transferable?	No		No	
Associated	d Programs				
Changed	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	EV and Fuel Vehicle Safety	Associated Program	EV and Fuel Vehicle Safety
		Award Type	Certificate of Completion	Award Type	Certificate of Completion
)	(

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

Changed	anged Field Current Version		Proposed Version	
	NA Hours - Course In-Class (Contact) per Term	0	0	
	NA Hours - Course Out-of- Class per Term	0	0	
	Total - Course In-Class (Contact) Hours	24	24	
	Total - Course Out-of-Class Hours	48	48	
	Total Credit Units - Minimum Credit Units	0	0	
	Total Credit Units - Maximum Credit Units	0	0	
Speciality	Hours			
Changed	Field	Current Version	Proposed Version	
Changed	Field Speciality Hours	Current Version No value	Proposed Version No value	
Changed Credit / No	Field Speciality Hours n-Credit Options	Current Version No value	Proposed Version No value	
Changed Credit / No Changed	Field Speciality Hours n-Credit Options Field	Current Version No value Current Version	Proposed Version No value Proposed Version	
Changed Credit / No Changed	Field Speciality Hours n-Credit Options Field COURSE CLASSIFICATION STATUS	Current Version No value Current Version Workforce Preparation Enhanced Funding.	Proposed Version No value Proposed Version Workforce Preparation Enhanced Funding.	
Changed Credit / No Changed	Field Speciality Hours n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04)	Current Version No value Current Version Workforce Preparation Enhanced Funding. Non-Credit	Proposed Version Proposed Version Workforce Preparation Enhanced Funding. Non-Credit	
Changed Credit / No Changed	Field Speciality Hours Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22)	Current Version No value Current Version Vorkforce Preparation Enhanced Funding. Non-Credit Workforce Preparation.	Proposed Version No value Proposed Version Workforce Preparation Enhanced Funding. Non-Credit Workforce Preparation.	

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	24	24
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

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

Specifications

Changed	Field	Current Versio	on	Proposed Ver	rsion
0	Methods of Instruction	Methods of Instruction		Methods of	Met Insti
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review	Instruction Methods of Instruction	Lect aids Disc assi Disc prot

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

1. Required reading from text, handouts, and web based publications

performed in class

group exercises

Collaborative learning and small

- 2. Research assignments on technical data such as fluid capacities and recommended service intervals
- 3. Hybrid electric vehicle work sheets
- 4. Multiple choice quizzes covering the weeks lecture units.
- 5. A comprehensive and objective final examination.

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

Methods of Evaluation

0

Methods of Evaluation		Methoo of Evalua	ds tion	Methods of Evaluation
Methods of Evaluation	 Weekly objective multiple choice and/or essay quizzes evaluated for accuracy, covering the weeks lecture units, assigned reading, and relative data obtained from assigned research and hybrid electric vehicle worksheets. Hybrid electric vehicle work sheets are graded for accuracy based on a point system. Comprehensive and objective final examination consisting of multiple choice and/or essay questions. 	Method of Evalua	ds tion	 Weekly objective multiple choice and/or essay quizzes evaluated for accuracy, covering the weeks lecture units, assigned reading, and relative data obtained from assigned research and hybrid electric vehicle worksheets. Hybrid electric vehicle work sheets are graded for accuracy based on a point system. Comprehensive and objective final examination consisting of multiple choice and/or essay questions.
Essential Stude	ent Materials:	Essentia	al Stu	dent Materials:

Essential Student Materials/Essential College Facilities

Safety glasses for laboratory demonstrations

Essential College Facilities:

- Access to automotive technology laboratory for demonstrations
- Safety glasses for laboratory demonstrations

Essential College Facilities:

 Access to automotive technology laboratory for demonstrations

Changed	Field	Current Vers	ion	Proposed Vers	ion
0	Examples of Primary Texts and References	Title	No value	Title	Electric and Hybrid
	References	Author	Auto Staff, '60N Hybrid Electric Vehicles 2018', De Anza College, Cupertino, CA 95014	Author	Halderman, James
		Dahlahan		Publisher	Pearson
		Publisher	No value	Date/Edition	2022
		Date/Edition	n No value	ISBN	978-0137532124
		ISBN	No value		
		Title	No value		
		Author	Handouts and worksheets as required		
		Publisher	No value		
		Date/Edition	n No value		
		ISBN	No value		
•	O			Manadaa	
9	Suggested Reading List	Reading A List (All Data http://library.alldatapro.com/alldata/) electronic information system (web based)	No value	
		May include, but are not limited to	No value		
		Reading S List (e	Shopkey5 http://www.shopkey5.com/) electronic information system (web pased)		
		May include, but are not	No value		

limited to

Changed	Field	Current Version	n	Proposed Ver	sion
	 Course Assess the safety aspects of servicing the hybrid vehicle Distinguish various types or designs of hybrid systems. Classify the different types of hybrid system components. Summarize hybrid vehicle cooling systems Formulate hybrid vehicle storage methods Appraise vehicle lubricants and maintenance Correlate electronic feature groups 		 Assess the safety aspects of servicing the hybrid vehicle Distinguish various types or designs of hybrid systems. Classify the different types of hybrid system components. Summarize hybrid vehicle cooling systems Formulate hybrid vehicle storage methods Appraise vehicle lubricants and maintenance Correlate electronic feature groups 		
CSLOs		CSLOs	Identify the function of an automotive hybrid propulsion system.	CSLOs	Identify the function of an automotive hybrid propulsion system.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

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

Changed	Field	Current Version	Proposed Version
		1. Nickel Metal Hydride NiMH	1. Nickel Metal Hydride NiMH
		2. Lithium ion battery Li-ion	2. Lithium ion battery Li-ior
		3. Battery pack design and servicing	3. Battery pack design and servicing
		5. Servicing regenerative hybrid	5. Servicing regenerative hybrid
		braking systems	braking systems
		1. Inspection and renewal	1. Inspection and renewal
		of friction materials	of friction materials
		2. Service bleeding	2. Service bleeding
		procedures of the	procedures of the
		hydraulic unit	
		3. Interpreting vehicle	3. Interpreting vehicle
		warning lamps	warning lamps
		4. Brake by Wire systems	4. Brake by Wire systems
		4. Summarize nybrid vehicle cooling	4. Summarize hybrid vehicle cooling
		systems	systems
		1. Inverter cooling	1. Inverter cooling
		2. Perform basic inverter coolant	2. Perform basic inverter coolant
		Inspection and service	Inspection and service
		3. Proper use of scan tool for	3. Proper use of scan tool for
		complete bleeding	complete bleeding
		4. Integrated radiators	4. Integrated radiators
		5. Maintenance of coolant neat	5. Maintenance of coolant neat
		storage tanks	storage tanks
		5. Formulate hybrid vehicle storage methods	5. Formulate hybrid vehicle storage methods
		1. Consumer level basics	1. Consumer level basics
		2. Navigating the owners manual	2. Navigating the owners manual
		3. Considerations for long term	3. Considerations for long term
		storage such as fuse removal	storage such as fuse removal
		4. Jump starting a hybrid electric	4. Jump starting a hybrid electric
		5. Charging the high voltage	5. Charging the high voltage
		battery 6 Appraise vehicle lubricants and	battery 6. Appraise vehicle lubricants and
		maintenance	maintenance
		1. Servicing the engine oil	1. Servicing the engine oil
		2. Determining the correct oil	2. Determining the correct oil
		viscosity and quantity	viscosity and quantity
		Replacing the oil filter(s)	Replacing the oil filter(s)
		4. Servicing transmission fluid	4. Servicing transmission fluid
		7. Correlate electronic feature groups	7. Correlate electronic feature groups
		 Programming the Smart Key Adding spare keys including 	 Programming the Smart Key Adding spare keys including
		valet	valet
		3. Vehicle theft alarm	3. Vehicle theft alarm
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
9	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	AUTO D360A and AUTO D360B	AUTO D360A and AUTO D360B
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Elementary	No Value	No Value	
	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.			

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

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

F-Matrix Form

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

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

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

H-Matrix Form

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

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

De Anza GE Form

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

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

Comments

Changed	Questions	Current Version	Proposed Version	
	Stage 2: Department Chair	No Value	No Value	
	Stage 3: Division Curriculum Representative	No Value	No Value	
	Stage 4: Division Dean	No Value	No Value	
	Stage 5: SLO Coordinator	No Value	No Value	
	Stage 7: Content Review Matrix Liaison	No Value	No Value	
•	Stage 8: Dean of Online Learning	No Value	Name - Role OR TabPart - FieldType of EditEditInitial Index Who Comparing Please indicate the course modality. None is selected.Initial Initial Notion	tiator - licate "Y" nen mpleted
9	Stage 9: Articulation Officer	No Value	DateTabPart - Type of FieldEditDateTabFieldEditThere is nothing listed in the primary text section. The first thing listed in assignmentsThere is nothing listed in the primary text section. The first thing listed in assignments 	Initiator - Indicate "Y" When Completed or Initiator's Response

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

со

Changed	Questions	Current Version	Proposed Version	
	Sort ID (00 < 10; AUTO 360N 0 < 100)		AUTO 360N	
	Course Status	Non-substantial	Non-substantial	
	Course Characteristics	CTE	CTE	
	Cross- Listed/Related Course Information	NA	NA	
	Cross- Listed/Related Course ID's	No Value	No Value	
	DL Approval Date (MM/DD/YYYY)	No Value	No Value	
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value	
	Curriculum Office Notes	 Requisite change appr. 1/17/23 (effect. F23)mkct Tech. change to program applicability appr. 3/19/24 (effect. 24)mkct CCN requisite changes appr. 9/23/24 (effect. F25)mc 	 Requisite change appr. 1/17/23 (effect. F23)mkct Tech. change to program applicability appr. 3/19/24 (effect. 24)mkct CCN requisite changes appr. 9/23/24 (effect. F25)mc 	

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	AUTOD360N
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Mar 19, 2024 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000621439

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

De Anza College **Course Outline of Record Report**

05/05/2025

EDACD430. : Vocational Interests and Aptitudes

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

Faculty Requirements

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

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

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

Stand-Alone Statement

Stand-Alone Statement

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

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course? No

Honors/Non-honors Course

Is this an honors/non-honors course? No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course? No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

Course Development Options		
Basic Skill Status (CB08) Course is not a basic skills course. Repeat Limit	Course Special Class Status (CB13) Course is designated as an "approved special class" for students with disabilities. Course Prior To College Level	Grade Options Letter Grade Pass/No Pass Repeatability Statement
99	Not applicable.	(No limit on student re-enrollment for 0 unit courses.)
Course Support Status (CB26) Course is not a support course		
Associated Programs		
Course is part of a program Associated Program No value	Award Type No value	Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

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	0		
Maximum Credit Units	0		
Total Course In-Class (Contact) Hours	36		
Total Course Out-of-Class Hours	0		
Total Student Learning Hours	36		
Credit / Non-Credit Opti	ons		
Course Credit Status (CB04)		Course Non Credit Category (CB22)	
Non-Credit		No value	
Course Classification Code (CB1	1)	Funding Agency Category (CB23)	Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student	Hours		Course Student Hours	
	In Class	Out of Class	Course Duration (Weeks)	12
Lecture Hours	0	0	Hours per unit divisor	36
Laboratory Hours	3	0	Course In-Class (Contact) Ho	urs
NA Hours	0	0	Lecture	0
			Laboratory	36
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	0
			Laboratory	0
			NA	0
			Total	0

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

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

Assignments

A. Group or individual presentations.

B. Group or individual projects.

C. Practice of basic academic skills.

D. Completion of a product or task.

Methods of Evaluation	Methods of Evaluation	on		
Methods of Evaluation	 A. Presentations to sensitivity to div B. Projects to be e and creativity. C. Short quizzes e D. Work skills eval E. Final Project by 	b be evaluated by a rubric versity. valuated by a rubric for lev valuated by a graded scale uated by a rubric for level of a rubric for level of proficie	for level of clarity and el of self-expression e or rubric. of proficiency. ency.	
Essential Student Materials/Ess Essential Student Materials: • None	ential College Facilities			
Essential College Facilities: • None				
Examples of Primary Texts and	References			
Author	Title	Publisher	Date/Edition	ISBN

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

Learning Outcomes

Course Objectives

Identify areas of interest and aptitude.

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

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

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

Expected SLO Performance: 0.0

Practice using flexible thinking and problem solving skills.

Demonstrate leadership and teamwork skills.

Demonstrate basic academic skills appropriate for the job.

CSLOs

Identify and develop aptitudes that can enhance work skills.

Outline

Course Outline

A. Identify areas of interest and aptitude.

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

1. Demonstrate the ability to share information by using verbal, non verbal, written or visual communication skills.

- 2. Demonstrate the ability to participate in brainstorming activites
- 3. Demonstrate collaborative problem solving.

F. Demonstrate leadership and teamwork skills.

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

G. Demonstrate basic academic skills appropriate for the job.

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

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

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

Req/Adv
Prerequisite(s):
No Value
Corequisite(s):
No Value
Advisory(ies):
No Value
Advisory(ies) - Other:
No Value
Limitation(s) on Enrollment:
No Value
Limitation(s) on Enrollment - Other:
No Value
Entrance Skills(s):
No Value
Entrance Skill(s) - Other:
No Value
General Course Statement(s):
NONCREDIT: (This is a noncredit, stand-alone course.)
General Course Statement(s) - Other:
No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

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

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.

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.

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.)

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date Name - Role Part - Field

2/19/25 Gabriela Nocito Basic Information - Proposal Required Please attach the Course Hybrid Y Gabriela Nocito Basic Information - Proposal Details - For purposes of this form, the percentage of Online vs. Face-to-Face is 3/17/25 on behalf of COOL Members Attachments: Hybrid More in line with an Online course. Please refer to the Required Required Please attach the Course Hybrid Y
Stage 9: Articulation Officer
No Value
Stage 10: De Anza General Education
No Value
Stage 13: Curriculum Committee
No Value
со
Sort ID (00 < 10; 0 < 100)
No Value
Course Status
No Value
Course Characteristics
No Value
Cross-Listed/Related Course Information
No Value
Cross-Listed/Related Course ID's
No Value
DL Approval Date (MM/DD/YYYY)
No Value
Hybrid Approval Date (MM/DD/YYYY)
No Value
Curriculum Office Notes
Changed 5-year revision to match credit course – ACE

De Anza College Course Outline of Record Report

EDACD433. : Professional Conduct

General Information	
Faculty Initiator:	Cathy Patel
Attachments:	Hybrid_EDAC_433_2026F.pdf
Course ID (CB01A and CB01B) :	EDACD433.
Short Course Title:	PROFESSIONAL CONDUCT
Course Title (CB02) :	Professional Conduct
Department:	EDAC - Educational Access
Effective Term:	Fall 2026
TOP Code (CB03) :	(4930.31) Living Skills, Disabled
CIP Code:	(32.0199) Basic Skills and Developmental/Remedial Education, Other.
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	The course is specifically designed for students with verified intellectual disabilities. Students will be able to develop an understanding of professional conduct necessary for success in varied employment settings. Students will learn how to communicate clearly and professionally in the context of a work environment and demonstrate individual and collaborative work habits with
Course Type (CB27) :	Lower Division
Mode of Delivery:	• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

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

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

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

Stand-Alone Statement

Stand-Alone Statement

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

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course? No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course? No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

Course Development Options		
Basic Skill Status (CB08) Course is not a basic skills course. Repeat Limit	Course Special Class Status (CB13) Course is designated as an "approved special class" for students with disabilities. Course Prior To College Level	Grade Options Letter Grade Pass/No Pass Repeatability Statement
99	Not applicable.	(No limit on student re-enrollment for 0 unit courses.)
Course Support Status (CB26) Course is not a support course		
Associated Programs		
Course is part of a program Associated Program No value	Award Type No value	Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

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	0		
Maximum Credit Units	0		
Total Course In-Class (Contact) Hours	36		
Total Course Out-of-Class Hours	0		
Total Student Learning Hours	36		
Credit / Non-Credit Opti	ons		
Course Credit Status (CB04)		Course Non Credit Category (CB22)	
Non-Credit		No value	
Course Classification Code (CB1	1)	Funding Agency Category (CB23)	Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student	Hours		Course Student Hours	
	In Class	Out of Class	Course Duration (Weeks)	12
Lecture Hours	0	0	Hours per unit divisor	36
Laboratory Hours	3	0	Course In-Class (Contact) Ho	urs
NA Hours	0	0	Lecture	0
			Laboratory	36
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	0
			Laboratory	0
			NA	0
			Total	0

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

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

Assignments

A. Group or individual presentations.

B. Group or individual projects.

C. Practice of basic academic skills.

D. Completion of a product or task.

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

Essential Student Materials:

None

Essential College Facilities:

None

Examples of Primary Texts and References

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

Suggested Reading List

Learning Outcomes	
Course Objectives	
Demonstrate an understanding of employer expectations.	
Demonstrate professional communication skills including the incorporation of appropriate cultural, ethnic, language, disab	ility, and/or gender issues.
Demonstrate a positive attitude while performing work skills.	
Demonstrate diplomacy while maintaining quality control.	
Dramatize and practice conflict resolution procedures.	
Practice using flexible thinking and problem solving skills.	
Demonstrate collaboration and teamwork.	
Demonstrate basic academic skills needed for appropriate work.	
CSLOs	
Identify and develop areas of vocational interest. Identify and develop aptitudes that can enhance work skills.	Expected SLO Performance: 0.0 Expected SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate an understanding of employer expectations.
 - 1. Summarize procedures and information received during orientation for a job.
 - 2. Summarize common workplace rules and regulations.
 - a. Summarize key points from Americans with Disabilities Act.
 - b. Identify questions allowed during an interview.
 - c. Identify what information to disclose and when.
 - 3. Identify daily work schedules and attendance requirements.
 - 4. Discuss issues related to respect for diversity and employee rights.

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

- 1. Utilize language/communication that is acceptable with supervisors and coworkers.
- 2. Emply appropriate social interaction with supervisors and peers.
- 3. Demonstrate appropriate non-verbal behavior in a variety of situations.
- 4. Differentiate between behavior and language that is acceptable at home versus in the public/community versus at a site of employment.
- 5. Discuss consequences of behavior and language in various situations.
- 6. Demonstrate a sensitivity and respect for social and cultural diversity.

C. Demonstrate a positive attitude while performing work skills.

- 1. Identify and demonstrate strategies to deal with frustrating or repetitive tasks.
- 2. Identify and demonstrate strategies to deal with making a mistake.
- 3. Identify and demonstrate strategies to deal with annoying co-workers.
- 4. Demonstrate an ability to accept supervision and direction.
- D. Demonstrate diplomacy while maintaining quality control.
 - 1. Identify and demonstrate tactful communication skills.
 - 2. Identify strategies and procedures for quality control.
 - 3. Demonstrate the ability to problem solve quality control issues.
- E. Dramatize and practice conflict resolution procedures.
 - 1. Differentiate between when a problem should be solved independently versus asking for assistance.
 - 2. Identify the appropriate person to contact for conflict resolution.
 - 3. Utilize self-control techniques when frustrated and/or when assistance is needed.
 - 4. Propose a plan for self-advocacy.
- F. Practice using flexible thinking and problem solving skills.
 - 1. Demonstrate the ability to share information by using verbal, non-verbal, written or visual communication skills.
 - 2. Demonstrate individual versus collaborative in-class activities.
- G. Demonstrate collaboration and teamwork.
 - Demonstrate leadership skills.
 - 2. Develop ideas through group problem solving.
 - 3. Take part in different roles on the team.
- H. Demonstrate basic academic skills needed for appropriate work.
 - 1. Demonstrate level of reading needed for identified goals.
 - 2. Demonstrate level of math needed for identified goals.
 - 3. Demonstrate level of writing needed for identified goals.
 - 4. Demonstrate level of computer literacy needed for identified goals.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

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

No Value

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

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

Req/Adv Prerequisite(s): No Value Corequisite(s): No Value Advisory(ies): No Value Advisory(ies) - Other: No Value Limitation(s) on Enrollment: No Value Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

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.

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.

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.

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.

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit			Initiator Indicate When Complete	- "Y" ted
2/4/2025	Learning Outcomes	CSLOs	Required	You must have at le Please remember it (https://www.deanza	east one course level Stu must begins with a Bloo a.edu/curriculum/guides/	udent Learning Outo m's Taxonomy blooms.html) verb.	comes.	
Stage 7: C	Content Rev	/iew Matr	ix Liaison					
lo Value								
Stage 8: [Dean of Onl	ine Learr	ning					
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Gabriela Nocito 3/17/25 on behalf of COOL Members Gabriela Nocito COOL Members Gabriela Nocito COOL Members Gabriela Nocito Course Delivery Request								
itage 9: A	Articulation	Officer						
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tage 10:	De Anza G	eneral Ed	lucation					
lo Value								
stage 13:	Curriculun	n Commit	tee					
No Value								
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Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

Changed 5-year revision to match credit course – ACE

EDACD435. : Transition to Campus

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

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

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

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

Stand-Alone Statement

Stand-Alone Statement

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

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

Course is part of a program

No Value

Foothill Course ID

Course Development Options					
Basic Skill Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is designated as an "approved special class" for students with disabilities.	Grade OptionsLetter GradePass/No Pass			
Repeat Limit	Course Prior To College Level	Repeatability Statement			
99	Not applicable.	(No limit on student re-enrollment for 0 unit courses.)			
Course Support Status (CB26)					
Course is not a support course					
Associated Programs					

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

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

Units and Hours Summary **Minimum Credit Units** 0 Maximum Credit Units 0 **Total Course In-Class** 36 (Contact) Hours Total Course Out-of-Class 0 Hours Total Student Learning Hours 36 **Credit / Non-Credit Options** Course Credit Status (CB04) Course Non Credit Category (CB22) Non-Credit Courses for Persons with Substantial Disabilities. Funding Agency Category (CB23) Course Classification Code (CB11) Cooperative Work Experience Education Status (CB10) Workforce Preparation Enhanced Funding. Not Applicable.

Variable Credit Course

Weekly Student	Neekly Student Hours Course Student Hours			
	In Class	Out of Class	Course Duration (Weeks)	12
Lecture Hours	0	0	Hours per unit divisor	36
Laboratory Hours	3	0	Course In-Class (Contact) Hours	
NA Hours	0	0	Lecture	0
			Laboratory	36
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	0
			Laboratory	0
			NA	0
			Total	0

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

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

Assignments

A. Group or individual presentations.

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

Methods of Evaluation	Methods of Evaluat	ion		
Methods of Evaluation	 A. Presentations to be evaluated by a rubric for level of clarity and sensitivity to diversity. B. Projects to be evaluated by a rubric for level of proficiency, self-expression, and/or creativity. C. Short quizzes evaluated by a graded scale or rubric. D. Completion of worksheets. E. Behavior and attitude evaluated by a rubric for appropriate conduct in a college classroom. 			
Essential Student Materials/Es	sential College Facilities			
Essential Student Materials: • None				
Essential College Facilities:None				
Examples of Primary Texts and	References			
Author	Title	Publisher	Date/Edition	ISBN
Author: Getzel, Elizabeth Evans, and Paul Wehman	Title: Going to College Expanding Opportunities for People with Disabilities	Publisher: Baltimore MD: Brookes Pub.	Date/Edition: 2005	
Author: Grandin, Temple and Kate Duffy	Title: Developing Talents Careers for Individuals with Asperger Syndrome and High Functioning Autism	Publisher: Shawnee Mission KS: Autism Asperger Pub. Co.	Date/Edition: 2004	
Author: Shaw, Stan F., Joseph W. Madaus, and Lyman L. Dukes	Title: Preparing Students with Disabilities for College Success	Publisher: Baltimore, MD: Brookes, Pub.	Date/Edition: 2009	
Suggested Reading List No Value				
Learning Outcomes				

Course Objectives

Identify vocational interests congruent with individual skills and abilities.

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

Determine colleges and programs available that support vocational goals.

Discuss campus support services.

Discuss campus life.

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

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

Demonstrate awareness of campus and community safety.

Discuss and demonstrate strategies for maintaining physical and mental health.

Practice using flexible thinking and problem solving skills.

Demonstrate collaboration and teamwork.

Demonstrate basic academic skills needed for appropriate tasks.

CSLOs

Identify and develop aptitudes that can enhance work skills.

Identify and develop areas of vocational interest.

Expected SLO Performance: 0.0

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Identify vocational interests congruent with individual skills and abilities.
 - 1. Complete vocational interest inventory.
 - 2. Complete basic academic skills assessment.
 - 3. Determine if any academic accommodations are needed.
- B. Determine types of courses/programs needed to support vocational goals.
 - 1. Compare certificates versus A.A./A.S.
 - a. Certificate of Completion
 - b. Certificate of Achievement
 - c. Certificate of Proficiency
 - 2. Compare units required for B.A./B.S versus M.A./M.S versus M.D./Ph.D.
- C. Determine colleges and programs available that support vocational goals.
 - 1. Identify colleges and programs within commuting distance from student's home.
 - 2. Identify colleges and programs providing dormitory or other living accommodations for people with disabilities.
- D. Discuss campus support services.
 - 1. Define role of academic counseling and tutorial services.
 - 2. Determine support available through Disabled Student Services.
 - 3. Determine eligibility for Financial Aid.
 - 4. Discuss services available through Health Office, medical insurance.
 - 5. Demonstrate ability to access information: library, bookstore, and related services.
 - 6. Determine accommodations and assistive technology that is available.
 - a. Note taking.
 - b. Text to speech technology.
 - c. Test accommodations.
 - d. Sign-Language interpreters and captioning services.
 - e. Braille and low vision devices.
 - f. Mobility assistance and architectural barriers.
- E. Discuss campus life.
 - 1. Describe the function of Student Body Government.
 - 2. Identify clubs and service organizations that are of interest to the student.
 - 3. Discuss the protocol of campus dances, concerts, and other events.
 - 4. Determine the types of performing and visual arts available on a typical campus.
 - 5. Determine the types of sports available on a typical campus.
 - 6. Discuss the purpose and resources found in the student newspaper, student handbook, and other publications.
 - 7. Identify the types of exhibits available on campus: planetarium, historical, artistic, scientific.

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

- 1. Determine when and where cell phone use is acceptable.
- 2. Determine when and where it is acceptable to eat food.
- 3. Determine when and where it is acceptable to smoke.
- 4. Determine when and how it is appropriate to talk during class.
 - a. Effective listening.
 - b. Taking turns in a discussion.
 - c. Staying focused upon topic.
 - d. Respect for differing opinions.
 - e. Non-verbal communication.
- 5. Determine when and how it is appropriate to talk outside of class with faculty and staff.
- 6. Determine when and how it is appropriate to talk outside of class with students.
- G. Demonstrate a respect for social and cultural diversity on campus and in the community.
 - 1. Define harassment and discrimination.
 - 2. Discuss formal and informal procedures to resolve complaints.
 - 3. Identify how to obtain help in an emergency.
 - 4. Role of Office for Civil Rights in providing equal access to education: www2.ed.gov/about/offices/list/ocr
- H. Demonstrate awareness of campus and community safety.
 - 1. Compare appropriate interaction with strangers, friends, and college staff.
 - 2. Identify strategies to protect personal identification information: phone, internet, face to face.
 - 3. Discuss internet safety: chat rooms, email, websites.
 - 4. Identify campus police and ways to report problems or obtain help.
- I. Discuss and demonstrate strategies for maintaining physical and mental health.
 - 1. Identify physical conditioning and sports programs on and off campus.

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

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

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

Req/Adv
Prerequisite(s):
No Value
Corequisite(s):
No Value
Advisory(ies):
No Value
Advisory(ies) - Other:
No Value
Limitation(s) on Enrollment:
No Value
Limitation(s) on Enrollment - Other:
No Value
Entrance Skills(s):
No Value
Entrance Skill(s) - Other:
No Value
General Course Statement(s):
NONCREDIT: (This is a noncredit, stand-alone course.)
General Course Statement(s) - Other:
No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

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.

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.

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.

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.

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/4/2025	Learning Outcomes	CSLOs	Required	You must have at least one course level Student Learning Outcomes. Please remember it must begins with a Bloom's Taxonomy (https://www.deanza.edu/curriculum/guides/blooms.html) verb.	Y
Stage 7: (Content Revi	iew Matr	ix Liaison		
No Value					
Stage 8: I	Dean of Onlii	ne Learr	ning		
Date N	ame - Role R Tab	Part - I	Field	Type of Edit Initiato	or - Indicate "Y" Completed
2/19/25 G G 3/17/25 oi	abriela Nocito abriela Nocito n behalf of	Basic I Details Basic Propo Attach	nformation - Attachme Information sal Details ments: Hyb	Proposal hts Required Please attach the Course Hybrid Delivery Request form. Y - For purposes of this form, the percentage of Online more in line with an Online course. Please refer to the eLumen_DE_Hybrid_Jan2025_Guide.pdf for guidant	vs. Face-to-Face is ne ice on percentages
С	OOL Member	rs Cours	e Delivery F	Request Y	
Stage 9: /	Articulation (Officer			
No Value					
Stage 10.	De Anza Ge	neral Fo	lucation		
No Value			lucution		
Stage 13:	Curriculum	Commit	tee		
NO Value					
со					
Sort ID (0	0 < 10; 0 < 10	00)			
No Value					
Course S	tatus				
No Value					
Course C	haracteristic	s			
No Value					
Cross-Lis	sted/Related	Course	Informatio	1	
No Value					
Croce Li-	tod/Polotod	Course	ID's		
ross-Lis	sted/Related	Course	ID'S		

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

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

De Anza College Course Outline of Record Report

EDACD435Z : Transition to Campus

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

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

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

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

Stand-Alone Statement

Stand-Alone Statement

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

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

Course is part of a program

No Value

Foothill Course ID

Course Development Options					
Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grade Options			
Course is not a basic skills course.	Course is designated as an "approved special class" for students with disabilities.	Letter GradePass/No Pass			
Repeat Limit	Course Prior To College Level	Repeatability Statement			
99	Not applicable.	Noncredit course - "(No limit on student re- enrollment for 0 unit courses.)			
Course Support Status (CB26)					
Course is not a support course					
Associated Programs					

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

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

Units and Hours Summary **Minimum Credit Units** 0 Maximum Credit Units 0 **Total Course In-Class** 360 (Contact) Hours **Total Course Out-of-Class** 0 Hours **Total Student Learning Hours** 360 **Credit / Non-Credit Options** Course Credit Status (CB04) Course Non Credit Category (CB22) Non-Credit Courses for Persons with Substantial Disabilities. Funding Agency Category (CB23) Course Classification Code (CB11) Cooperative Work Experience Education Status (CB10) Workforce Preparation Enhanced Funding. Not Applicable.

Variable Credit Course

Weekly Student	Hours		Course Student Hours	
	In Class	Out of Class	Course Duration (Weeks)	12
Lecture Hours	0	0	Hours per unit divisor	36
Laboratory Hours	30	0	Course In-Class (Contact) Hour	S
NA Hours	0	0	Lecture	0
			Laboratory	360
			NA	0
			Total	360
			Course Out-of-Class Hours	
			Lecture	0
			Laboratory	0
			NA	0
			Total	0

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

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

Assignments

A. Group or individual presentations.

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

Methods of Evaluation Methods of Evaluation						
Methods of Evaluation	 A. Presentations sensitivity to di B. Projects to be expression, an C. Short quizzes of D. Completion of E. Behavior and a conduct in a conduc	 A. Presentations to be evaluated by a rubric for level of clarity and sensitivity to diversity. B. Projects to be evaluated by a rubric for level of proficiency, self-expression, and/or creativity. C. Short quizzes evaluated by a graded scale or rubric. D. Completion of worksheets. E. Behavior and attitude evaluated by a rubric for appropriate conduct in a college classroom. 				
Essential Student Materials/Es	sential College Facilities					
Essential Student Materials: • None						
Essential College Facilities:None						
Examples of Primary Texts and	References					
Author	Title	Publisher	Date/Edition	ISBN		
Author: Getzel, Elizabeth Evans, and Paul Wehman	Title: Going to College Expanding Opportunities for People with Disabilities	Publisher: Baltimore MD: Brookes Pub.	Date/Edition: 2005			
Author: Grandin, Temple and Kate Duffy	Title: Developing Talents Careers for Individuals with Asperger Syndrome and High Functioning Autism	Publisher: Shawnee Mission KS: Autism Asperger Pub. Co.	Date/Edition: 2004			
Author: Shaw, Stan F., Joseph W. Madaus, and Lyman L. Dukes	Title: Preparing Students with Disabilities for College Success	Publisher: Baltimore, MD: Brookes, Pub.	Date/Edition: 2009			
Suggested Reading List No Value	Suggested Reading List No Value					
Learning Outcomes						

Course Objectives

Identify vocational interests congruent with individual skills and abilities.

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

Determine colleges and programs available that support vocational goals.

Discuss campus support services.

Discuss campus life.

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

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

Demonstrate awareness of campus and community safety.

Discuss and demonstrate strategies for maintaining physical and mental health.

Practice using flexible thinking and problem solving skills.

Demonstrate collaboration and teamwork.

Demonstrate basic academic skills needed for appropriate tasks.

CSLOs

Identify and develop areas of vocational interest.

Identify and develop aptitudes that can enhance work skills.

Expected SLO Performance: 0.0

Expected SLO Performance: 0.0

Outline

Course Outline

- 1. Identify vocational interests congruent with individual skills and abilities.
 - A. Complete vocational interest inventory.
 - B. Complete basic academic skills assessment.
 - C. Determine if any academic accommodations are needed.
- 2. Determine types of courses/programs needed to support vocational goals.
 - 1. Compare certificates versus A.A./A.S.
 - a. Certificate of Completion
 - b. Certificate of Achievement
 - c. Certificate of Proficiency
 - 2. Compare units required for B.A./B.S versus M.A./M.S versus M.D./Ph.D.
- 3. Determine colleges and programs available that support vocational goals.
 - 1. Identify colleges and programs within commuting distance from the student's home.
 - 2. Identify colleges and programs providing dormitory or other living accommodations for people with disabilities.
- 4. Discuss campus support services.
 - 1. Define role of academic counseling and tutorial services.
 - 2. Determine support available through Disabled Student Services.
 - 3. Determine eligibility for Financial Aid.
 - 4. Discuss services available through Health Office, medical insurance.
 - 5. Demonstrate ability to access information: library, bookstore, and related services.
 - 6. Determine accommodations and assistive technology that is available.
 - a. Note taking.
 - b. Text to speech technology.
 - c. Test accommodations.
 - d. Sign-Language interpreters and captioning services.
 - e. Braille and low vision devices.
 - f. Mobility assistance and architectural barriers.
- 5. Discuss campus life.
 - 1. Describe the function of Student Body Government.
 - 2. Identify clubs and service organizations that are of interest to the student.
 - 3. Discuss the protocol of campus dances, concerts, and other events.
 - 4. Determine the types of performing and visual arts available on a typical campus.
 - 5. Determine the types of sports available on a typical campus.
 - 6. Discuss the purpose and resources found in the student newspaper, student handbook, and other publications.
 - 7. Identify the types of exhibits available on campus: planetarium, historical, artistic, and scientific.

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

- 1. Determine when and where cell phone use is acceptable.
- 2. Determine when and where it is acceptable to eat food.
- 3. Determine when and where it is acceptable to smoke.
- 4. Determine when and how it is appropriate to talk during class.
 - a. Effective listening.
 - b. Taking turns in a discussion.
 - c. Staying focused on the topic.
 - d. Respect for differing opinions.
 - e. Non-verbal communication.
- 5. Determine when and how it is appropriate to talk outside of class with faculty and staff.
- 6. Determine when and how it is appropriate to talk outside of class with students.
- 7. Demonstrate a respect for social and cultural diversity on campus and in the community.
 - 1. Define harassment and discrimination.
 - 2. Discuss formal and informal procedures to resolve complaints.
 - 3. Identify how to obtain help in an emergency.
 - 4. Role of Office for Civil Rights in providing equal access to education: www2.ed.gov/about/offices/list/ocr
- 8. Demonstrate awareness of campus and community safety.
 - 1. Compare appropriate interaction with strangers, friends, and college staff.
 - 2. Identify strategies to protect personal identification information: phone, internet, face to face.
 - 3. Discuss internet safety: chat rooms, email, websites.
 - 4. Identify campus police and ways to report problems or obtain help.
- 9. Discuss and demonstrate strategies for maintaining physical and mental health.
 - 1. Identify physical conditioning and sports programs on and off campus.

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

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lab Hrs: 30
- Load: 0
- Seat Ct: 0
- (mkct 4/23/25)
| Req/Adv |
|---|
| Prerequisite(s): |
| No Value |
| Corequisite(s): |
| No Value |
| |
| Advisory(ies): |
| No Value |
| Advisory(ies) - Other: |
| No Value |
| |
| Limitation(s) on Enrollment: |
| No Value |
| Limitation(s) on Enrollment - Other: |
| No Value |
| |
| Entrance Skills(s): |
| No Value |
| Entrance Skill(s) - Other: |
| No Value |
| |
| General Course Statement(s): |
| NONCREDIT: (This is a noncredit, stand-alone course.) |
| General Course Statement(s) - Other: |
| No Value |

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

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.

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.

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.

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.

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Edit		
2/4/202	Learning Outcomes	CSLOs	Required	You must ha Please reme (https://www.	ave at least one course level Student Learning Outcomes. mber it must begins with a Bloom's Taxonomy deanza.edu/curriculum/guides/blooms.html) verb.	Y	
Stage 7	: Content Rev	view Matr	ix Liaison				
No Valu	e						
Stage 8	: Dean of Onl	ine Learr	iing				
Date	Name - Role OR Tab	Part - Fi	eld	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	
2/19/25	Gabriela Nocito	Basic Inf Proposal Attachmo	ormation - I Details - ents	Required	Please attach the Course Hybrid Delivery Request form.	Y	
3/17/25	Gabriela Nocito on behalf of COOL Members	Basic Inf Proposal Attachmo Course I Request	ormation - I Details – ents: Hybrid Delivery	d Required	For purposes of this form, the percentage of Online vs. Face-to Face is more in line with an Online course. Please refer to the eLumen_DE_Hybrid_Jan2025_Guide.pdf for guidance on percentages.	Y	
Stage 9	: Articulation	Officer					
No Valu	e						
Stage 10: De Anza General Education No Value							
Stage 1	3: Curriculum	n Commit	tee				
No Valu	e						
00							
CO							
Sort ID	(00 < 10; 0 < 7	100)					
No Valu	e						
Course	Status						
No Value							
Course Characteristics							
No Value							
Cross-Listed/Related Course Information							
No Value							

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

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

De Anza College Course Outline of Record Report

ENGRD011. : Programming and Problem-Solving in MATLAB

General Information	
Faculty Initiator:	 Saied Rafati Deming, Chris Yarahmadi, Fatemeh
Attachments:	ReqAdv_G_ENGR_11_2026F_1.pdf UC_Lower_ENGR_11_2026F.pdf UC_ENGR_11_2026F.pdf
Course ID (CB01A and CB01B) :	ENGRD011.
Short Course Title:	No value
Course Title (CB02) :	Programming and Problem-Solving in MATLAB
Department:	ENGR - Engineering
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course utilizes the MATLAB environment to provide students with a working knowledge of computer-based problems-solving methods relevant to science and engineering. It introduces the fundamentals of procedural and object orientated programming, numerical analysis and data structures. Examples and assignment in the course are and drawn from practical applications in engineering, physics, mathematics.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements				
Discipline 1:	• Engineering			
Discipline 2:	No value			
Discipline 3:	No value			
FSA:	FHDA FSA - ENGINEERING			

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

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

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course? No

Honors/Non-honors Course

Is this an honors/non-honors course? No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course? No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent? Yes

Foothill Faculty Consultation Name
No Value

Foothill Course ID ENGR 11

Course Development Options

Basic Skill Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade OptionsLetter GradePass/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
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

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

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

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

Yes

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

ENGIN 7 UC Berkeley. Aerospace Engineering

Units and Hours

Summary

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

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Course Non Credit Category (CB22)		
Credit - Degree Applicable	Credit Course.			
Course Classification Code (CB11)	Funding Agency Category (CB23)	Cooperative Work Experience Education		
Credit Course.	Not Applicable.	Status (CB10)		

Variable Credit Course

Weekly Student Hours			Course Student Hours		
	In Class	Out of Class	Course Duration (Weeks)	12	
Lecture Hours	4	8	Hours per unit divisor	36	
Laboratory Hours	3	0	Course In-Class (Contact) Hour	s	
NA Hours	0	0	Lecture	48	
			Laboratory	36	
			NA	0	
			Total	84	
			Course Out-of-Class Hours		
			Lecture	96	
			Laboratory	0	
			NA	0	
			Total	96	

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Method of Instruction (Lecture) Lecture and visual aids Discussion of assigned reading Quiz Homework Discussion and problem solving preformed in class Collaborative learning and small group discussion. Method of Instruction (Lab) Use MATLAB tools to for coding practices and activities

Assignments

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

Methods of Evaluation Methods of Evaluation							
Methods of Evaluation	 A. Assigned pro B. Periodic quiz covered durir Evaluated ba C. Examinations D. Final examin E. Laboratory as F. Laboratory quita 	 A. Assigned problems are graded based on rubric B. Periodic quizzes will be used to test the comprehension of topic covered during the lecture and in the assigned reading. Evaluated based on rubric. C. Examinations based on accuracy D. Final examination E. Laboratory assignment are graded based on rubric F. Laboratory quizzes are graded based on accuracy 					
Essential Student Materials/Ess	sential College Facilities						
Essential Students Materials None 	Essential Students Materials None 						
 Essential College Facilities A room equipped with sufficient number of computers A CAD (MATLAB) package software 							
Examples of Primary Texts and	References						
Author	Title	Publisher	Date/Edition	ISBN			
William J. Palm III	Matlab for Engineering applications	McGraw Hill	2024/5th	978-1-264-14404-4			
Suggested Reading List							
No Value							

Learning Outcomes

Course Objectives

Identify and apply basic programming syntax in computational contexts.

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

Solve nonlinear equations using numerical methods for roots of equations.

Apply numerical techniques to solve systems of linear algebraic equations.

Implement sorting algorithms in computational procedures.

Perform curve fitting using regression and interpolation methods.

Compute numerical derivatives and integrals using appropriate techniques.

Analyze ordinary differential equations using numerical solutions.

Explore optimization techniques and their computational applications (optional).

Generate and apply random numbers in computational simulations.

CSLOs

Write programs using MATLAB to implement problem solving algorithms.

Expected SLO Performance: 0.0

Outline

Course Outline

A. Identify and apply basic programming syntax in computational contexts.

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

- 1. Bisection methods
 - a. Bracketing a root
 - b. Accuracy and speed
- 2. Fixed-point theorem
 - a. Fixed point of a function
 - b. Geometry of a fixed point iteration
 - c. Linear convergence and stopping criteria
- 3. Newton's Method
 - a. Linear and quadratic convergence
 - b. Error analysis
- 4. Plotting
- D. Apply numerical techniques to solve systems of linear algebraic equations
 - 1. Matrix algebra
 - a. Add, subtract, multiply, inverse
 - b. Determinants and properties of matrices
 - 2. Gaussian elimination
 - a. Operation count
 - b. Pivoting strategies and numerical stabiliy
 - 3. LU decomposition and matrix inversion
 - a. Matrix form of Gaussian elimination
 - b. Back substitution
 - c. Complexity

E. Implement sorting algorithms in computational procedures

- 1. Bubble sort
- 2. Straight Insertion and Shell's Method
- 3. Quicksort and heapsort
- F. Perform curve fitting using regression and interpolation methods
 - 1. Least-squares regression
 - a. Inconsistent system
 - b. Fitting models to data
 - c. Conditioning of least square
 - 2. Cubic spline interpolation
 - a. Properties of splines
 - b. End point conditions
 - 3. Taylor polynomials
 - a. Error analysis
 - b. Convergence and truncation erros
 - 4. Fast Fourier transform
 - a. Orthogonality and interpolation
 - b. Least square fitting with trigonometric functions
 - 5. Error analysis
 - 6. Plotting
- G. Compute numerical derivatives and integrals using appropriate techniques
 - 1. Differentiation
 - a. Forward divided-difference formulae
 - b. Centered divided-difference formulae
 - c. Backward divided-difference formulae
 - 2. 2. Integration
 - a. Newton-Cotes integration formulas
 - b. Trapezoidal rule
 - c. Simpson's rule
 - 3. Error analysis
- H. Analyze ordinary differential equations using numerical solutions
 - 1. 1. Theory of initial-value problems
 - a. Euler's Method
 - b. Runge-Kutta Methods
 - c. Stability region
 - 2. 2. Theory of boundary-value problems
 - a. Linear Shooting Methods
 - b. Finite Difference Method
 - 3. 3. Higher Order ODE
 - a. Solve as system
 - b. Applications in engineering
 - 4. Error analysis

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

Lab Outline

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

Blue Form

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

No Value

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

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

No Value

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

No Value

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

No Value

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

No Value

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

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

Req/Adv

Prerequisite(s):

MATH D001B or MATH D01BH

Corequisite(s):

No Value

Advisory(ies):

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

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

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.

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

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

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

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

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

No Value

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

No Value

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

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

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

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.

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.

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.

 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.

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.)

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.)

Comm	onto						
Comm	Comments						
Stage 2:	Departm	ent Chair					
No Value	•						
Stage 3:	Division	Curriculum R	epresentativ	e			
No Value	•						
Stage 4:	Division	Dean					
No Value	2						
Stage 5:	SLO Coo	ordinator					
No Value	•						
Stage 7:	Content	Review Matrix	Liaison				
Date	Tab	Part - Field	Type of Edit	Edit		Initiator - Indicate "Y" When Completed	
3/11/25 I	Matrix B	R	C equired E	Clarify I Exampl	how the elements listed correspond to the objectives. le: What does plotting roots of an equation or plotting a Y		
			C	urve h	ave to do with English grammar?		
Stage 8:	Dean of	Online Learni	ng				
No Value	•						
Stage 9:	Articulat	ion Officer					
Date	Tab	Parl Fiel	:- Typ d Edi	be of it	Edit	Initiator - Indicate "Y" When Completed	
03/27/20	25 Learnir	ng Course	e Requ	ired	Course Objectives must start with a Bloom's taxonomy verb	Y	
00/21/20	⁻ Outcon	nes Object	ives	liou	https://www.deanza.edu/curriculum/guides/blooms.html This appears to be a list of topics, not objectives		
	Outline	Course	e Pequ	irod	Course Objectives must start with a Bloom's taxonomy verb	v	
	Juline	outline	Kequ		https://www.deanza.edu/curriculum/guides/blooms.html This appears to be a list of topics, not objectives		
Date	Tab	Part - Field	Type of Edit	Ec	Jit	Initiator - Indicate "Y" When Completed or	
04/15/20	04/15/2025 Req/Adv Prerequsites Suggestion Can we include MATH 1BH?						
04/15/20	Section F, part 3 (Taylor Polynomials), there's a typo for truncation errors. I wouldn't normally send back a typo, but						
0-1/13/20		Outline	CuyyesuUI	since inclu	e I'm already sending back for prereqs, I figured I'd de it	1	

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

со

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

De Anza College Change Report 04/17/2025

Summary of Changes

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

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

General Information

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

Changed	Field	Current Version	Proposed Version
	Short Course Title	ENVIRON SCIENCE LAB	ENVIRON SCIENCE LAB
	TOP Code (CB03)	0301.00	0301.00 Environmental Science
	CIP Code	Environmental Science	03.0104 Environmental Science
	Department	ESCI - Environmental Science	ESCI - Environmental Science
0	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	Course Description	An introduction to environmental science as a branch of the sciences including the scientific method and its relation to the scientific field in a laboratory and field setting. Applications of scientific, environmental, ecological and sustainability principles as they relate to human societies will be explored.	An <u>This course provides an</u> introduction to environmental science as a branch of the <u>sciences including sciences</u> , <u>encompassing</u> the scientific method and its <u>relation to the scientific field in a</u> <u>application within both</u> laboratory and field setting . Applications <u>settings</u> . It <u>examines the application</u> of scientific, environmental, ecological <u>ecological</u> , and sustainability principles as they relate <u>in relation</u> to human societies will be explored. <u>societies</u> .
	Course Type (CB27)	Lower Division	Lower Division
9	Mode of Delivery	• Online	In person ONLY
Faculty Re	quirements		
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Biological Sciences
9	Discipline 2	No value	Ecology
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - BIOLOGICAL

SCIENCES

Formerly Statement				
Changed	Field	Current Version	Proposed Version	
	Formerly Statement	No value		
Course Ju	stification			
Changed	Field	Current Version	Proposed Version	
	Course	This course meets a general education	This course meets a general education	
	Justification	requirement for De Anza and Cal-GETC	requirement for De Anza and Cal-GETC	
		and provides students with an	and provides students with an	
		Introductory general education lab	Introductory general education lab	
		science and ecological literacy skills and	science and ecological literacy skills and	
		applying these concepts in a field setting	applying these concepts in a field setting	
		It is LIC and CSU transferable. This	It is LIC and CSI I transferable. This	

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

course belongs on the Environmental

Resource Management and Pollution

Prevention degree program.

course belongs on the Environmental

Resource Management and Pollution

Prevention degree program.

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

CTE Course

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No
Honors/No	on-honors Course		
Changed	Field	Current Version	Proposed Version
	Is this an honors/non- honors course?	No	No
Mirrored C	Credit/Noncredit C	ourse	
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No
Cross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
	Is this a cross- listed course?	No	No
Foothill Ec	quivalency		
Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

Changed	Field	Current Version	Proposed Version			
	Does the course have a Foothill equivalent?	No	No			
More Optic	ons					
Changed	Field	Current Version	Proposed Version			
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.			
	Course Prior To College Level	Not applicable.	Not applicable.			
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.			
	Course Support Status (CB26)	Course is not a support course	Course is not a support course			
	Repeat Limit	0	0			
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass			
	Allow Students to Gain Credit by Exam/Challenge					
	Repeatability Statement	No value				
UC Transfe	UC Transferable and/or Lower-Division Major Requirement					
Changed	Field	Current Version	Proposed Version			
	lf yes, identify the lower-	No value				

division UC course and campus.

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

Program

Field	Current version	50	Proposed ve	rsion
Course is part				
of a program	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	CSU GE (In Development)	Associated Program	CSU GE (In Development)
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	Cal-GETC (In Development)	Associated Program	Cal-GETC (In Development)
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	Community Impact (In Development)	Associated Program	Community Impact (In Development)
	Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
	Associated Program	Environmental Resource Management and Pollution Prevention	Associated Program	Environmental Resource Management and Pollution Prevention
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Environmental Resource Management and Pollution Prevention (In Development)	Associated Program	Environmental Resource Management and Pollution Prevention (In Development)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

	Associated Program	IGETC		

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

Transferability & Gen. Ed. Options					
Changed	Field	Current Version	Proposed Version		
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU		
	Course General Education Status (CB25)	Υ	Υ		
	Transfer Status	Approved	Approved		

Changed	Field	Current Version		Proposed Version	
	GE Information	System/Institution	Cal-GETC	System/Institution	Cal-GETC
		Area(s)	CA5C - Approved.	Area(s)	CA5C - Approved.
		-	No value	-	No value
		System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	 2G5X - Approved. 	Area(s)	 2G5X - Approved.
		-	This is a stand- alone lab course that must be completed with or after the corresponding lecture course for GE credit.	-	This is a stand- alone lab course that must be completed with c after the corresponding lecture course fo GE credit.

Weekly St	Weekly Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version		
	Lecture Hours - In Class	0	0		
Lecture Hours - 0 Out of Class		0	0		
	Laboratory Hours - In Class	3	3		
	Laboratory Hours - Out of Class	0	0		
	NA Hours - In Class	0	0		
	NA Hours - Out of Class	0	0		

Course Student Hours - Profile Name: Default Profile			
Changed Field		Current Version	Proposed Version
Cour Dura (Wee	se tion ks)	12	12
Hour divis	s per unit or	36	36
Total Learn	Student ning Hours	36	36
Lectu Cour (Con Term	ıre Hours - se In-Class tact) per	0	0
Lectu Cour Class	ure Hours - se Out-of- s per Term	0	0
Labo Hour In-Cla (Con Term	ratory s - Course ass tact) per	36	36
Labo Hour Out-c per T	ratory s - Course of-Class erm	0	0
NA H Cour (Con Term	ours - se In-Class tact) per	0	0
NA H Cour Class	ours - se Out-of- s per Term	0	0
Total In-Cla (Con	- Course ass tact) Hours	36	36
Total Out-c Hour	- Course of-Class s	0	0

Changed	Field	Current Version	Proposed Version
Total Credit1Units -Minimum CreditUnitsITotal Credit1Units -MaximumCredit UnitsI		1	1
		1	1
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative		
	Work Experience Education Status (CB10)		

Credit Units

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

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

Specifications

0

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

Changed	Field	Current Version	Proposed Version
Changed	Field Assignments	 Current Version Reading from assigned text, news article, or research paper. Field assignments including; animal and plant surveys, environmental observations, environmental analysis through the use of environmental indicator techniques and modern tools, and analysis of soil, water, and air quality. Lab and field procedures including 	 Proposed Version Reading from assigned text, news article, or research paper. Field assignments including; animal and plant surveys, environmental observations, environmental analysis through the use of environmental indicator techniques and modern tools, and analysis of soil, water, and air quality. Lab and field procedures including
		 field data collection techniques and monitoring protocols. 4. Final team project and presentation on an assigned topic, and reflection incorporating how the information gained in the course can help them participate in building a more sustainable society. 	 field data collection techniques and monitoring protocols. 4. Final team project and presentation on an assigned topic, and reflection incorporating how the information gained in the course can help them participate in building a more sustainable society.

Current Version

Evaluation	Methods of Evaluation	MethodsMethods of EvaluationofEvaluation
	Methods of Evaluation1. Completion of reading and writin assignments including an assessment (quiz 	AgeMethods of Evaluation1. Completion of reading and writing assignments including an assessment (quiz) process to evaluate student comprehension of concepts and principlesd2. Evaluation of completed lab and field assignments based on student comprehension.d)3. Assessment (quiz) on lab and field procedures including field data collection techniques and monitoring protocols evaluated dor correctness.ed4. Final team project/presentation evaluated on accuracy, student comprehension, and insight.
Essential Student Materials/Essential	Essential Student Materials: • None.	Essential Student Materials: • None
College Facilities	 Essential College Facilities: Kirsch Center for Environmental Studies and surrounding Environmental Study Area garder 	 Essential College Facilities: Kirsch Center for Environmental Studies and surrounding Environmental Study Area gardens

Changed	Field
onangeu	i iciu

Current Version

ISBN

978-0357976319

Examples of				
Primary Texts and References	Title	No value	Title	Living in the Environment
	Author	Wright, R.T. and D.F. Boorse. Environmental Science: Toward A	Author	G. Tyler Miller, Scott Spoolman
		Sustainable Future. Pearson Education, Inc.	Publisher	Cengage
			Date/Edition	2021 / 20th Edition
	Publisher	No value	ISBN	9780357818541
	Date/Edition	No value		
	ISBN	No value	Title	National Audubon Society Field Guide to
	Title Author	No value McConnell, R.L., D.C. Abel. Environmental Issues and Case Studies: An Introduction to Sustainability. 4th Edition. Pearson Prentice Hall. 2013.		California
			Author	Peter Alden & Fred
			Publisher	Knopf
			Date/Edition	1998, 1st
			ISBN	978-0679446781
	Publisher	No value	Title	Environmental Science
	Date/Edition	No value	Author	G Tyler Miller Scott
	ISBN	No value		Spoolman, Danielle M. Andrews-Brown
			Publisher	Cengage
			Date/Edition	17th Edition, 2025

Changed	Field	Current Ve	rsion	Proposed Version
0	Suggested Reading List	Reading List	Withgott & Laposata, "Environmental: The Science Behind the Stories," 6th Edition. Pearson, 2018.	No value
		May include, but are not limited to	No value	
		Reading List	Miller & Spoolman, "Living in the Environment", 19th Edition. Cengage, 2017	
		May include, but are not limited to	No value	
		Reading List	Cunningham & Cunningham, "Principles of Environmental Science", 8th Edition. McGraw & Hill, 2017.	
		May include, but are not limited to	No value	

Learning Outcomes

Changed	Field Current Version		Proposed Version
	Course Objectives	 Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena. Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits. Assess the methodology utilized by environmental professionals to aspely environmental indicators to assess current trends. Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions. 	 Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena. Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits. Assess the methodology utilized by environmental professionals to aspply environmental indicators to assess current trends. Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions.

Changed	Field	Current Version	ı	Proposed Versi	ion
	CSLOs				
		CSLOs	Assess local open	CSLOs	Assess local open
			space areas such as		space areas such as
			major aquatic life		major aquatic life
			zones (coastal		zones (coastal
			wetlands, inland		wetlands, inland
			wetlands, and riparian)		wetlands, and riparian
			and terrestrial biomes		and terrestrial biomes
			(grasslands, forests,		(grasslands, forests,
			savannah and		savannah and
			transitional areas		transitional areas
			(ecotones)) and the		(ecotones)) and the
			impacts on these		impacts on these
			systems by humans		systems by humans
			such as human		such as human
			systems including		systems including
			sanitary landfills		sanitary landfills
			sewage treatment		sewage treatment
			facilities and others.		facilities and others.
		Expected	0.0	Expected	0.0
		SLO		SLO	
		Performance		Performance	
			J		

Course Outline

Changed	Field	Current Version	Proposed Version
Changed	Field Course Content	Current Version 1. Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. Hypothesize environmental impacts utilizing the scientific method, Environmental science laboratory and field protocols and guidelines. Adaptation of health and safety in a laboratory/field class. Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena. Analyze environmental grinciples Analyze ecological principles and applications of sustainability. Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits. Compile watershed management techniques through the use of water testing, community assessment, and other data collecting strategies. Compile air quality management techniques through the use of water testing, community assessment, and other data collecting strategies. Compile land management techniques 	Proposed Version 1. Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. Hypothesize environmental impacts utilizing the scientific method, Environmental science laboratory and field protocols and guidelines. Adaptation of health and safety in a laboratory/field class. Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena. Analyze environmental spinciples Analyze principles and applications of sustainability. Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits. Compile watershed management techniques through the use of water testing, community assessment, and other data collecting strategies. Compile air quality management techniques through the use of water testing, community assessment, and other data collecting strategies. Compile land management techniques
		or soil testing, understanding and application of landscape planning, superfund (CERCLA) remediation,	or soil testing, understanding and application of landscape planning, superfund (CERCLA) remediation,
		community assessment, and other data collecting strategies.	community assessment, and other data collecting strategies.

Changed	Field	Current Version	Proposed Version
		4. Compile ecosystem	4. Compile ecosystem
		conservation and	conservation and
		management techniques	management techniques
		through the use of ecological	through the use of ecological
		assessment, community	assessment, community
		assessment, and other data	assessment, and other data
		collecting strategies.	collecting strategies.
		4. Assess the methodology utilized by	4. Assess the methodology utilized by
		environmental professionals to	environmental professionals to
		apply environmental indicators to	apply environmental indicators to
		assess current trends.	assess current trends.
		1. Generate a fundamental	1. Generate a fundamental
		understanding of	understanding of
		Environmental Indicators	Environmental Indicators
		assessment tools.	assessment tools.
		2. Generate a fundamental	2. Generate a fundamental
		understanding of risk	understanding of risk
		assessment, including	assessment, including
		environmental health and	environmental health and
		safety	safety
		3 Generate a fundamental	3 Generate a fundamental
		Understanding of	understanding of
		Environmental regulations	Environmental regulations
		5 Examine the internlay of	5 Examine the interplay of
		5. Examine the interplay of	stakeholders including government
		stakeholders including government,	non government, and inductor
		groups on environmental policy on	
		groups on environmental policy as	groups on environmental policy as
		a foundation for understanding	a foundation for understanding
		solutions.	solutions.
		1. Develop a fundamental	1. Develop a fundamental
		understanding of water	understanding of water
		collection, purification,	collection, purification,
		distribution, and sewage	distribution, and sewage
		treatment systems.	treatment systems.
		2. Develop a fundamental	2. Develop a fundamental
		understanding of air	understanding of air
		pollution.	pollution.
		3. Develop a fundamental	3. Develop a fundamental
		understanding of integrated	understanding of integrated
		waste management.	waste management.
		4. Develop a fundamental	4. Develop a fundamental
		understanding of land	understanding of land
		management and	management and
		conservation strategies,	conservation strategies,
		including ecological	including ecological
		restoration, focused	restoration, focused
		protection of threatened and	protection of threatened and
		protected species, and	protected species, and
		importance of landscape	importance of landscape
		connectivity.	connectivity.
		5. Develop a fundamental	5. Develop a fundamental

understanding of food

understanding of food

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

Blue Form

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

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

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

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

A-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
0	Objective 5:	No Value	Assignment D - Final team
	Distinguish,		project/presentation on an assigned topic,
	compare, and		and reflection incorporating information
	evaluate the		gained in the course. Methods of
	multiplicity and		Evaluation D - Final team
	ambiguity of		project/presentation evaluated on
	perspectives.		accuracy, student comprehension, and
			insight. Outline E - Examine the interplay
			of stakeholders on environmental policy.
			Outline C - Examine environmental
			assessment techniques, methods, and
			synthesis to predict possible
			environmental changes.

B-Matrix Form

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

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

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

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

D-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Intermediate	No Value	No Value	
	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.			

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

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

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

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

De Anza GE Form

Changed C	Questions	Current Version	Proposed Version
C F F C S C C C C C C C C C C C C C C C C	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Dutline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A. Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. Outline E - Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions.

Changed	Questions	Current Version	Proposed Version
9	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Oral: Methods of Evaluation D - Final team project/presentation evaluated on accuracy, student comprehension, and insight. Assignments A - Reading from assigned text, news article, or research paper. Assignments D - Final team project and presentation on an assigned topic, and reflection incorporating how the information gained in the course can help them participate in building a more sustainable society. Written: Methods of Evaluation A - Completion of reading and writing assignments including an assessment (quiz) process to evaluate student comprehension of concepts and principles. Methods of Evaluation C - Assessment (quiz) on lab and field procedures including field data collection techniques and monitoring protocols evaluated for correctness. Collaborative Exercise: Assignment B - Field assignments including animal and plant surveys, environmental observations, environmental analysis through the use of environmental indicator techniques and modern tools, and analysis of soil, water, and air quality. Methods of Evaluation B - Evaluation of completed lab and field assignments based on student comprehension. Methods of Evaluation C - Assessment (quiz) on lab and field procedures including field data collection techniques and monitoring protocols evaluated for correctness. Methods of Evaluation D - Final team project/presentation evaluated on accuracy, student comprehension, and insight.

Changed	Questions	Current Version	Proposed Version
8	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignment D - Final team project and presentation on an assigned topic, and reflection incorporating how the information gained in the course can help them participate in building a more sustainable society. Outline E - Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions. Outline C - Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits.
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments A - Reading from assigned text, news article, or research paper. Outline C - Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits.
•	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments A - Reading from assigned text, news article, or research paper. Outline A - Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. Outline E - Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions.

Changed	Questions	Current Version	Proposed Version
8	Criteria 6: Use	No Value	Outline B.1 - Analyze environmental
	real-world or		principles Outline B.2 - Analyze ecological
	hands-on		principles Outline B.3 - Analyze principles
	applications that		and applications of sustainability. Outline
	will provide a		C - Examine current environmental
	context for the		assessment techniques, methods, and
	concepts being		synthesis used by professionals to
	discussed.		forecast possible environmental impacts
	(ONLY using the		or benefits. Outline D - Assess the
	Outline,		methodology utilized by environmental
	Assignments or		professionals to apply environmental
	Methods of		indicators to assess current trends.
	Evaluation		
	areas, cite, copy		
	and paste the		
	area		
	referenced.)		

Comments								
Changed	Questions	Current Version	Proposed Version					
	Stage 2: Department Chair	No Value	No Value					
θ	Stage 3: Division Curriculum Representative	No Value	DateTab	Part - Field	Type of Edit	^f Edit	Initiator - Indicate "Y" When Completed	
	Representative		Basic 3/25 course info	Course descriptior	n required	please use dcomplete sentences attach	Y	
				Proposal details	required	delivery form and G- matrix for prerequisite	Y	
			G- 3/27 Matrix is required	s d			Y	
	Stage 4: Division Dean	No Value	No Value					
	Stage 5: SLO Coordinator	No Value	No Value					
Changed	Questions	Current Version	Proposed Version					
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	Stage 7: Content Review Matrix Liaison	No Value	No Value					
	Stage 8: Dean of Online Learning	No Value	No Value					
	Stage 9: Articulation Officer	No Value	No Value					
9	Stage 10: De Anza General Education	No Value	Date Tab Part - Type of Field Edit	Edit Initiator - Indicate "Y" When Completed or Initiator's Response Add three separate pieces in Criteria 2: oral communication, written communication, and collaborative dexercises. Y (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)				
	Stage 13: Curriculum Committee	No Value	No Value					
со								
-								
Changed	Questions	Current Version	Proposed	d Version				
	Sort ID (00 < 10; 0 < 100)	ESCI 001L	ESCI 001	L				

Changed	Questions	Current Version	Proposed Version
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	ΝΑ
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
•	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	No Value
	Curriculum Office Notes	 Confirmed removal of DL and Hybrid delivery 10/2/18mkct Requisite change appr. 1/17/23 (effect. F23)cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25)mc 	 Confirmed removal of DL and Hybrid delivery 10/2/18mkct Requisite change appr. 1/17/23 (effect. F23)cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25)mc

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ESCID001L
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000310913

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

De Anza College Change Report 05/01/2025

Summary of Changes

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

Section	Changed field
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 8: Dean of Online Learning
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	eLumenData, eLumenData	Maureen Miramontes
	Course ID (CB01A and CB01B)	HTECD093.	HTECD093.
	Course Control Number	CCC000574876	CCC000574876
	Course Title (CB02)	Pharmacology for Medical Assistants	Pharmacology for Medical Assistants
	Short Course Title	PHARMACOLOGY FOR MED ASSISTNTS	PHARMACOLOGY FOR MED ASSISTNTS
	TOP Code (CB03)	1208.00	1208.00 Medical Assisting
	CIP Code	Medical/Clinical Assistant	51.0801 Medical/Clinical Assistant
	Department	HTEC - Health Technologies	HTEC - Health Technologies
0	Effective Term	Fall 2021	Fall 2021 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
8	Course Description	To learn drug legislation and standards, dosage calculation, drug preparations and information regarding drugs and how they affect various system of the body.	To learn This course provides an in-dept study of drug legislation and standards, dosage calculation, calculations, and drug preparations and preparations. Students will also learn essential information regarding about various drugs and how they affect various system their effects on different systems of the body. body.
0	Course Type (CB27)	No value	Lower Division
	Mode of	• Online	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
8	Discipline 1	No value	Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - HEALTH CARE SERVICES

Course Justification				
Changed	Field	Current Version	Proposed Version	
	Course Justification	This course is CSU transferable and part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Associate's Degree in Health Technologies. This course will educate students on the fundamentals of pharmacology and how to inspect information on drug labels.	This course is CSU transferable and part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Associate's Degree in Health Technologies. This course will educate students on the fundamentals of pharmacology and how to inspect information on drug labels.	

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

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

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

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

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

Honors/Non-honors Course					
Changed	Field	Current Version	Proposed Version		
9	Is this an honors/non- honors course?	No value	No		

Mirrored Credit/Noncredit Course					
Changed	Field	Current Version	Proposed Version		
0	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course		
Cross-liste	ed Course				
Changed	Field	Current Version	Proposed Version		
0	Is this a cross- listed course?	No value	No		
More Optio	ons				
Changed	Field	Current Version	Proposed Version		
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.		
	Course Prior To College Level	Not applicable.	Not applicable.		
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.		
	Course Support Status (CB26)	Course is not a support course	Course is not a support course		
	Repeat Limit	0	0		
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass		
	Allow Students to Gain Credit by Exam/Challenge				
	Repeatability Statement	No value			

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

Associated Programs

Changed	Field	Current Versi	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Medical Assisting	Associated Program	Medical Assisting
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Medical Assisting	Associated Program	Medical Assisting
		Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
		Associated Program	Medical Assisting (In Development)	Associated Program	Medical Assisting (In Development)
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Medical Assisting (In Development)	Associated Program	Medical Assisting (In Development)
		Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	3	3
	Lecture Hours - Out of Class	6	6
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0
Course Stu	udent Hours - Pro	file Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Hours per unit divisor Total Student Learning Hours	36 108	36 108
	Hours per unit divisor Total Student Learning Hours Lecture Hours - Course In-Class (Contact) per Term	36 108 36	36 108 36
	Hours per unit divisor Total Student Learning Hours Lecture Hours - Course In-Class (Contact) per Term Lecture Hours - Course Out-of- Class per Term	36 108 36 72	36 108 36 72

Changed	Field	Current Version	Proposed Version			
	Laboratory Hours - Course Out-of-Class per Term	0	0			
	NA Hours - Course In-Class (Contact) per Term	0	0			
	NA Hours - Course Out-of- Class per Term	0	0			
	Total - Course In-Class (Contact) Hours	36	36			
	Total - Course Out-of-Class Hours	72	72			
	Total Credit Units - Minimum Credit Units	3	3			
	Total Credit Units - Maximum Credit Units	3	3			
Speciality	Hours					
Changed	Field	Current Version	Proposed Version			
	Speciality Hours	No value	No value			
Credit / No	Credit / Non-Credit Options					
Changed	Field	Current Version	Proposed Version			
		Credit Course.	Credit Course.			

STATUS

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

Changed	Field	Current Version	P	roposed Versior	1
	SKIP	No Value	Ν	lo Value	
Specificati	ions				
Changed	Field	Current Versi	ion	Proposed Ve	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz review performed in class Collaborative learning and small group discussions Homework and Extended projects	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz review performed in class Collaborative learning and small group discussions Homework and Extended projects
	Assignments	1. Reading 1. F te d c 2. A s p d 2. Writing: 1. F s te a 2. C ir a	g: Required readings from the ext as preparation for class liscussion and application of oncepts in written analysis assignments from text and upplemental sources in reparation for class liscussion domework from the student's tudy guide including key erminology assessment, evaluation of performance, and clinical thinking. Complete worksheets that include observations, results and critical analysis	1. Reading 1. F te d c 2. A s p d 2. Writing: 1. F s te a 2. C ir a	g: Required readings from the ext as preparation for class iscussion and application of oncepts in written analysis assignments from text and upplemental sources in reparation for class iscussion domework from the student's tudy guide including key erminology assessment, valuation of performance, nd clinical thinking. Complete worksheets that include observations, results nd critical analysis

Current Version

Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
	of Evaluation Methods of Evaluation	 Written Assignments- Demonstrate critical thinking in regards to the discussions of case studies that reinforces the lecture and tracks the students comprehension of the material Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention Objective tests- Written examination designed to demonstrate students understanding of the course material presented in lecture Comprehensive Final Examination- Written test requiring the student to demonstrate their ability to summarize, integrate and 	of Evaluation Methods of Evaluation	 Written Assignments- Demonstrate critical thinking in regards to the discussions of case studies that reinforces the lecture and tracks the students comprehension of the material Quizzes- Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention Objective tests- Written examination designed to demonstrate students understanding of the course material presented in lecture Comprehensive Final Examination- Written test requiring the student to demonstrate their ability to summarize, integrate and
		concepts throughout the		concepts throughout the

Changed	Field	Current Versio	n	Proposed Vers	ion
0	Essential Student Materials/Essential College Facilities	Essential Stud • None. Essential Colle • None.	ent Materials: ege Facilities:	Essential Stud • None Essential Colle • None	ent Materials: ege Facilities:
9	Examples of Primary Texts and References	Title No value		Title	"Pharmacology Clear & Simple"
		Author	Watkins, Cynthia J. "Pharmacology Clear & Simple". Philadelphia, PA: F.A. Davis Co. 3rd Ed. 2018.	Author Publisher	Watkins, Cynthia J. Davis Co
		Publisher	No value	ISBN	No value
		ISBN	No value		
0	Suggested Reading List	Reading No List	ne.	Reading No List	ne.
		May No include, but are not limited to	value	May No include, but are not limited to	value

Learning Outcomes

Changed	Field	Current Versior	ı	Proposed Vers	sion
	Course Objectives	 Define the pharmaco Compare measuren pharmaco Interpret in Inspect im Calculate Analyze b pharmaco Define cla by the boo Compare and contra Assess ar setting tha Recognize of the deli regard to g cultural ba persons w Compare commonly setting. 	e fundamentals of logy and contrast systems of nent systems in logy nformation of drug labels formation on drug labels drug doses asic understanding of logy ssification of major drugs dy system and contrast indications aindications for drugs eas in the medical office at may lead to drug errors e alternative perspectives very of health care with gender, age, various ackgrounds and those <i>v</i> ith disabilities. and contrast drugs <i>v</i> used in the medical office	 Define the pharmacc Compares measure pharmacc Interpret Inspect in Calculate Analyze I pharmacc Define cl by the bcc Compares and contril Assess a setting the Recognize of the de regard to cultural be persons weight of the setting. 	e fundamentals of ology e and contrast systems of ment systems in ology information of drug labels oformation on drug labels e drug doses basic understanding of ology assification of major drugs ody system e and contrast indications raindications for drugs treas in the medical office tat may lead to drug errors the alternative perspectives livery of health care with gender, age, various tackgrounds and those with disabilities. e and contrast drugs y used in the medical office
	CSLOs	CSLOs	Demonstrate dosage calculation, define drug legislation and standards, compare and contrast drug preparations, and identify classification of major drugs affecting various systems and indications and side effects of the drugs.	CSLOs	Demonstrate dosage calculation, define drug legislation and standards, compare and contrast drug preparations, and identify classification of major drugs affecting various systems and indications and side effects of the drugs.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course	1. Define the fundamentals of	1. Define the fundamentals of
	Content	pharmacology	pharmacology
		1. Pharmacology	1. Pharmacology
		2. Parenteral	2. Parenteral
		3. Metric system	3. Metric system
		4. Pharmacology terms related	4. Pharmacology terms related
		to body systems	to body systems
		2. Compare and contrast systems of	2. Compare and contrast systems of
		measurement systems in	measurement systems in
		pharmacology	pharmacology
		1. Diagram the systems of	1. Diagram the systems of
		measurement	measurement
		1. Metric	1. Metric
		1. Gram	1. Gram
		2. Liter	2. Liter
		3. Meter	3. Meter
		4. Kilo, milli, centi	4. Kilo, milli, centi
		2. Apothecary	2. Apothecary
		1 Grains	1 Grains
		2 Pounds	2 Pounds
		3 Inches feet	3 Inches feet
		vards	vards
		3 Household	3 Household
		1 Drops	1 Drops
		2 Teaspoons and	2 Teaspoons and
		tablespoons	tablespoons
		3 Pints and quarts	3 Pints and quarts
		2 Convert from one unit to	2 Convert from one unit to
		another within the same	another within the same
		system of measurement	system of measurement
		3 Convert from one system to	3 Convert from one system to
		another	another
		3 Interpret information of drug labels	3 Interpret information of drug labels
		1 Define common prescription	1 Define common prescription
		of drug labels	of drug labels
		1 Common prescription	1 Common prescription
		abbreviations	abbreviations
		2 Abbreviations and	2 Abbreviations and
		2. Abbreviations and	
		2 Explain prescription orders to	2 Explain prescription orders to
		2. Explain prescription orders to	2. Explain prescription orders to
		A Inspect information on drug labels	A Inspect information on drug labels
		T. Inspect mornation on drug labels	1 Locate important information
			of drug labels
		2 Describe the meaning of drug	2 Describe the meaning of drug
		2. Describe the meaning of drug	2. Describe the meaning of drug
		1 Prond name	
		2 Conorio nomo	
		3. Chemical name	3. Unemical name
		4. Dosage strength	4. Dosage strength
		5. Iotal volume	5. IOTAI VOIUME

Changed	Field	Current Version	Proposed Version
		6. Expiration date	6. Expiration date
		7. Mixing directions	7. Mixing directions
		8. Others	8. Others
		5. Calculate drug doses	5. Calculate drug doses
		1. Calculate dosages of drugs	1. Calculate dosages of drugs
		given orally	given orally
		1. Tablets	1. Tablets
		2. Liquids	2. Liquids
		2. Calculate dosages of drugs	2. Calculate dosages of drugs
		given parentally	given parentally
		3. Utilize standard dosage	3. Utilize standard dosage
		calculation methods	calculation methods
		2 Desired/on hand	2 Desired/on hand
		2. Desired/on hand	2. Desired/on hand
		4. Evaluate drug dosage	4. Evaluate drug dosage
		E Valuas importance of	
			5. Values importance of
		Calculations	Calculations
		pharmacology	pharmacology
		1. Identify and use the U.S.	1. Identify and use the U.S.
		Pharmacopoeia, National	Pharmacopoeia, National
		Formulary	Formulary
		2. Identify drugs commonly used	2. Identify drugs commonly used
		in the medical office setting	in the medical office setting
		3. Classify drugs according to	3. Classify drugs according to
		their form	their form
		1. Tincture	1. Tincture
		2. Solutions	2. Solutions
		3. Tablet	3. Tablet
		4. Others	4. Others
		4. Classify drugs according to	4. Classify drugs according to
		their usage	their usage
		1. Analgesics	1. Analgesics
		2. Antacids	2. Antacids
		3. Antibiotics	3. Antibiotics
		4. Diuretics	4. Diuretics
		5. Others	5. Others
		7. Define classification of major drugs	7. Define classification of major drugs
		by the body system	by the body system
		1. Describe five drugs in each	1. Describe five drugs in each
		category according to usage	category according to usage
		1. Vitamins	1. Vitamins
		2. Antibiotics, antifungal,	2. Antibiotics, antifungal,
		and antiviral agents	and antiviral agents
		3. Sulfonamides	3. Sulfonamides
		4. Antihistamines	4. Antihistamines
		2. Discuss potential side effects,	2. Discuss potential side effects,
		untoward reactions and	untoward reactions and
		contraindications	contraindications

Changed	Field	Current Version	Proposed Version
		3. Describe medical legal	3. Describe medical legal
		implications	implications
		1. Drug interactions	1. Drug interactions
		2. Patient education	2. Patient education
		3. Major precautions	3. Major precautions
		8. Compare and contrast indications	8. Compare and contrast indications
		and contraindications for drugs	and contraindications for drugs
		1. Drugs that affect the skin and	1. Drugs that affect the skin and
		mucous membranes	mucous membranes
		2. Drugs that affect the	2. Drugs that affect the
		respiratory system	respiratory system
		3. Drugs that affect the	3. Drugs that affect the
		circulatory system	circulatory system
		4. Drugs that affect the central	4. Drugs that affect the central
		nervous system	nervous system
		5. Tranguilizers and	5. Tranguilizers and
		antidepressants	antidepressants
		6. Prostaglandins and	6. Prostadlandins and
		prostaglandin inhibitors	prostaglandin inhibitors
		7 Drugs that affect the	7 Drugs that affect the
		autonomic nervous system	autonomic nervous system
		8 Drugs that affect the digestive	8 Drugs that affect the digestiv
		system	system
		9 The endocrine clands and	9 The endocrine glands and
		bormones	hormones
		10 Diuretics and urinary	10 Diuretics and urinary
		11 Antinopologia druga	antiseptics
		12. Immunizing agente and	12. Immunizing agents and
		Inimunosuppressives	Initiatiosuppressives
		9. Assess areas in the medical office	9. Assess areas in the medical office
		setting that may lead to drug errors	setting that may lead to drug errors
		1. Identify "at risk" process	1. Identify "at risk" process
		situations	situations
		1. Verbal orders	1. Verbal orders
		2. Failure to clarify	2. Failure to clarify
		3. Multi-dose vials	3. Multi-dose vials
		2. Recognize "at risk" patient	2. Recognize "at risk" patient
		situations	situations
		1. Disabled	1. Disabled
		2. Cultural differences	2. Cultural differences
		3. Compliance issues	3. Compliance issues
		3. State methods to eliminate	3. State methods to eliminate
		drug errors given process or	drug errors given process or
		patient scenarios	patient scenarios
		10. Recognize alternative perspectives	10. Recognize alternative perspectives
		of the delivery of health care with	of the delivery of health care with
		regard to gender, age, various	regard to gender, age, various
		cultural backgrounds and those	cultural backgrounds and those
			persons with disabilities
		persons with disabilities.	persons with disabilities.
		1. Identify cultural differences	1. Identify cultural differences

Changed	Field	Current Version	Proposed Version
Changed	Field	Current Version 3. Describe various techniques for working with co-workers with disabilities 4. Compare various techniques for working with patients with disabilities 11. Compare and contrast drugs commonly used in the medical office setting. 1. Describe five drugs in each category according to usage 1. Vitamins 2. Antibiotics, antifungal, and antiviral agents 3. Sulfonamides 4. Antihistamines 2. Discuss potential side effects, untoward reactions and contraindications 3. Describe medical legal implications 1. Drug interactions	Proposed Version 3. Describe various techniques for working with co-workers with disabilities 4. Compare various techniques for working with patients with disabilities 11. Compare and contrast drugs commonly used in the medical office setting. 1. Describe five drugs in each category according to usage 1. Vitamins 2. Antibiotics, antifungal, and antiviral agents 3. Sulfonamides 4. Antihistamines 2. Discuss potential side effects, untoward reactions and contraindications 3. Describe medical legal implications 1. Drug interactions
		2. Patient education	2. Patient education
		3. Major precautions	3. Major precautions
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculun	Curriculum Office			
Changed	Questions	Current Version	Proposed Version	
9	Banner Start Term (202122)	202122	No Value	
0	Banner Division	2BH	No Value	
9	Catalog Term (21-22)	21-22	No Value	
0	5 Year Revision Year (2021)	2019	No Value	
9	Effective Quarter	Fall	No Value	

Changed	Questions	Current Version	Proposed Version
0	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	HTEC 093	HTEC 093
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	HTEC	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
0	DL Approval Date (MM/DD/YYYY)	11/08/2022	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
9	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours lecture (36 hours total per quarter).	No Value
9	Noncredit Enhanced Funding Indicator	Ν	No Value
9	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value

Changed	Questions	Current Version	Proposed Version
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	237003	No Value
0	Account Code	1320	No Value
0	Program Code	120800	No Value
9	Percent	100	No Value
	Curriculum Office Notes	• Online Added. 11/08/2022. MK.	• Online Added. 11/08/2022. MK.
0	Print/No Print to Catalog	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	HTEC D060A	HTEC D060A
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Blue Form

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

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

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	ESL D272. and ESL	No Value	No Value	
	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.			

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

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

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

D-Matrix Form

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value

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

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
Changed	Questions	Current Version	Proposed Version
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	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
G-Matrix F	orm		

Changed	Questions	Current Version	Proposed Version	
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value	

If the requisite No Value No Value No Value 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	
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	
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	
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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	
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G-Matrix; an "AND" conjunction statement	
"AND" conjunction statement	
conjunction statement	
statement	
requires a	
separate G-	
Matrix for EACH	
course.	

H-Matrix Form

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

De Anza GE Form

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

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

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

Comments	6		
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value

0	Stage 8: Dean of Online Learning	No Value	Name - Date Role Part - Field Type of OR Tab	Initiator - Indicate "Y" When Completed
			4/8/25 Gabriela Nocito Gabriela Nocito Gabriela Nocito Gabriela Proposal Details - Attachments Proposal Details - Attachments Proposal Details - Attachments Proposal Details - Attachments Required Sector S	e e e
	Stage 9: Articulation Officer	No Value	No Value	
	Stage 10: De Anza General Education	No Value	No Value	
	Stage 13: Curriculum Committee	No Value	No Value	

Course Administration Codes

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

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Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000574876

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

De Anza College Course Outline of Record Report

HTECD393. : Pharmacology for Medical Assistants

General Information	
Faculty Initiator:	Maureen Miramontes
Attachments:	Online_HTEC_393_2026F.pdf
	ReqAdv_G_HTEC_393_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD393.
Short Course Title:	PHARMACOLOGY FOR MED ASSISTNTS
Course Title (CB02) :	Pharmacology for Medical Assistants
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course covers drug legislation, dosage calculations, drug preparations, and pharmacological principles. Students will learn medication regulations, safe administration, and how drugs affect different body systems.
Course Type (CB27) :	Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements	
Discipline 1:	 Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This is a stand-alone course. This course will educate students on the fundamentals of pharmacology and how to inspect information on drug labels.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is demonstrate dosage calculation, define drug legislation and standards, compare and contrast drug preparations, and identify classification of major drugs affecting various systems and indications and side effects of the drugs. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options Pass/No Pass 	
Repeat Limit	Course Prior To College Level	Repeatability Statement	
99	No value	(No limit on student re-enrollment for 0 unit courses.)	
Course Support Status (CB26)			
Course is not a support course			

Associated Programs		
Course is part of a program		
Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

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

Units and Hours Summary **Minimum Credit Units** 0 Maximum Credit Units 0 **Total Course In-Class** 36 (Contact) Hours Total Course Out-of-Class 72 Hours Total Student Learning Hours 36 **Credit / Non-Credit Options** Course Credit Status (CB04) Course Non Credit Category (CB22) Non-Credit No value **Course Classification Code (CB11)** Funding Agency Category (CB23) Cooperative Work Experience Education Status (CB10) No value Not Applicable.

Variable Credit Course

Weekly Student Hours		Course Student Hours		
	In Class	Out of Class	Course Duration (Weeks)	12
Lecture Hours	3	6	Hours per unit divisor	36
Laboratory Hours	0	0	Course In-Class (Contact) Hour	rs
NA Hours	0	0	Lecture	36
			Laboratory	0
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	72
			Laboratory	0
			NA	0
			Total	72

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz review performed in class Collaborative learning and small group discussions Homework and Extended projects

Assignments

A. Reading:

1. Required readings from the text as preparation for class discussion and application of concepts in written analysis

2. Assignments from text and supplemental sources in preparation for class discussion

B. Writing:

- 1. Homework from the student's study guide including key terminology assessment, evaluation of performance, and clinical thinking.
- 2. Complete worksheets that include observations, results and critical analysis

Methods of Evaluation	Methods of Evaluat	ion		
Methods of Evaluation	 A. Written Assign the discussions tracks the stud B. Quizzes-Object of course mate that may need C. Objective tests students under lecture D. Comprehensive student to dem critically analyze 	 A. Written Assignments-Demonstrate critical thinking in regards to the discussions of case studies that reinforces the lecture and tracks the students comprehension of the material B. Quizzes-Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention C. Objective tests-Written examination designed to demonstrate students understanding of the course material presented in lecture D. Comprehensive Final Examination-Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course 		
Essential Student Materials/Ess Essential Student Materials: • None Essential College Facilities: • None	sential College Facilities			
Examples of Primary Texts and	References			
Author	Title	Publisher	Date/Edition	ISBN
Watkins, Cynthia J.	"Pharmacology Clear & Simple"	Davis Co	2022, 4th Ed.	
Suggested Reading List No Value				
Learning Outcomes				
Course Objectives				
Define the fundamentals of pharmac	ology			
Compare and contrast systems of m	easurement systems in pharmacology			
Interpret information of drug labels				

Inspect information on drug labels

Calculate drug doses

Analyze basic understanding of pharmacology

Define classification of major drugs by the body system

Compare and contrast indications and contraindications for drugs

Assess areas in the medical office setting that may lead to drug errors

Recognize alternative perspectives of the delivery of health care with regard to gender, age, various cultural backgrounds and those persons with disabilities.

Compare and contrast drugs commonly used in the medical office setting.

CSLOs

Demonstrate dosage calculation, define drug legislation and standards, compare and contrast drug preparations, and identify classification of major drugs affecting various systems and indications and side effects of the drugs. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define the fundamentals of pharmacology
 - 1. Pharmacology
 - 2. Parenteral
 - 3. Metric system
 - 4. Pharmacology terms related to body systems
- B. Compare and contrast systems of measurement systems in pharmacology
 - 1. Diagram the systems of measurement
 - 1. Metric
 - 1. Gram
 - 2. Liter
 - Meter
 - 4. Kilo, milli, centi
 - 2. Apothecary
 - 1. Grains
 - 2. Pounds
 - 3. Inches, feet, yards
 - 3. Household

- 1. Drops
- 2. Teaspoons and tablespoons
- 3. Pints and quarts
- 2. Convert from one unit to another within the same system of measurement
- 3. Convert from one system to another
- C. Interpret information of drug labels
 - 1. Define common prescription of drug labels
 - 1. Common prescription abbreviations
 - 2. Abbreviations and symbols
 - 2. Explain prescription orders to patients

D. Inspect information on drug labels

- 1. Locate important information of drug labels
- 2. Describe the meaning of drug label information
 - 1. Brand name
 - 2. Generic name
 - 3. Chemical name
 - 4. Dosage strength
 - 5. Total volume
 - 6. Expiration date
 - 7. Mixing directions
- 8. Others

E. Calculate drug doses

- 1. Calculate dosages of drugs given orally
 - 1. Tablets
 - 2. Liquids
- 2. Calculate dosages of drugs given parentally
- 3. Utilize standard dosage calculation methods
 - 1. Ratio
 - 2. Desired/on hand
- 4. Evaluate drug dosage calculations for accuracy
- 5. Values importance of accurate drug dosage calculations
- F. Analyze basic understanding of pharmacology
 - 1. Identify and use the U.S. Pharmacopoeia, National Formulary
 - 2. Identify drugs commonly used in the medical office setting
 - 3. Classify drugs according to their form
 - 1. Tincture
 - 2. Solutions
 - 3. Tablet
 - 4. Others
 - 4. Classify drugs according to their usage
 - 1. Analgesics
 - 2. Antacids
 - 3. Antibiotics
 - 4. Diuretics
 - 5. Others
- G. Define classification of major drugs by the body system
 - 1. Describe five drugs in each category according to usage
 - 1. Vitamins
 - 2. Antibiotics, antifungal, and antiviral agents
 - 3. Sulfonamides
 - 4. Antihistamines
 - 2. Discuss potential side effects, untoward reactions and contraindications
 - 3. Describe medical legal implications
 - 1. Drug interactions
 - 2. Patient education
 - 3. Major precautions
- H. Compare and contrast indications and contraindications for drugs
 - 1. Drugs that affect the skin and mucous membranes
 - 2. Drugs that affect the respiratory system
 - 3. Drugs that affect the circulatory system
 - 4. Drugs that affect the central nervous system
 - 5. Tranquilizers and antidepressants
 - 6. Prostaglandins and prostaglandin inhibitors
 - 7. Drugs that affect the autonomic nervous system

- 8. Drugs that affect the digestive system
- 9. The endocrine glands and hormones
- 10. Diuretics and urinary antiseptics
- 11. Antineoplastic drugs
- 12. Immunizing agents and immunosuppressives
- I. Assess areas in the medical office setting that may lead to drug errors
 - 1. Identify "at risk" process situations
 - 1. Verbal orders
 - 2. Failure to clarify
 - 3. Multi-dose vials
 - 2. Recognize "at risk" patient situations
 - 1. Disabled
 - 2. Cultural differences
 - Compliance issues
 - 3. State methods to eliminate drug errors given process or patient scenarios
- J. Recognize alternative perspectives of the delivery of health care with regard to gender, age, various cultural backgrounds and those persons with disabilities.
 - 1. Identify cultural differences
 - 2. Compare gender differences
 - 3. Describe various techniques for working with co-workers with disabilities
 - 4. Compare various techniques for working with patients with disabilities
- K. Compare and contrast drugs commonly used in the medical office setting.
 - 1. Describe five drugs in each category according to usage
 - 1. Vitamins
 - 2. Antibiotics, antifungal, and antiviral agents
 - 3. Sulfonamides
 - 4. Antihistamines
 - 2. Discuss potential side effects, untoward reactions and contraindications
 - 3. Describe medical legal implications
 - 1. Drug interactions
 - 2. Patient education
 - 3. Major precautions

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

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

No Value

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

- Units: 0
- Lec Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 5/1/25)
- Req/Adv Prerequisite(s): No Value Corequisite(s): No Value Advisory(ies): No Value Advisory(ies) - Other: HTEC D360A Limitation(s) on Enrollment: No Value Limitation(s) on Enrollment - Other: No Value Entrance Skills(s): No Value Entrance Skill(s) - Other: No Value General Course Statement(s): • NONCREDIT: (This is a noncredit, stand-alone CTE course.)

General Course Statement(s) - Other:

No Value

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

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

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.

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.

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.

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.

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/12	Basic course info	proposal details	required	attach online delivery form	Y
		course description	required	please use only complete sentences	Y
		course justification	required	remove transferability	Y
		stand-alone statement	required	remove statement	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

со

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

De Anza College Change Report 05/06/2025

Summary of Changes

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

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: Division Curriculum Representative
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	eLumenData, eLumenData	Maureen Miramontes
	Course ID (CB01A and CB01B)	HTECD101C	HTECD101C
	Course Control Number	CCC000100397	CCC000100397
	Course Title (CB02)	Skill Building in Medical Communications	Skill Building in Medical Communications
	Short Course Title	SKL BUILDNG/MEDCL COMMMUNIC	SKL BUILDNG/MEDCL COMMMUNIC
	TOP Code (CB03)	1208.00	1208.00 Medical Assisting
	CIP Code	Medical/Clinical Assistant	51.0801 Medical/Clinical Assistant
	Department	HTEC - Health Technologies	HTEC - Health Technologies
0	Effective Term	Fall 2021	Fall 2021 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	Course Description	Development of speed and accuracy in skills learned in medical communications and advanced medical terminology.	Development of <u>This course focuses on</u> <u>improving</u> speed and accuracy in <u>medical</u> <u>communication</u> skills learned while reinforcing advanced medical terminology. <u>Students will develop proficiency</u> in <u>effectively utilizing</u> medical communications and advanced medical terminology: language in various healthcare settings.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	• Online

Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	 Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - HEALTH CARE SERVICES

Course Justification				
Changed	Field	Current Version	Proposed Version	
	Course Justification	This course belongs on the Health Technologies Insurance and Coding Certificate of Achievement. It is a major preparation requirement in the skills learned in medical communication and advanced medical terminology. This course will equip students with the skills to compose and write non-medical letters and communications for the physician to include letters of referral, consultation, litigation, and personal correspondence.	This <u>CTE</u> course belongs on the Health Technologies Insurance and Coding Certificate of Achievement. It is a major preparation requirement in the skills learned in medical communication and advanced medical terminology. This course will equip students with the skills to compose and write non-medical letters and communications for the physician to include letters of referral, consultation, litigation, and personal correspondence.	

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

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

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

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

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

Honors/No	on-honors Course		
Changed	Field	Current Version	Proposed Version
9	Is this an honors/non- honors course?	No value	No

Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Cross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross- listed course?	No value	<u>No</u>
More Optic	More Options		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	Pass/No Pass	Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	

Stand-Alone Statement

Chang	ed Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

UC Transferable and/or Lower-Division Major Requirement			
Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
0	Will the course be UC transferable?	No value	No
	If yes, identify the lower- division UC course and campus.	No value	
9	Will the course fulfill a UC/CSU lower-division major requirement?	No value	No
Associated Programs			

Changed	Field
---------	-------

Associated

Program

Associated

Course is part of a program

Award	Certificate of
Type	$\frac{1}{2}$
туре	Achievement (COA)

Insurance and Coding

 Associated Program
 Medical Assisting

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

Associated
ProgramMedical AssistingAward
TypeAssociate in Science
(A.S.) Degree

Associated Program	Medical Assisting (In Development)
Award	Certificate of
Туре	Achievement-Advanced
	(COA-A)

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

 Associated Program
 Medical Reception

 Award
 Certificate of Achievement (COA)

Associated Program	Medical Reception (In Development)
Award	Certificate of
Type	Achievement (COA)

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

Insurance and Coding

Associated Program	Medical Assisting
Award	Associate in Science
Туре	(A.S.) Degree

Associated	Medical Assisting (In
Program	Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

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

Associated Program	Medical Reception
Award	Certificate of
Туре	Achievement (COA)

Associated	Medical Reception (In				
Program	Development)				
Award	Certificate of				
Type	Achievement (COA)				
Changed Field	Current Versi	Current Version		Proposed Version	
---------------	-----------------------	-------------------------------------	-----------------------	-------------------------------------	--
	Associated Program	Medical Transcribing with Editing	Associated Program	Medical Transcribing with Editing	
	Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)	
)	

Transferability & Gen. Ed. Options				
Current Version	Proposed Version			
Not transferable	Not transferable			
Y	Y			
Not transferable	Not transferable			
No value	No value			
	Dptions Current Version Not transferable Y Not transferable Not value			

Weekly St	Weekly Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version		
	Lecture Hours - In Class	0	0		
	Lecture Hours - Out of Class	0	0		
	Laboratory Hours - In Class	3	3		
	Laboratory Hours - Out of Class	0	0		
	NA Hours - In Class	0	0		
	NA Hours - Out of Class	0	0		

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

Ū	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
			· · · P · · · · · · · · · · · · · · · ·
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	COURSE CLASSIFICATION STATUS Course Credit Status (CB04)	Credit Course. Credit - Degree Applicable	Credit Course. Credit - Degree Applicable
	COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22)	Credit Course. Credit - Degree Applicable Credit Course.	Credit Course. Credit - Degree Applicable Credit Course.
	COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22) Funding Agency Category (CB23)	Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.	Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.
	COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22) Funding Agency Category (CB23) Cooperative Work Experience Education Status (CB10)	Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.	Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.

Credit Units

Changed	Field	Current Version		Proposed Version	n
	Course Duration (Weeks)	12		12	
	Total Lecture Hours per Term	-		0	
	Total Laboratory Hours per Term	36		36	
	Total Contact Hours per Term	-		0	
	Total Credit Units	1		1	
	Minimum Credit Units	1		1	
	Maximum Credit Units	1		1	
SKIP					
Changed	Field	Current Versien		Dreneed Version	_
Changed					1
	SKIP	No Value		No Value	
Specificati	ons				
Changed	Field	Current Versi	on	Proposed Ve	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Laboratory problem solving performed in class Quiz review performed in class Laboratory exercises and extended projects	Methods of Instruction	Laboratory problem solving performed in class Quiz review performed in class Laboratory exercises and extended projects

Changed	Field	Current Version	n	Proposed Ver	rsion
Assignments		 Reading: Required readings from the required medical communications textbook. Assignments from textbook. Writing assignments from student textbook including key terminology and critical thinking. 		 Reading: Required readings from the required medical communications textbook. Assignments from textbook. Writing assignments from student textbook including key terminology and critical thinking. 	
	Methods of Evaluation	Methods of Evaluation Methods of Evaluation	 Typed Assignments in lab or assigned readings, evaluated using a rubric. Quizzes- Objective/subjective quizzes that test comprehension laboratory course material on a routine basis and help identify areas that may need extra attention, evaluated using a rubric. Comprehensive Practical Final Examination- Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the laboratory course, evaluated using a rubric. 	Methods of Evaluation Methods of Evaluation	 Methods of Evaluation 1. Typed Assignments in lab or assigned readings, evaluated using a rubric. 2. Quizzes- Objective/subjective quizzes that test comprehension laboratory course material on a routine basis and help identify areas that may need extra attention, evaluated using a rubric. 3. Comprehensive Practical Final Examination- Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the laboratory course, evaluated using a rubric.

	Essential Student Materials/Essential College Facilities	Essential Student Materials: I • Flash drive Essential College Facilities: • Computer lab with printer		 Essential Student Materials: Flash drive Essential College Facilities: Computer lab with printer 	
Examples of Primary Texts and References	Title No value		Title	"Medical Transcription:	
	References	Author	Diehl, Marcy. "Medical Transcription:		Techniques and Procedures"
			Techniques and	Author	Diehl, Marcy
		Procedures". Philadelphia, PA:	Publisher	Saunders	
		Saunders, 7th Ed. 2012.	Date/Edition	2012, 7th Ed.	
		Publisher	No value	ISBN	No value
		Date/Edition	No value		
		ISBN	No value		
0	Suggested Reading List	Reading No List	ne.	No value	
		May No include, but are not limited to	value		

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Demonstrate a level of competence in the skills learned in medical communications and advanced medical terminology Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. 	 Demonstrate a level of competence in the skills learned in medical communications and advanced medical terminology Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

Changed I	Field	Current Versior	1	Proposed Versi	ion
ſ	CSLOs	CSLOs	Demonstrate a level of competence in the skills learned in Medical	CSLOs	Demonstrate a level of competence in the skills learned in Medical
			Communications and in preparation for Medical Transcription.		Communications and in preparation for Medical Transcription.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposea version
	Course Content	 Demonstrate a level of competence in the skills learned in medical communications and advanced medical terminology Demonstrate knowledge of the current edition of Word for Windows and ability to keyboard 35-40 words per minute Demonstrate composing and keyboarding medical reports and communications in an acceptable mailable format currently in use in medicine and will improve their speed and accuracy in this area Demonstrate the ability in composing and writing non- medical letters and communications for the physician to include letters of referral, consultation, litigation and personal correspondence Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. Identify cultural differences Describe various techniques for working with co-workers with disabilities Compare various techniques for working with patients with disabilities 	 Demonstrate a level of competence in the skills learned in medical communications and advanced medical terminology Demonstrate knowledge of the current edition of Word for Windows and ability to keyboard 35-40 words per minute Demonstrate composing and keyboarding medical reports and communications in an acceptable mailable format currently in use in medicine and will improve their speed and accuracy in this area Demonstrate the ability in composing and writing non- medical letters and communications for the physician to include letters of referral, consultation, litigation and personal correspondence Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities. Identify cultural differences Compare gender differences Describe various techniques for working with co-workers with disabilities
	Lab Component in this Course	No	No
	Lab Quilling	No value	No value

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	HTEC D061.	HTEC D061.
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2BH	No Value
0	Catalog Term (21-22)	21-22	No Value
0	5 Year Revision Year (2021)	2019	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2019	No Value

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	HTEC 101C	HTEC 101C
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	HTEC	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value
8	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours laboratory (36 hours total per quarter).	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
9	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	C	No Value
0	Fund Code	114000	No Value
0	Organization Code	237003	No Value
0	Account Code	1320	No Value
0	Program Code	120800	No Value
0	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value

Changed	Questions	Current Version	Proposed Version
0	Print/No Print to Catalog	Yes	No Value
Blue Form			

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

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

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	ESL D272. and ESL	No Value	No Value	
	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.			

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

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

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

D-Matrix Form

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version	
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value	
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value	
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value	
G-Matrix F	G-Matrix Form			

Changed	Questions	Current Version	Proposed Version	
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value	

If the requisite No Value No Value No Value 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	
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	
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	
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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	
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requires ONE representative G-Matrix; an "AND" conjunction statement	
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G-Matrix; an "AND" conjunction statement	
"AND" conjunction statement	
conjunction statement	
statement	
requires a	
separate G-	
Matrix for EACH	
course.	

H-Matrix Form

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

De Anza GE Form

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

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

onangea questions ourient version	Proposed Version	
Criteria 6: Use No Value 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	No Value	

Comments				
Questions	Current Version	Proposed Version		
Stage 2: Department Chair	No Value	No Value		
Stage 3: Division Curriculum Representative	No Value	3/12 Please attach online delivery form.		
Stage 4: Division Dean	No Value	No Value		
Stage 5: SLO Coordinator	No Value	No Value		
Stage 7: Content Review Matrix Liaison	No Value	No Value		
Stage 8: Dean of Online Learning	No Value	No Value		
Stage 9: Articulation Officer	No Value	No Value		
	ArticulationStage 2:DepartmentChairStage 3:DivisionCurriculumRepresentativeStage 4:Division DeanStage 5:Stage 5:Stage 7:CoordinatorStage 7:Stage 8:Dean ofOnline LearningStage 9:ArticulationOfficer	GuestionsCurrent VersionStage 2: Department ChairNo ValueStage 3: Division Curriculum RepresentativeNo ValueStage 3: Division Curriculum RepresentativeNo ValueStage 4: Division DeanNo ValueStage 5: SLO CoordinatorNo ValueStage 5: SLO CoordinatorNo ValueStage 7: Content Review Matrix LiaisonNo ValueStage 8: Dean of Online LearningNo ValueStage 9: Articulation OfficerNo Value		

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

Course Ad	Course Administration Codes			
Articulation	Articulation occurs after course approval. The following fields will not show a Proposed Version.			
Changed	ed Field Current Version			
	Curriculum ID	HTECD101C		
	Distance Education Approved	No		
Board of Trustees Approval Date				
	Curriculum Committee Approval Date			
	Time to Next Review	Aug 31, 2024 12:00:00 AM		
	External Review Approval Date	Sep 1, 2019 12:00:00 AM		
	Course Control Number	CCC000100397		

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

De Anza College Course Outline of Record Report

HTECD301C : Skill Building in Medical Communications

General Information	
Faculty Initiator:	Maureen Miramontes
A 44 Kanon	
Attachments:	ReqAdv_G_HIEC_301C_2026F.pdl
	Shinte_111E6_5016_20201.pdf
Course ID (CB01A and CB01B) :	HTECD301C
Short Course Title:	SKL BUILDNG/MEDCL COMMMUNIC
Course Title (CB02) :	Skill Building in Medical Communications
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course focuses on enhancing speed and accuracy in medical communication skills while expanding knowledge of advanced medical terminology.
Course Type (CB27) :	Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements	
Discipline 1:	 Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. It is a major preparation requirement in the skills learned in medical communication and advanced medical terminology. This course will equip students with the skills to compose and write non-medical letters and communications for the physician to include letters of referral, consultation, litigation, and personal correspondence.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is demonstrate a level of competence in the skills learned in Medical Communications and in preparation for Medical Transcription. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

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

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course? No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options Pass/No Pass
Repeat Limit	Course Prior To College Level	Repeatability Statement
99	No value	(No limit on student re-enrollment for 0 unit courses.)
Course Support Status (CB26)		
Course is not a support course		
Associated Programs		

Course is part of a program		
Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

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

Units and Hours Summary **Minimum Credit Units** 0 Maximum Credit Units 0 **Total Course In-Class** 36 (Contact) Hours Total Course Out-of-Class 0 Hours **Total Student Learning Hours** 36 **Credit / Non-Credit Options** Course Credit Status (CB04) Course Non Credit Category (CB22) Non-Credit No value **Course Classification Code (CB11)** Funding Agency Category (CB23) Cooperative Work Experience Education Status (CB10) No value Not Applicable.

Variable Credit Course

Weekly Student Hours			Course Student Hours	
	In Class	Out of Class	Course Duration (Weeks)	12
Lecture Hours	0	0	Hours per unit divisor	36
Laboratory Hours	3	0	Course In-Class (Contact) Hour	s
NA Hours	0	0	Lecture	0
			Laboratory	36
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	0
			Laboratory	0
			NA	0
			Total	0

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Laboratory problem solving performed in class Quiz review performed in class Laboratory exercises and extended projects
Assignments	

A. Reading:

1. Required readings from the required medical communications textbook.

2. Assignments from textbook.

B. Writing assignments from student textbook including key terminology and critical thinking.
Methods of Evaluation	Methods of Evaluati	on		
Methods of Evaluation	 A. Typed Assignmusing a rubric. B. Quizzes-Objectiaboratory courtiareas that may C. Comprehensive to demonstrate concepts that has a laboratory courtiaboratory cou	 A. Typed Assignments in lab or assigned readings, evaluated using a rubric. B. Quizzes-Objective/subjective quizzes that test comprehension laboratory course material on a routine basis and help identify areas that may need extra attention, evaluated using a rubric. C. Comprehensive Practical Final Examination-Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the laboratory course, evaluated using a rubric. 		
Essential Student Materials/Ess	ential College Facilities			
Essential Student Materials: Flash drive 				
Essential College Facilities: • Computer lab with printer				
Examples of Primary Texts and	References			
Author	Title	Publisher	Date/Edition	ISBN
Diehl, Marcy.	"Medical Transcription: Techniques and Procedures"	PA: Saunders	2012/7th Ed.	
Suggested Reading List				
No Value				
Learning Outcomes				
Course Objectives				
Demonstrate a level of competence i	n the skills learned in medical commun	ications and advanced me	edical terminology	
Recognize alternative perspectives o with disabilities.	f the delivery of health care with regard	l to gender, persons of diff	erent cultural backgrounds	and those persons
CSLOs Demonstrate a level of competenc	e in the skills learned in Medical Cor	nmunications and in pre	paration for Medical Tran Expec	Iscription. ted SLO Performance: 0.0

Outline

Course Outline

- A. Demonstrate a level of competence in the skills learned in medical communications and advanced medical terminology
 - 1. Demonstrate knowledge of the current edition of Word for Windows and ability to keyboard 35-40 words per minute
 - 2. Demonstrate composing and keyboarding medical reports and communications in an acceptable mailable format currently in use in medicine and will improve their speed and accuracy in this area
 - 3. Demonstrate the ability in composing and writing non-medical letters and communications for the physician to include letters of referral, consultation, litigation and personal correspondence
- B. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.
 - 1. Identify cultural differences
 - 2. Compare gender differences
 - 3. Describe various techniques for working with co-workers with disabilities
 - 4. Compare various techniques for working with patients with disabilities

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

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

Req/Adv
Prerequisite(s): No Value
Corequisite(s): HTEC D361.
Advisory(ies): No Value
Advisory(ies) - Other: No Value
Limitation(s) on Enrollment: No Value
Limitation(s) on Enrollment - Other: No Value
Entrance Skills(s): No Value
Entrance Skill(s) - Other: No Value
 General Course Statement(s): NONCREDIT: (This is a noncredit, stand-alone course.)
General Course Statement(s) - Other: No Value

A-Matrix Form

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

No Value

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

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.

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.

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.

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.

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.

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.)

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/6	Basic course info	Proposal details	required	Effective term is F26	Y
			required	Attach online delivery form	Y
		Course description	required	Please use complete sentences	Υ
		Stand-alone statement	required	Remove statement	Y
	Specifications	Primary texts	question	Update to include recent edition?	

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

СО

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

De Anza College **Course Outline of Record Report** 05/06/2025

HTECD301A : Skill Building in Clinical Laboratory Procedures II

General Information	
Faculty Initiator:	Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_301A_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD301A
Short Course Title:	SKIL BLDG CLINIC LAB PROCED II
Course Title (CB02) :	Skill Building in Clinical Laboratory Procedures II
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course covers the proper collection and handling of blood specimens while developing speed and accuracy.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements	
Discipline 1:	 Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course provides a practical setting and grants the platform to develop speed and accuracy with blood collection procedures.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is to consistently apply the OSHA Bloodborne Pathogen Standard during the collection of blood specimens The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

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

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course? No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options Pass/No Pass
Repeat Limit	Course Prior To College Level	Repeatability Statement
99	Not applicable.	(No limit on student re-enrollment for 0 unit courses.)
Course Support Status (CB26)		
Course is not a support course		
Associated Programs		

Course is part of a program		
Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

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

Units and Hours Summary **Minimum Credit Units** 0 Maximum Credit Units 0 **Total Course In-Class** 36 (Contact) Hours Total Course Out-of-Class 0 Hours **Total Student Learning Hours** 36 **Credit / Non-Credit Options** Course Credit Status (CB04) Course Non Credit Category (CB22) Non-Credit No value **Course Classification Code (CB11)** Funding Agency Category (CB23) Cooperative Work Experience Education Status (CB10) No value Not Applicable.

Variable Credit Course

Weekly Student	Hours		Course Student Hours		
	In Class	Out of Class	Course Duration (Weeks)	12	
Lecture Hours	0	0	Hours per unit divisor	36	
Laboratory Hours	3	0	Course In-Class (Contact) Hour	s	
NA Hours	0	0	Lecture	0	
			Laboratory	36	
			NA	0	
			Total	36	
			Course Out-of-Class Hours		
			Lecture	0	
			Laboratory	0	
			NA	0	
			Total	0	

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Laboratory and visual aids Discussion of assigned reading Laboratory problem solving performed in class Laboratory experience which involves students in formal exercises

Assignments

A. Reading: Required readings from the required laboratory text, and supplemental sources

B. Writing: Documentation as required by the phlebotomy procedures.

C. Assignments from laboratory text and supplemental sources in preparation for analysis

D. Practical: Perform laboratory procedures in the collection of blood specimens.

Methods of Evaluation	Methods of Evaluati	on		
Methods of Evaluation	 A. Lab Activity-Prastudent laboratistills and to problem. B. Demonstrate prastrate problem. B. Demonstrate problem. B. Demonstrate problem. B. Demonstrate problem. C. Written Assign discussion of laterative problem. D. Comprehensive demonstrate conthroughout the problem. 	 A. Lab Activity-Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve. B. Demonstrate practical laboratory documentation to assess knowledge of information needed on labels applied to specimen tubes and lab requisitions. C. Written Assignments- Demonstration of Critical analysis by discussion of laboratory case studies present to reinforced lab or assigned readings D. Comprehensive Practical Examination-Requires students to demonstrate concepts that have been introduced and practiced throughout the laboratory course. 		
Essential Student Materials/Ess	sential College Facilities			
Essential Student Materials: • Laboratory coat, closed toe s	shoes, gloves, hand sanitizer, safety gla	ISSES		
Essential College Facilities: • Equipped phlebotomy drawing	ng station			
Examples of Primary Texts and	References			
Author	Title	Publisher	Date/Edition	ISBN
McCall, Ruth	"Phlebotomy Essentials"	Bartlett Learning	2020, 7th Edition	
Suggested Reading List				
No Value				
Learning Outcomes				
Learning Outcomes				
Course Objectives				
Demonstrate professional behavior t	hroughout the blood collection process.			
Compare and contrast factors to consider prior to blood collection.				
Identify and describe blood collection	n equipment and supplies.			
Demonstrate and explain various venipuncture procedures.				

Identify and explain capillary puncture equipment and procedures.

Consistent demonstration of the OSHA safety precautions that must be followed:

Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

CSLOs

Demonstrate the proper procedures for the collection of blood by venipuncture and capillary puncture.

Expected SLO Performance: 0.0

Outline

Course Outline

A. Demonstrate professional behavior throughout the blood collection process.

- 1. Appropriate manner to greet and identify the patient.
- 2. Subsequent patient interactions.
- 3. Verbal and non-verbal communication.
- 4. Demonstrate empathy, friendliness, and adaptability with diverse patients in laboratory setting.
- 5. Identify the challenges of pediatric venipuncture and describe how to deal with the patient and parents.
- 6. Appropriate post-phlebotomy instructions.
- B. Compare and contrast factors to consider prior to blood collection.
 - 1. List factors to consider in site selection; describe causes for concern and procedures to follow when encountering each.
 - 2. Differentiate between complications associated with blood collection and describe how they may affect the patient of the integrity of the specimen.
 - 3. Describe how to prepare patients for testing, how to answer inquiries concerning tests, and what to do if a patient objects to a test.
 - 4. Describe the process involved in requesting a test, identify the type of requisitions used, and list required requisition information.
 - Explain the importance of proper patient identification and describe what information is verified, how to handle discrepancies or missing information.
- C. Identify and describe blood collection equipment and supplies.
 - 1. List the equipment and supplies needed to collect blood by venipuncture.
 - 2. Explain the purpose of using a tourniquet for venipuncture.
 - 3. List and describe evacuated tube and syringe system components.
 - 4. Identify types of additives used in blood collection.
 - 5. Describe the principle behind, and list the evacuated tube system and the syringe system.
 - 6. Identify selection of equipment for various types of patients and conditions.
- D. Demonstrate and explain various venipuncture procedures.
 - 1. Demonstrate each step of the venipuncture process using the vacutainer and syringe systems with safety needles.
 - 2. Describe the transferring of specimens using the syringe system.
 - 3. Describe how to avoid complications and how to handle those that occur.
 - 4. Compare and contrast situations that may lead to failure to obtain blood and list the acceptable reasons for the inability to collect a specimen.
 - 5. Describe the collection procedure when using a winged infusion system for performing a venipuncture.
- E. Identify and explain capillary puncture equipment and procedures.
 - 1. List and describe the various types of equipment needed to perform skin punctures.
 - 2. State indicators for performing skin punctures on adults, infants, and children.
 - 3. Demonstrate the proper procedure for selecting a skin puncture site and indicate precautions associated with site selection.
 - 4. Describe the principle behind, and list the order of draw for collecting capillary puncture specimens.
- F. Consistent demonstration of the OSHA safety precautions that must be followed:
 - 1. In the preparation for blood collection.
 - 2. During the blood collection procedure.
 - 3. In the handling of the specimens.
 - 4. In the disposal of equipment.

- G. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.
 - 1. Identify cultural differences.
 - 2. Compare gender differences.
 - 3. Describe various techniques for working with co-workers with disabilities.
 - 4. Compare various techniques for working with patients with disabilities.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

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

Req/Adv

Prerequisite(s):

HTEC D364B (may be taken concurrently)

Corequisite(s):

Advisory(ies):
No Value
Advisory(jes) - Other:
No Value
Limitation(c) on Enrollmont:
No Value
Limitation(s) on Enrollment - Other:
No Value
Entrance Skills/s)
No Value
Entrance Skill/o) Other
No Value
Conoral Course Statement(s):
NONCREDIT: (This is a noncredit, stand-alone course.)
General Course Statement(s) - Other
No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

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.

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.

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.

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.

 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.

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.)

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

No Value

Comments					
Stage 2: Department Chair					
No Value					
Stage 3: Division Curriculum Representative					
Date Tab Part - Field Type of Edit Edit Initiator - Indicate "Y" When Completed Basic course info Proposal details required effective term is F26 Y Stand-alone statement required please remove Y					
Stage 4: Division Dean					
No Value					
Stage 5: SLO Coordinator					
No Value					
Stage 7: Content Review Matrix Liaison No Value					
Stage 8: Dean of Online Learning No Value					
Stage 9: Articulation Officer					
No Value					
Stage 10: De Anza General Education					
No Value					
Stage 13: Curriculum Committee					
No Value					
CO					
Sort ID (00 < 10; 0 < 100)					

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

Changed 5-year revision to match credit course – ACE

De Anza College Course Outline of Record Report

HTECD301B : Skill Building in Basic Patient Care

General Information	
Faculty Initiator:	Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_301B_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD301B
Short Course Title:	SKL BUILDNG/BASIC PATNT CARE
Course Title (CB02) :	Skill Building in Basic Patient Care
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course covers the development of speed and accuracy in skills learned in the basic patient care course; skills include proper handwashing, vital signs, examination room, patient preparation, and various procedures in the medical office.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements	
Discipline 1:	 Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is demonstrate vital signs and various procedures performed in the medical office. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

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

Honors/Non-honors Course

Is this an honors/non-honors course? No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grade Options	
Course is not a basic skills course.	Course is not a special class. Pass/No Pass		
Repeat Limit	Course Prior To College Level	Repeatability Statement	
99	No value	(No limit on student re-enrollment for 0 unit courses.)	
Course Support Status (CB26)			
Course is not a support course			

Associated Programs Course is part of a program Associated Program Award Type Active No value No value

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Transferability (CB05)

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

Lecture Hours

Laboratory Hours

0

3

0

0

Summary						
Minimum Credit Units	0					
Maximum Credit Units	0					
Total Course In-Class (Contact) Hours	36					
Total Course Out-of-Class Hours	0					
Total Student Learning Hours	36					
Credit / Non-Credit Opti	Credit / Non-Credit Options					
Course Credit Status (CB04)		Course Non Credit Ca	tegory (CB22)			
Non-Credit		No value				
Course Classification Code (CB1	1)	Funding Agency Cate	gory (CB23)	Cooper	ative Work Experience Education	
No value		Not Applicable.		Status	(CB10)	
Variable Credit Course						
Weekly Student Hours			Course Student	t Hours		
In Class	•	Out of Class	Course Duration (Weeks)	12	

Hours per unit divisor

Course In-Class (Contact) Hours

36

NA Hours	0	0	Lecture	0	
			Laboratory	36	
			NA	0	
			Total	36	
			Course Out-of-Class Hou	Course Out-of-Class Hours	
			Lecture	0	
			Laboratory	0	
			NA	0	
			Total	0	

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Laboratory and visual aids Discussion of assigned reading Laboratory problem solving performed in class Quiz review performed in class Laboratory extended projects Laboratory quizzes that evaluate the weekly exercises Laboratory experience which involves students in formal exercises

Assignments

A. Reading:

- 1. Required readings from the required laboratory text, student study guide and supplemental sources
- 2. Assignments from laboratory text and supplemental sources in preparation for analysis
- B. Writing: Documentation of vital logs, chief complaints.
- C. Perform laboratory procedures as outlined in the student study guide
 - 1. Assignments from student laboratory manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles
 - 2. Complete laboratory worksheets that include observations, results and critical analysis

Methods of Evaluation	Methods of Evaluat	ion			
Methods of Evaluation	 A. Class Activity- sessions that t laboratory text B. Written Assign discussion of I understanding C. Quizzes-Object laboratory cou areas that may D. Lab Activity-Pr student labora skills and to pr experimental in E. Comprehensiv demonstrate a concepts that I laboratory cou 	 Methods of Evaluation A. Class Activity-Discussions and oral question and answer sessions that test comprehension of required readings from the laboratory texts and supplemental materials B. Written Assignments-Demonstration of Critical thinking by discussion of laboratory case studies to track students understanding of the material. C. Quizzes-Objective/subjective quizzes that test comprehension laboratory course material on a routine basis and help identify areas that may need extra attention D. Lab Activity-Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations. E. Comprehensive Practical Examination-Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the laboratory course 			
Essential Student Materials/Essential College Facilities Essential Student Materials: • Professional uniform, watch with a second hand Essential College Facilities: • Medial office supplies, examination tables, visual acuity charts, clock with second hand					
Examples of Primary Texts and	I References				
Author	Title	Publisher	Date/Edition	ISBN	
Bonewit-West, Kathy	"Clinical Procedures for Medical Assistants"	Elsevier Inc.	2022, 11th Edition		
Suggested Reading List No Value					
Learning Outcomes					
Course Objectives					

Demonstrate level of proficiency of proper application of OSHA standards

Demonstrate level of proficiency of proper hand washing technique

Demonstrate level of proficiency of proper procedure for measuring temperature, respiration, heart rate, and blood pressure

Demonstrate level of proficiency of proper procedure for measuring height and weight

Demonstrate level of proficiency of proper placement and draping of patient for various exams

Demonstrate level of proficiency of measurement of basic eye and ear functioning

CSLOs

Demonstrate vital signs and various procedures performed in the medical office.

Outline

Course Outline

- A. Demonstrate level of proficiency of proper application of OSHA standards
 - 1. Utilizes and maintains equipment
 - 2. Expresses willingness to monitor and maintain OSHA standards in the clinical setting
 - 3. Identifies and reports to supervisors when OSHA standards are not being maintained
- B. Demonstrate level of proficiency of proper hand washing technique
 - 1. Explains importance of timing for prevention of spreading disease
 - 2. Describes underlying principles for each step of hand washing procedure
 - 3. Evaluates/critiques classmates' hand washing technique
- C. Demonstrate level of proficiency of proper procedure for measuring temperature, respiration, heart rate, and blood pressure
 - 1. Describes underlying principles for each step in the procedure
 - 2. Converts from Celsius to Fahrenheit and vice versa
 - 3. Counts a pulse for one minute accurately
 - 4. Converts 15 second respiration count to one minute respiration rate
 - 5. Measures blood pressure accurately
 - 6. Describes care and maintenance of equipment
- D. Demonstrate level of proficiency of proper procedure for measuring height and weight
 - 1. Describe the purpose of measuring height and weight.
 - 2. Describe accurate rate by interpreting calibration markings.
- E. Demonstrate level of proficiency of proper placement and draping of patient for various exams
 - 1. Identifies positions utilized for specific exams
 - a. Horizontal recumbent
 - b. Dorsal recumbent
 - c. Dorsal lithotomy
 - d. Prone
 - e. Knee-chest
 - f. Sims
 - 2. Describes potential complications associated with maintenance and privacy for each position
- F. Demonstrate level of proficiency of measurement of basic eye and ear functioning
 - 1. Describes appropriate settings for measurement
 - a. Visual acuity
 - b. Assessment of color vision
 - c. Hearing
 - 2. Discuss care and maintenance of equipment

Expected SLO Performance: 0.0
Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

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

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

HTEC D390G

Advisory(ies):

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

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

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.

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.

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.

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.

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.)

Comments
Stage 2: Department Chair
No Value
Stage 3: Division Curriculum Representative
Date Tab Part - Field Type of Edit Edit Initiator - Indicate "Y" When Completed 3/6 Basic course info Proposal details required Effective term is F26 Y
Stand-alone statement required Remove statement Y
Stage 4: Division Dean
No Value
Stage 5: SLO Coordinator
No Value
Stage 7: Content Review Matrix Liaison
No Value
Stage 8: Dean of Online Learning
No Value
Stage 9: Articulation Officer
Stage 10: De Anza General Education
No Value
Stage 13: Curriculum Committee
No Value
CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

Changed 5-year revision to match credit course – ACE

De Anza College Course Outline of Record Report

HTECD301F : Skill Building in Introduction to EKG

General Information	
Faculty Initiator:	Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_301F_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD301F
Short Course Title:	SKL BUILD INTRO TO EKG
Course Title (CB02) :	Skill Building in Introduction to EKG
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course covers the development of speed and accuracy in skills learned in the medical office diagnostic tests course; skills include performing assessing electrocardiograms.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements	
Discipline 1:	 Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course trains the students to demonstrate the steps used in performing an EKG and analyze normal and abnormal electrocardiograms.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is demonstrate measuring and assessing heart rhythms using an electrocardiograph including analyzing normal and abnormal electrocardiograms. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

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

Honors/Non-honors Course

Is this an honors/non-honors course? No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08) Course is a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options Pass/No Pass
Repeat Limit	Course Prior To College Level	Repeatability Statement
99	Not applicable.	(No limit on student re-enrollment for 0 unit courses.)
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
Course is part of a program		
Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

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

Units and Hours Summary **Minimum Credit Units** 0 Maximum Credit Units 0 **Total Course In-Class** 36 (Contact) Hours Total Course Out-of-Class 0 Hours **Total Student Learning Hours** 36 **Credit / Non-Credit Options** Course Credit Status (CB04) Course Non Credit Category (CB22) Non-Credit No value **Course Classification Code (CB11)** Funding Agency Category (CB23) Cooperative Work Experience Education Status (CB10) No value Not Applicable.

Variable Credit Course

Weekly Student	Hours		Course Student Hours	
	In Class	Out of Class	Course Duration (Weeks)	12
Lecture Hours	0	0	Hours per unit divisor	36
Laboratory Hours	3	0	Course In-Class (Contact) Hour	S
NA Hours	0	0	Lecture	0
			Laboratory	36
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	0
			Laboratory	0
			NA	0
			Total	0

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Laboratory and visual aids Discussion of assigned reading Laboratory problem solving performed in class Quiz review performed in class Laboratory quizzes that evaluate the weekly exercises Laboratory experience which involves students in formal exercises

Assignments

A. Reading:

1. Required readings from the required laboratory text, student mastery manual and supplemental sources

2. Assignments from laboratory text and supplemental sources in preparation for analysis

B. Writing:

- 1. Assignments from student laboratory manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles
- 2. Complete laboratory worksheets that include observations, results and critical analysis
- 3. Document laboratory procedures as outlined in the evaluation of competency.

Methods of Evaluation	Methods of Evalua	tion		
Methods of Evaluation	 A. Quizzes-Obje laboratory courses that ma B. Lab Activity-P student laboratory and to problet experimental C. Comprehensi demonstrate a concepts that laboratory courses 	ctive/subjective quizzes that urse material on a routine b ty need extra attention ractice and demonstration of atory designed to demonstr m solve as required in the a investigations. ve Practical Examination-R abilities to summarize, integ have been introduced and urse	t test comprehension asis and help identify of techniques in the ate critical thinking kills ssignments and equires students to irate, and analyze studied throughout the	
Essential Student Materials/Essential College Facilities Essential Student Materials: • Professional uniform Essential College Facilities: • Medical office supplies, electrocardiographs, EKG electrodes, examination tables, private room with screens				
Examples of Primary Texts and	References			
Author	Title	Publisher	Date/Edition	ISBN
Huff, Jane	"ECG Workout, Exercises in Arrhythmia Interpretation"	Lippincott, Williams, & Wilkins	2022, 8th Edition	
Bonewit-West, Kathy	"Study Guide for Clinical Procedures for Medical Assistants"	Elsevier Inc.	2022, 11th Edition	
Suggested Reading List				
No Value				

Learning Outcomes

Course Objectives

Demonstrate the measurement and assessing of heart rhythms using an electrocardiograph

Analyze normal and abnormal electrocardiograms

Demonstrate the steps in performing an EKG to a fellow diverse student

CSLOs

Demonstrate measuring and assessing heart rhythms using an electrocardiograph including analyzing normal and abnormal electrocardiograms. Expected SLO Performance: 0.0

Outline

Course Outline

A. Demonstrate the measurement and assessing of heart rhythms using an electrocardiograph

- 1. Compare and contrast the cardiac cycle
 - 1. P wave
 - 2. QRS complex
 - 3. T wave
 - 4. U wave
- 2. Demonstrate use and purpose of the electrocardiograph components
- 3. Describe the purpose of standardization of the electrocardiograph
- 4. Classify the 12 leads in an electrocardiogram
 - 1. Limb leads
 - 2. Wandering baseline
 - 3. Chest leads
 - 4. Muscle
 - 5. Alternating current
- 5. Demonstrate the procedure for running a 12-lead ECG

6. Express the need to consider cultural variances while performing EKG procedure

B. Analyze normal and abnormal electrocardiograms

- 1. Interpret electrocardiograms
- 2. Identify normal and abnormal heart rhythms
- 3. Report dangerous heart rhythms to appropriate health care provider
- C. Demonstrate the steps in performing an EKG to a fellow diverse student
 - 1. Preparation of patient
 - 2. Application of leads
 - 3. Artifacts
 - 4. Running a 12-lead EKG
 - 5. Maintenance of EKG machine

Blue Form

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

No Value

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

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

No Value

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

No Value

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

No Value

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

No Value

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

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

Req/Adv
Prerequisite(s):
Corequisite(s):
Advisory(ies):
Advisory(ies) - Other:
No value
Limitation(s) on Enrollment:
No Value
Limitation(s) on Enrollment - Other:
No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

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.

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.

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.

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.

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.

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.)

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

DateTabPart - FieldType of EditEditInitiator - Indicate "Y" When Completed3/6Basic course info Stand-alone statement requiredRemove statement Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

СО

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

Changed 5-year revision to match credit course – ACE

De Anza College Course Outline of Record Report

HTECD301H : Skill Building in Medical Transcription and Editing I

General Information	
Faculty Initiator:	Maureen Miramontes
Attachments:	ReqAdv_G_HTEC_301H_2026F.pdf Online_HTEC_301H_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD301H
Short Course Title:	SKILL BLDG MED TRANS/EDIT I
Course Title (CB02) :	Skill Building in Medical Transcription and Editing I
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2020
Course Description:	This course develops speed and accuracy in medical transcription skills for a medical facility using actual dictation for dermatology medical specialties, along with the basic skills for speech recognition editing.
Course Type (CB27) :	Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements	
Discipline 1:	 Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. The medical transcription with speech recognition editing lab provides the student with an understanding of the creation and accuracy of medical documentation for the dermatology specialty. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technologies training programs.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is demonstrate knowledge of medical documentation, transcription, and editing skills. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

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

Honors/Non-honors Course

Is this an honors/non-honors course? No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options Pass/No Pass	
Repeat Limit	Course Prior To College Level	Repeatability Statement	
99	Not applicable.	(No limit on student re-enrollment for 0 unit courses.)	
Course Support Status (CB26)			
Course is not a support course			

Associated Programs		
Course is part of a program		
Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

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

Units and Hours Summary **Minimum Credit Units** 0 Maximum Credit Units 0 **Total Course In-Class** 36 (Contact) Hours Total Course Out-of-Class 0 Hours **Total Student Learning Hours** 36 **Credit / Non-Credit Options** Course Credit Status (CB04) Course Non Credit Category (CB22) Non-Credit No value **Course Classification Code (CB11)** Funding Agency Category (CB23) Cooperative Work Experience Education Status (CB10) No value Not Applicable.

Variable Credit Course

Weekly Student	ekly Student Hours		Course Student Hours	
	In Class	Out of Class	Course Duration (Weeks) 12	
Lecture Hours	0	0	Hours per unit divisor	36
Laboratory Hours	3	0	Course In-Class (Contact) Hour	S
NA Hours	0	0	Lecture	0
			Laboratory	36
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	0
			Laboratory	0
			NA	0
			Total	0

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Visual aids Discussion of assigned transcription Discussion and problem solving performed in class Quiz review performed in class Transcription and terminology exercises

Assignments

A. Reading:

1. Required readings from the text as preparation for application of concepts in transcription of assigned dictations and editing.

2. Assignments from text and supplemental sources in preparation for class discussion.

B. Writing:

1. Completion of medical terminology spelling and definition study materials.

2. Transcription of assigned dictations, including drafting and editing for final draft.

Methods of Evaluation	Methods of Evaluation	on		
Methods of Evaluation	 A. Quizzes-Object of course mater that may need e B. Lab Activity-Pra editing designer solve as require C. Comprehensive student to demo medical dictatio terminology. Even 	ive/Subjective quizzes tha rial on a routine basis and extra attention. Evaluated indice and demonstration o d to demonstrate critical th ed. Evaluated using a rubri e Final Examination-Transc ponstrate their ability to tran in using appropriate forma aluated using a rubric.	t test comprehension help identify areas using a rubric. f transcription of inking and to problem c. rription requiring the scribe and edit t, style, and medical	
Essential Student Materials/Ess Essential Student Materials: • Headset Essential College Facilities: • Computers, printers, and tran	ential College Facilities			
Examples of Primary Texts and	References			
Author	Title	Publisher	Date/Edition	ISBN
Diehl, Marcy O.	"Medical Transcription: Techniques and Procedures"	Elsevier	2012,7th Edition	
Hamilton, Byron	"Electronic Health Records"	McGraw Hill	2013, 3rd Edition	
Suggested Reading List				

Learning Outcomes

Course Objectives

Define terms relevant to medical transcription and speech recognition editing

Demonstrate dermatology transcription and editing of medical dictation to provide a permanent record of patient care.

CSLOs

Demonstrate knowledge of medical documentation, transcription, and editing skills.

Outline

Course Outline

A. Define terms relevant to medical transcription and speech recognition editing

- 1. Explain the right of privacy.
- 2. Differentiate between retention of records
- B. Demonstrate dermatology transcription and editing of medical dictation to provide a permanent record of patient care.
 - 1. Recognize, interpret, and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation
 - 2. Draw clarification from dictation and if necessary, seek assistance
 - 3. Illustrates formats of reports according to guidelines

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0

• (mkct 05/06/2025)

Req/Adv
Prerequisite(s):
No Value
Corequisite(s):
HTEC D374A
Advisory/ies):
No Value
Advisory(ies) - Other:
Limitation(s) on Enrollment:
No Value
Limitation(s) on Enrollment - Other:
No Value
Entrance Skills(s):
No Value
Entrance Skill(s) - Other:
No Value
General Course Statement(s):
NONCREDIT: (This is a noncredit, stand-alone course.)
General Course Statement(s) - Other:
No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

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.

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.

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.

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/6	Basic course info	o Proposal details	required	Attach online delivery form Y	
		Stand-alone statemen	t required	Remove statement Y	
	Specifications	Primary texts	question	Update to recent editions? T	hey don't have recent editions

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

со
Sort ID (00 < 10; 0 < 100)
No Value
Course Status
No Value
Course Characteristics
No Value
Cross-Listed/Related Course Information
No Value
Cross-Listed/Related Course ID's
No Value
DL Approval Date (MM/DD/YYYY)
No Value
Hybrid Approval Date (MM/DD/YYYY)
No Value

Curriculum Office Notes

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

De Anza College Course Outline of Record Report

HTECD360A : Basic Medical Terminology

General Information	
Faculty Initiator:	- Mauroen Miramontes
	• Madicen Milanones
Attachments:	ReqAdv_G_HTEC_360A_2026F.pdf
	Online_HTEC_360A_2026F.pdf
Course ID (CB01A and CB01B) :	HTECD360A
Short Course Title:	BASIC MEDI TERMINOLOGY
Course Title (CB02) :	Basic Medical Terminology
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course provides an introduction to medical terminology, focusing on the fundamental structure of medical terms and their components, including prefixes, suffixes, and roots. Emphasis is placed on the analysis, definition, accurate spelling, and correct pronunciation of medical terms.
Course Type (CB27) :	Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable
Faculty Requirements	

Discipline 1:	 Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a stand-alone course. This is a noncredit CTE course. This course provides students with the essential foundation for the development of medical terminology. This course is a Stand-Alone course.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is develop medical terms as they relate to the body's structure, diseases of the various body systems, medical specialties and medical specialists. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

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

Honors/Non-honors Course

Is this an honors/non-honors course? No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options Pass/No Pass 			
Repeat Limit	Course Prior To College Level	Repeatability Statement			
99	Not applicable.	(No limit on student re-enrollment for 0 unit courses.)			
Course Support Status (CB26)					
Course is not a support course					

Associated Programs		
Course is part of a program		
Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

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

Units and Hours Summary **Minimum Credit Units** 0 Maximum Credit Units 0 **Total Course In-Class** 36 (Contact) Hours Total Course Out-of-Class 72 Hours Total Student Learning Hours 36 **Credit / Non-Credit Options** Course Credit Status (CB04) Course Non Credit Category (CB22) Non-Credit No value **Course Classification Code (CB11)** Funding Agency Category (CB23) Cooperative Work Experience Education Status (CB10) No value Not Applicable.

Variable Credit Course

Weekly Student Hours			Course Student Hours		
	In Class	Out of Class	Course Duration (Weeks)	12	
Lecture Hours	3	6	Hours per unit divisor	36	
Laboratory Hours	0	0	Course In-Class (Contact) Hou	rs	
NA Hours	0	0	Lecture	36	
			Laboratory	0	
			NA	0	
			Total	36	
			Course Out-of-Class Hours		
			Lecture	72	
			Laboratory	0	
			NA	0	
			Total	72	

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

Specifications					
Methods of Instruction					
Methods of Instruction	Methods of Instruction				
Methods of Instruction	Lecture and Visual Aids Discussion of assigned reading Quiz review preformed in class Collaborative learning and small group discussions Discussion and problem solving performed in class				

Assignments

A. Reading

A. Required readings from the text as preparation for class discussion and application of concepts in written analysis

B. Assignments from worksheets in text workbook in preparation for class discussion

B. Writing.

 Assignments from text workbook per chapter Dictation from assigned chapters including spelling and definitions 					
Methods of Evaluation A. Objective tests- students unders B. Comprehensive student to demo critically analyze	 Methods of Evaluation A. Objective tests-Written examination designed to demonstrate students understanding of the course material presented B. Comprehensive Final Examination-Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course 				
Essential Student Materials/Essential College Facilities Essential Student Materials: • None Essential College Facilities: • None					
eferences Title	Publisher	Date/Edition	ISBN		
"Quick and Easy Medical Terminology"	Elsevier Inc.	2023. 10th Ed.			
Recognize the importance of medical terminology "language" to the health care industry.					
Define and describe the word components of medical terminology.					
Identify and locate medical terms of the body's structure, organs, and parts.					
e medical instruments, machines, and	their uses.				
	workbook per chapter I chapters including spelling and define Methods of Evaluation A. Objective tests- students unders B. Comprehensive student to demo critically analyze ntial College Facilities	workbook per chapter I chapters including spelling and definitions Methods of Evaluation A. Objective tests-Written examination desig students understanding of the course ma B. Comprehensive Final Examination-Writte student to demonstrate their ability to sun critically analyze concepts throughout the student to demonstrate their uses. Methods of Evaluation Publisher Publisher Publisher rminology" I anguage" to the health care industry. medical instruments, machines, and their uses.	workbook per chapter I chapters including spelling and definitions Authods of Evaluation A. Objective tests-Witten examination designed to demonstrate students understanding of the course material presented B. Comprehensive Final Examination-Written test requining the student to demonstrate theri ability to summarize, integrate and critically analyze concepts throughout the course student to demonstrate theri ability to summarize. Integrate and critically analyze concepts throughout the course student to demonstrate theri ability to summarize. Integrate and critically analyze concepts throughout the course student to demonstrate theri ability to summarize. Integrate and critically analyze concepts throughout the course student to demonstrate theri munology "language" to the health care industry. Its of medical terminology. body's structure, organs, and parts. medical instruments, machines, and their uses.		

Classify medical terms that distinguish medical specialties and specialists.

Interpret medical abbreviations in prescriptions, diagnoses and the clinical laboratory.

Demonstrate various directional and positional medical terms.

Analyze and interpret case studies that concern diseases or conditions of various body systems.

Distinguish use of appropriate terminology when discussing health care issues

Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.

CSLOs

Develop medical terms as they relate to the body's structure, diseases of the various body systems, medical specialties and medical specialists. Expected SLO Performance: 0.0

Outline

Course Outline

A. Recognize the importance of medical terminology "language" to the health care industry.

- 1. State and pronounce all medical terms accurately
- 2. List and spell all medical terms accurately
- 3. Discuss change over time of medical terminology within the industry
- 4. Acquire and develop personal library of commonly used medical terms
- B. Define and describe the word components of medical terminology:
 - 1. Prefixes
 - 2. Suffixes
 - 3. Roots
 - 4. Combining forms
 - 5. Singular and plural
- C. Identify and locate medical terms of the body's structure, organs, and parts.
 - 1. Body cavities/structural units
 - 2. Body organs
 - 3. Body parts
- D. Use accurate medical terms to describe medical instruments, machines, and their uses.
 - 1. Electrocardiography-process of doing
 - 2. Electrocardiograph-the machine or instrument
 - 3. Electrocardiogram-the actual tracing or recording
- E. Classify medical terms that distinguish medical specialties and specialists.
 - 1. Interpret various medical specialties.
 - 2. Explain the differences in medical training.
 - 3. Determine who the appropriate caregiver would be in the various health care settings.
- F. Interpret medical abbreviations in prescriptions, diagnoses and the clinical laboratory.
 - 1. Recognize the importance of adhering to established institutional policies while using abbreviations.
 - 2. Demonstrate the ability to interpret for others commonly used abbreviations.
- G. Demonstrate various directional and positional medical terms.

- 1. Anterior, posterior, proximal, distal, etc.
- 2. Oblique, extension, flexion, etc.
- H. Analyze and interpret case studies that concern diseases or conditions of various body systems.
 - 1. Integumentary
 - 2. Musculoskeletal
 - 3. Cardiovascular
 - 4. Respiratory
 - 5. Gastrointestinal
 - 6. Genitourinary
 - 7. Male/Female Reproductive Systems
 - 8. Nervous
 - 9. Special Senses
 - 10. Endocrine
- I. Distinguish use of appropriate terminology when discussing health care issues
 - 1. Demonstrate willingness to clarify confusing terminology with health team members.
 - 2. Compare and contrast use of appropriate verbal discussion in the following situations:
 - a. Health care worker to health care worker
 - b. Health care worker to patients of diverse cultural groups
- J. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.
 - 1. Identify cultural differences
 - 2. Compare gender differences
 - 3. Describe various techniques for working with co-workers with disabilities
 - 4. Compare various techniques for working with patients with disabilities

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 05/06/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

HTEC D050. (may be taken concurrently)

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

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.

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.

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.

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/12				please attach online delivery form	Y
				are there no primary texts?	Y
3/6	Basic course info	Proposal details	required	effective term is F26	Y
		Stand-alone statement	required	please remove	Y
		Course justification	required	remove transferability	Y

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

Date 4/7/25	Tab Basic Course Information	Part - Field Attachments	Type of Edit Required	Edit Matrix G should have HTEC 50 rather than _Y HTEC 350 as the requisite course.	Initiator - Indicate "Y" When Completed or Initiator's Response		
Stage No Val	8: Dean of Online	Learning					
Stage No Val	Stage 9: Articulation Officer No Value						
Stage No Val	10: De Anza Gene ue	ral Education					
Stage No Val	13: Curriculum Co ue	ommittee					

со

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

Changed 5-year revision to match credit course – ACE

HTECD375. : Electronic Health Records

General Information	
Faculty Initiator:	Maureen Miramontes
Attachments:	RegAdy G HTEC 375 2026E 2 ndf
Attachmenter	Online HTEC 375 2026E ndf
	RegAdy G HTEC 375 2026F 1 pdf
Course ID (CR01A and CR01R)	
Course ID (CBUTA and CBUTB) .	
Short Course Title:	
Course Title (CB02) :	Electronic Health Records
Department:	HTEC - Health Technologies
Effective Term:	Fall 2026
TOP Code (CB03) :	(1208.00) *Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2024
Course Description:	This course focuses on Electronic Health Records (EHR) documentation through industry- standard software, basic technology used in EHR implementation, setup of EHR software using clinical and administrative tools, creating new EHR documentation, importing documents in a patient's chart, and creating templates for procedures and diagnoses.
Course Type (CB27) :	Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements	
Discipline 1:	 Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - HEALTH CARE SERVICES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit CTE course. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This is a stand-alone course. This course provides students with the essential knowledge of Electronic Health Records and basic technology used in the implementation of Electronic Health Records.

Stand-Alone Statement

Stand-Alone Statement

The purpose of this course is illustrate competence in the implementation of EHR, creating new documentation in an EHR, setting up EHR software using clinical and administrative tools, creation of templates for procedures and diagnosis, and importing of various documents into a patient's charts. The audience will be the Health Technologies students.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options Pass/No Pass
Repeat Limit	Course Prior To College Level	Repeatability Statement
99	No value	(No limit on student re-enrollment for 0 unit courses.)
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
Course is part of a program		
Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

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

Units and Hours Summary **Minimum Credit Units** 0 Maximum Credit Units 0 **Total Course In-Class** 36 (Contact) Hours Total Course Out-of-Class 24 Hours Total Student Learning Hours 36 **Credit / Non-Credit Options** Course Credit Status (CB04) Course Non Credit Category (CB22) Non-Credit No value **Course Classification Code (CB11)** Funding Agency Category (CB23) Cooperative Work Experience Education Status (CB10) No value Not Applicable.

Variable Credit Course

Weekly Student Hours			Course Student Hours	
	In Class	Out of Class	Course Duration (Weeks)	12
Lecture Hours	1	2	Hours per unit divisor	36
Laboratory Hours	2	0	Course In-Class (Contact) Hour	s
NA Hours	0	0	Lecture	12
			Laboratory	24
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	24
			Laboratory	0
			NA	0
			Total	24

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz review performed in class Collaborative learning and small group discussions Homework and Extended projects Laboratory quizzes that evaluate the weekly laboratory exercises Laboratory experience which involves students in formal exercises

Assignments

A. Reading:

- 1. Required readings from the text as preparation for class discussion and application of concepts in written analysis
- 2. Assignments from text and supplemental sources in preparation for class discussion

B. Writing:

- 1. Assignments from student mastery manual including key terminology assessment, evaluation of performance, clinical thinking, and crossword puzzles
- 2. Complete worksheets that include observations, results and critical analysis
- 3. Perform laboratory procedures as outlined in the student mastery manual

Methods of Evaluation	Methods of Evaluat	on		
Methods of Evaluation	 A. Quizzes-Objection of course mater that may need B. Objective tests students under class C. Lab Activity-Prastudent laborat skills and to praexperimental ir D. Comprehensive student to dem critically analyz E. Comprehensive demonstrate al concepts that h course 	 A. Quizzes-Objective/subjective quizzes that test comprehension of course material on a routine basis and help identify areas that may need extra attention B. Objective tests-Written examination designed to demonstrate students understanding of the course material presented in class C. Lab Activity-Practice and demonstration of techniques in the student laboratory designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations D. Comprehensive Final Examination-Written test requiring the student to demonstrate their ability to summarize, integrate and critically analyze concepts throughout the course E. Comprehensive Practical Examination-Requires students to demonstrate abilities to summarize, integrate, and analyze concepts that have been introduced and studied throughout the course 		
Essential Student Materials/Esse Essential Student Materials: • None Essential College Facilities: • None	ential College Facilities			
Examples of Primary Texts and I	References			
Author	Title	Publisher	Date/Edition	ISBN
Shanholtzer, M. Beth, Ensign, Amy L.	"Electronic Health Records"	McGraw-Hill	2021, 4th edition	
Suggested Reading List No Value				
Learning Outcomes				
Course Objectives				

Define the concept of an Electronic Health record

Describe meaningful use (MU) criteria including EHR functions that meet MU

Explain basic technology used in EHR implementation

Set up and edit new patients demographics and documentation

Create various office visit reports

Create and conduct a chart evaluation

CSLOs

Illustrate competence in the implementation of EHR, creating new documentation in an EHR, setting up EHR software using clinical and administrative tools, creation of templates for procedures and diagnosis, and importing of various documents into a patient's charts. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define the concept of an Electronic Health record
 - 1. List the possible capabilities of various EHR systems
 - 2. Discuss the three different models of EHR systems
 - 3. Explain how research reports can be managed efficiently
 - 4. Explain how private and governmental influences have helped direct the development and adoption of EHRs.
 - 5. Discuss population disease tracking and intervention as it relates to EHRs
 - 6. Explain patient portals
- B. Describe meaningful use (MU) criteria including EHR functions that meet MU
 - 1. Discuss the use of EHR in a specified signified manner, such as e-prescribing.
 - 2. Describe the use of certified EHR technology for electronic exchange of health information to improve the quality of healthcare, such as transmitting lab results.
 - 3. Describe the use of certified EHR technology to submit clinical quality and other measures.
- C. Explain basic technology used in EHR implementation
 - 1. Modes of EHR data entry include:
 - 1. Keyboard
 - 2. Voice recognition
 - 3. Electronic handwriting
 - 4. Templates
 - 5. Touch screens and laptops
 - 6. Computers on wheels (COWs) or workstations on wheels (WOWs)
 - 2. Types of network technologies include:
 - 1. Local area network (LAN)
 - 2. Servers and work stations
 - 3. Wired connections and wireless connections
 - 4. internet and intranet
 - 5. Application server provider (ASPs)
- D. Set up and edit new patients demographics and documentation

- 1. Describe the main windows and functions of specified EHR
 - 1. Practice view screen
 - 1. Set and edit patients
 - 2. Create and edit entries in the Address Book
 - 3. Set up and edit insurance companies
 - 4. Schedule patients on multiple schedules
 - 5. Track patients throughout the clinic
 - 6. Create unique user to-do lists
 - 7. Send and receive interoffice messages
 - 8. Send and receive urgent messages
 - 2. Patient chart screen
 - 1. Import, save and manage documents in the Care Tree
 - 2. Perform chart evaluations
 - 3. Export items from the chart
 - 4. Set default pharmacy and add patient's photo to the chart
 - 5. View vital sign graphs
 - 6. Order patient tests
 - 7. Record immunizations
 - 8. Order patient tests
 - 9. Create notes, letters and reports for the patient
 - 3. Office visit screen
 - 1. View Face Sheet information
 - 2. Build encounter note on SOAP format
 - 3. Create encounter note from 12 databases of preset text and templates
 - 4. Record vitals and chief complaints
 - 5. Order and document tests and procedures
 - 6. Use calculators and draw programs
 - 7. Import Care Plans
 - 8. Access patient instruction sheets

2. Demonstrate how to send and respond to urgent messages

- 1. Activate the action menu
- 2. Display to recipient's computer screen
- 3. Save messages in message center
- E. Create various office visit reports
 - 1. Describe the components of an office visit note
 - 1. Subjective
 - 2. Objective
 - 3. Assessment
 - 4. Plan
 - 2. Create a new office visit note
 - 1. Review of systems
 - 2. Face sheet
 - 3. Vital signs
 - 4. Diagnosis
 - 5. Prescriptions
 - 3. Edit an office visit note by adding an addendum

4. History and Physical

- F. Create and conduct a chart evaluation
 - 1. Define preventive health criteria to evaluate patient's charts using these criteria
 - 2. How to send reminder notices
 - 3. How to use the wellness screening criteria

Lab Outline

- A. Set up user preference for the program
- B. Build and edit Face Sheet, containing healthcare history, allergies, medication, problem list
- C. Create a routing slip (Superbills)

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 1
- Lec Load: 0
- Lab Hrs: 2
- Lab Load: 0
- Total Load: 0
- Seat Ct: 0
- (mkct 5/2/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

HTEC D360A and HTEC D372.

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.
Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

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.

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.

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.

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.

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.)

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.)

Comments					
Stage 2: Department C	Chair				
No Value					
Stage 3: Division Curr	iculum Represe	ntative			
Date Tab 3/12 Basic course inf	Part - Field o proposal details course justifica stand-alone sta	Ty s requ tion requ atement requ	rpe of Edit ired ired ired	EditInitiator -attach online delivery form Yremove transferabilityYremove statementY	Indicate "Y" When Completed
Stage 4: Division Dear	1				
Stage 5: SLO Coordina	ator				
Stage 7: Content Revie	ew Matrix Liaiso	on			
Date Tab	Part - Field	Type of Edit	Edit		Initiator - Indicate "Y" When Completed or Initiator's
4/8/25 Req/Adv	Advisory(ies) - Other	Required	Change H	ITEC 372 to HTEC 72	Y
4/8/25 Basic Course Information	Attachments	Required	Update 2 entry in th objective	nd Matrix G for HTEC 72 (also in the thir ne left hand column state the actual related to HIPPA)	d Y
Stage 8: Dean of Onlin	e Learning				
No Value					
Stage 9: Articulation C	Officer				

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

со

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

5-year revision date changed to credit course -mc

De Anza College Change Report 04/25/2025

Summary of Changes

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

Section	Changed field
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 8: Dean of Online Learning
со	Hybrid Approval Date (MM/DD/YYYY)
Course Justification	Course Justification
General Information	

Changed	Field	Current Version	Proposed Version
θ	Faculty Initiator	Shameka Walker	Lori Clinchard
	Course ID (CB01A and CB01B)	HUMID007.	HUMID007.
	Course Control Number	CCC000313663	CCC000313663
	Course Title (CB02)	The Arts and the Human Spirit	The Arts and the Human Spirit
	Short Course Title	THE ARTS AND THE HUMAN SPIRIT	THE ARTS AND THE HUMAN SPIRIT
	TOP Code (CB03)	1599.00	1599.00 Other Humanities
	CIP Code	Liberal Arts and Sciences, General Studies and Humanities, Other	24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other
	Department	HUMI - Humanities	HUMI - Humanities
θ	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	Course Description	Explores the expression of spiritual and religious thought and aspiration in the arts. Examines religious art in various media in particular, and analyzes the roles of creativity and spirituality in the arts in general. Critical, reflective and experiential in approach.	Explores This course explores the expression of spiritual and religious thought and aspiration in the arts. Examines religious art in various media in particular, and analyzes the roles of creativity and spirituality in the arts in general. Critical, reflective and experiential in approach.
	Course Type (CB27)	Lower Division	Lower Division
θ	Mode of Delivery	• Hybrid	OnlineHybrid

Changed	Field	Current Version	Proposed Version
9	Discipline 1	No value	Humanities
9	Discipline 2	No value	Religious Studies
	Discipline 3	No value	No value
0	FSA	No value	• FHDA FSA - HUMANITIES

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

Course Ju	stification		
Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza, and Cal-GETC and is included in the Arts and Letters emphasis in the De Anza Liberal Arts Associate Degree. It is UC and CSU transferable. This course is an option for students working towards the Humanities Certificate of Achievement. This course explores the myriad ways in which human communities express their spiritual aspirations through artistic media.	This course meets a general education requirement for De Anza, is intended to meet GE, CSU and Cal- GETC and UC transferable undergraduate course requirements. It is included in- one of the Arts and Letters emphasis in electives required for the De Anza AA degree in Liberal Arts, Arts Associate Degree. It is UC & Letters Emphasis and CSU transferable. This course is serves as an option for introduction to the Humanities, wherein students working towards analyze the Humanities Certificate dynamic intersections of Achievement. This course explores the myriad ways in which human communities express their arts and the spiritual aspirations through artistic media: traditions.

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
Course Ph	ilosophy		
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
CTE Cours	e		
Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

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

UC Transfe	erable and/or Lov	wer-Division Major Requ	irement
Changed	Field	Current Version	Proposed Version
	If yes, identify the lower- division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower- division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version		Proposed Ver	Proposed Version	
Course is part of a program	Course is part of a program	Associated Program	Art History for Transfer	Associated Program	Art History for Transfer	
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	
		Associated Program	Art History for Transfer (In Development)	Associated Program	Art History for Transfer (In Development)	
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	
		Associated Program	CSU GE	Associated Program	CSU GE	
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
		Associated Program	CSU GE (In Development)	Associated Program	CSU GE (In Development)	
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
		Associated Program	Cal-GETC (In Development)	Associated Program	Cal-GETC (In Development)	
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
		Associated Program	Humanities	Associated Program	Humanities	
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)	

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

Transferability & Gen. Ed. Options					
Changed	Field	Current Version	Proposed Version		
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU		
	Course General Education Status (CB25)	Y	Υ		

Changed	Field	Current Version		Proposed Version	
	Transfer Status	Approved		Approved	
	GE Information	System/Institution Area(s)	Cal-GETC CA3B - Approved. 	System/Institution Area(s)	Cal-GETC CA3B - Approved.
		-	No value	-	No value
		System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	 2G3X - Approved. 	Area(s)	 2G3X - Approved.
		-	No value	-	No value

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course St	Course Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version	
	Course Duration (Weeks)	12	12	
	Hours per unit divisor	36	36	
	Total Student Learning Hours	144	144	
	Lecture Hours - Course In- Class (Contact) per Term	48	48	
	Lecture Hours - Course Out- of-Class per Term	96	96	
	Laboratory Hours - Course In- Class (Contact) per Term	0	0	
	Laboratory Hours - Course Out-of- Class per Term	0	0	
	NA Hours - Course In- Class (Contact) per Term	0	0	
	NA Hours - Course Out-of- Class per Term	0	0	

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

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

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

Credit Units

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

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

Changed	Field	Current Versi	on	Proposed Ver	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Other methods as	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Other methods as

Changed	Field	Current Version	Proposed Version	
	Assignments	 Regular reading assignments from a minimum of one college- level, book length textbook related to religion, spirituality, creativity, and/or art, from the library reserve and in or out of class articles and papers of various lengths. 	1. Regular reading assignments from a minimum of one college- level, book length textbook related to religion, spirituality, creativity, and/or art, from the library reserve and in or out of class articles and papers of various lengths.	
		 Viewing assignments of videos shown in-class or in media lab. Each viewing assignment is accompanied with specific questions or prompts to assess and summarize. 	 Viewing assignments of videos shown in-class or in media lab. Each viewing assignment is accompanied with specific questions or prompts to assess and summarize. 	
		 Writing assignments that will demonstrate the student's increased ability to both critique and empathize with the complexities of the intersections of the arts and the spiritual traditions, through discussion questions, reflection papers, journal entries, comparing and contrasting, a comprehensive assessment of course material, and a guided research paper and/or team project 	 3. Writing assignments that will demonstrate the student's increased ability to both critique and empathize with the complexities of the intersections of the arts and the spiritual traditions, through discussion questions, reflection papers, journal entries, comparing and contrasting, a comprehensive assessment of course material, and a guided research paper and/or team project 	
		 4. An individual or collective creative project that will require students to synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize their knowledge: a panel presentation, interview project, CD/DVD, video, film, musical, theatrical, poetic, graphic or artistic expression that reflects both the exploration and comparison of material covered. 	 4. An individual or collective creative project that will require students to synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize their knowledge: a panel presentation, interview project, CD/DVD, video, film, musical, theatrical, poetic, graphic or artistic expression that reflects both the exploration and comparison of material covered. 	
		both the exploration and comparison of material covered.	both the exploration and comparison of material covered	

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

Changed Field	Current Versio	n	Proposed Vers	ion
	Methods	1. Short "prep"	Methods	1. Short "prep"
	of	quizzes that	of	quizzes that
	Evaluation	are evaluated	Evaluation	are evaluated
		according to		according to
		students' ability		students' ability
		to analyze and		to analyze and
		critique the		critique the
		concepts being		concepts being
		studied, then		studied, then
		reviewed, and		reviewed, and
		discussed in		discussed in
		class. These		class. These
		quizzes will be		quizzes will be
		on limited		on limited
		topics found		topics found
		within the		within the
		lecture, audio		lecture, audio
		and video		and video
		presentations,		presentations,
		and course		and course
		reading		reading
		assignments.		assignments.
		2. A minimum of		2. A minimum of
		three		three
		examinations		examinations
		based on		based on
		lectures, audio		lectures, audio
		and visual		and visual
		presentations,		presentations,
		and reading		
		that tost		that tost
		studente' ability		atudonte' ability
		to ovaluato		to ovaluato
		critique and		critique and
		annraise		annraise
		course		course
		material		material
		$3 \Delta \text{ minimum of}$		3 A minimum of
		one critical		one critical
		analysis		analysis
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		two 500		
		words		words
		informed		informed
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		concerte		concerte
	I	00100103,		001106118,

Current Version

Proposed Version

performances,	performances,
museums,	museums,
religious site	religious site
visits, etc., out	visits, etc., out
of class, to be	of class, to be
evaluated	evaluated
based on	based on
demonstrated	demonstrated
mastery of	mastery of
course	course
objectives.	objectives.
4. Journal or	4. Journal or
homework	homework
assignments	assignments
that	that
incorporate	incorporate
reactions to	reactions to
artistic	artistic
examples and	examples and
comprehension	comprehension
of course	of course
concepts, to be	concepts, to be
evaluated	evaluated
based on	based on
demonstrated	demonstrated
mastery of	mastery of
course	course
objectives.	objectives.
5. Final exam OR	5. Final exam OR
Final paper of	Final paper of
at least 5	at least 5
pages OR a	pages OR a
Final	Final
experiential	experiential
project -	project -
designed by	designed by
the instructor	the instructor
to demonstrate	to demonstrate
the capacity to	the capacity to
define,	define,
structure, and	structure, and
analyze topics	analyze topics
related to	related to
spirituality and	spirituality and
visual	visual
expression, to	expression, to
be evaluated	be evaluated
based on	based on

Changed	Field	Current Version	Proposed Version
		demonstrated	demonstrated
		mastery of	mastery of
		course	course
		objectives.	objectives.
θ	Essential Student Materials/Essential	Essential Student Materials:None.	Essential Student Materials:None
	College Facilities	Essential College Facilities:None.	Essential College Facilities:None

Changed Field

	Examples of				
	Primary Texts and References	Title	No value	Title	The Artist's Way: 25th Anniversary
		Author	Cameron, Julia. "The Artist's Way:		Edition
			25th Anniversary	Author	Cameron, Julia
			Francisco:	Publisher	Chronicle Books
			Chronicle Books, 2016.	Date/Edition	2016
	Publisher	No value	ISBN	978-0143129257	
		Date/Edition	No value	Title	Ore etime Lifer Onisit
	ISBN	No value		Power, and Relationship in the	
	Title	No value	Author	Dunham Bandhu	
	Author	Dunham, Bandhu.	Publishor	Hohm Press	
		Press, 2005.	Date/Edition	2005	
				2003	
			ISBN	978-1890772468	
	Publisher	No value	Title	A History of Religion in 51/2	
		Date/Edition	No value		Objects: Bringing
		ISBN	No value		Senses
				Author	Plate, S. Brent
		Title	No value	Publisher	Beacon Press
		Author	Plate, S. Brent. "Religion, Art, &	Date/Edition	2014
		Visual Culture: a cross-cultural	ISBN	978-0-8070-3311-1	
		reader." New York,			
			NY: Palgrave. 2002.	Title	The Illustrated
	Publisher	No value		World's Religions: A Guide to our	
		Date/Edition	No value		Wisdom Traditions Revised edition
		ISBN	No value		

Current Version

Proposed Version

Title	No value
Author	*Smith, Huston. "The Illustrated World's Religions: A Guide to our Wisdom Traditions - Revised edition". Harper, 2009.
Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Title Author	No value *Willis, Roy (Editor). "World Mythology: The Illustrated Guide". Oxford University Press, 2006.
Title Author Publisher	No value *Willis, Roy (Editor). "World Mythology: The Illustrated Guide". Oxford University Press, 2006. No value
Title Author Publisher Date/Edition	No value *Willis, Roy (Editor). "World Mythology: The Illustrated Guide". Oxford University Press, 2006. No value No value

Author	Smith, Huston
Publisher	Harper
Date/Edition	2009
ISBN	978-0061763489
Title	Van Gogh Has a Broken Heart: What Art Teaches Us About the Wonder and Struggle of Being Alive
Author	Ramsey, Russ
Publisher	Zondervan
Date/Edition	2024
ISBN	978-0310155577

Sugarses	Suggested Reading List Read List May inclue but at not limite to Read List May inclue but at not limite to Read List	Reading List	Archive for Research in Archetypal Symbolism (ARAS). "The Book of Symbols: Reflections on Archetypal Images." Cologne, Germany: Taschen, 2010.	No value
		May include, but are not limited to	No value	
		Reading List	Austen, Hallie Iglehart. "The Heart of the Goddess: Art, Myth and Meditations of the World's Sacred Feminine," 2nd Edition. Berkeley, CA: Wingbow Press, 2018.	
		May include, but are not limited to	No value	
		Reading List	Burckhardt, Titus. "Sacred Art in East and West." Louisville, KY: Fons Vitae, 2001.	
		May include, but are not limited to	No value	

Reading List	Campbell, Joseph. "The Hero with a Thousand Faces (The Collected Works of Joseph Campbell)," 3rd Edition. Novato, CA: New World Press, 2008.
May include, but are not limited to	No value

Reading List	DeLoria, Jr., Vine, and Silko, Leslie. "God is Red: A Native View of Religion, 30th Anniversary Edition." Golden, CO: 2003.
May include, but are not limited to	No value

Reading List	Dyrness, William A. "A Visual Faith: Art, Theology, and Worship in Dialog". Baker Academic, 2001.
May include, but are not limited to	No value

Reading	Eliade, Mircea. "Images
List	and Symbols: Studies in
	Religious Symbolism."
	Princeton, NJ: Princeton
	University Press, 1991.

Мау	No value
include,	
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Reading List	Gimbutas, Marita. "The Goddesses and Gods of Old Europe." London: Thames and Hudson, 1974.
May include, but are not limited to	No value

Reading List	Grey, Alex, and Wilbur, Ken. "The Mission of Art, 20th Anniversary Edition." Boston: Shambala, 2018.
May include, but are not limited to	No value

Reading	Harshananda, Swami.	
List	"Hindu Gods and	
	Goddesses." Madras,	
	India: Sri Ramakrishna	
	Math, 1987.	

Мау	No value
include,	
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Reading List	Hattstein, Markus, and Delius, Peter. "Islam: Art and Architecture." Pottsdam, Germany: h.f.ullmann, 2015.
May include, but are not limited to	No value

Reading List	Hope, Jane. "The Secret Language of the Soul: A Visual Guide to the Spiritual World." San Francisco: Chronicle Books, 2003
May include, but are not limited to	No value

Reading List	Jung, Carl. "Man and His Symbols." New York: Doubleday, 1972.
May include, but are not limited to	No value

Reading List	Kandinsky, Wassily. "Concerning the Spiritual in Art." New York: Dover, 1977.
May include, but are not limited to	No value

Reading List	Lewis, Samella, and Hewitt, Mary Jane. "African American Art and Artists." Berkeley and Los Angeles: University of California Press, 2003.
May include, but are not limited to	No value

Reading List	Little, Stephen et al. "Taoism and the Arts of China." Berkeley, CA: University of California Press, 2000.
May include, but are not	No value

limited

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to

Reading List	Olupona, Jacob, K "African Spirituality: Forms, meanings, and expressions (World Spirituality)." New York: The Crossroad Publishing Company, 2001.
May include, but are not limited	No value

Reading List	Pal, Pratapaditya. "Divine Images, Human Visions." Ottawa: National Gallery of Canada, 1997.
May include, but are not limited to	No value

Reading List	Pattanaik, Devdutt. "Indian Mythology: Tales, Symbols, and Rituals." Rochester, Vermont: Inner Traditions International, 2003.
May include, but are not limited to	No value
Reading List	Penney, David. "North American Indian Art (World of Art)." London: Thames, 2004.
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May include, but are not limited to	No value

Reading	Reichard, Gladys.	
List	"Navaho Religion: A	
	Study of Symbolism."	
	Princeton, NJ: Princeton	
	University Press, 1990.	

Мау	No value
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but are	
not	
limited	
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Reading List	Rhie, Marilyn M, and Thurman, Robert. "Wisdom and Compassion: The Sacred Art of Tibet (Expanded Edition)." New York: Harry N. Abrams, 2000.
May include, but are not limited to	No value

ReadingTemple, Richard. "Icons:ListDivine beauty." London,
Saqi Books, 2004.

Мау	No value
include,	
but are	
not	
limited	
to	

Reading List	Thury, Eva M., and Devinney, Margaret K. "Introduction to Mythology: Contemporary Approaches to Classical and World Myths," 4th Edition. New York: Oxford University Press, 2016.
May include, but are not limited to	No value

Reading List	Wilson, William Scott. "The One Taste of Truth: Zen and the art of drinking tea." Boulder, Colorado: Shambala, 2013.
May include, but are not limited to	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Create an historical and aesthetic framework for analyzing major religious art in various media (visual art and architecture, language, dance, music, drama) as an expression of the worldviews, experience and values of Western, non-Western, and indigenous cultures. Interpret, synthesize, and evaluate religious artistic expression (visual, verbal, aural, kinesthetic) and make connections among the religious art of various cultures. Evaluate the role of women and minorities in religious disciplines. Analyze the relationship between creativity, spirituality, and the arts. Develop creative new ways of seeing and interpreting ideas, building on increased critical thinking and creative skills, and an increased ability to think independently and holistically. 	 Create an historical and aesthetic framework for analyzing major religious art in various media (visual art and architecture, language, dance, music, drama) as an expression of the worldviews, experience and values of Western, non-Western, and indigenous cultures. Interpret, synthesize, and evaluate religious artistic expression (visual, verbal, aural, kinesthetic) and make connections among the religious art of various cultures. Evaluate the role of women and minorities in religious disciplines. Analyze the relationship between creativity, spirituality, and the arts. Develop creative new ways of seeing and interpreting ideas, building on increased critical thinking and creative skills, and an increased ability to think independently and holistically.

Changed	Field	Current Version		Proposed Version	
	CSLOs	CSLOs	Synthesize critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate capacity for personal, as well as social change.	CSLOs	Synthesize critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate capacity for personal, as well as social change.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Interpret and communicate the correlations between creativity, spirituality and artistic expression.	CSLOs	Interpret and communicate the correlations between creativity, spirituality and artistic expression.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Create an historical and aesthetic framework for analyzing major religious art in various media (visual art and architecture, language, dance, music, drama) as an expression of the worldviews, experience and values of Western, non- Western, and indigenous cultures. Analyze the historical evolution of religious consciousness as a broadly human phenomenon. Pre-history: cave art and artifacts Tribal culture: ritual, magic, myth Civilization: rational egoic Mystical: transpersonal Examine the centrality of myth, symbol, and ritual to religious expression. Assess multiple ways of approaching, for example: life's origins, ends and meaning nature of the divine human relationship to nature and the earth disasters, death, social structure and roles Compare intellectual, emotional and ethical aspects of religious systems articulated in, for example: Indigenous oral traditions Hindu Vedas, 	 Create an historical and aesthetic framework for analyzing major religious art in various media (visual art and architecture, language, dance, music, drama) as an expression of the worldviews, experience and values of Western, non- Western, and indigenous cultures. Analyze the historical evolution of religious consciousness as a broadly human phenomenon. Pre-history: cave art and artifacts Tribal culture: ritual, magic, myth Modern society: rational egoic Mystical: transpersonal Examine the centrality of myth, symbol, and ritual to religious expression. Assess multiple ways of approaching, for example: life's origins, ends and meaning nature of the divine human relationship to nature and the earth disasters, death, social structure and roles Compare intellectual, emotional and ethical aspects of religious systems articulated in, for example: Indigenous oral traditions Hindu Vedas,
		Upanishads and Bhagavad Gita	Upanishads and Bhagavad Gita

- 3. Buddhist Sutras 4. Tao Te Ching 5. Old and New Testaments 6. Qur'an 5. Compare varieties of sacred space: altars, shrines, stupas, kivas, temples, synagogues, churches, mosques, etc. 2. Interpret, synthesize, and evaluate religious artistic expression (visual, verbal, aural, kinesthetic) and make connections among the religious art of various cultures. 1. Assess interactive methods of accessing information and problem solving: independent and group exploration of texts, art works, web sites, responses; evolution of independent perspectives and methods of response. 2. Analyze experiential methods peculiar to religious art such as mythic Lectio Divina, rabbinic scribes, icon gazing, yantra meditation, ritual storytelling, dance and drama. 3. Evaluate the multiplicity of approaches and sensory responses, such
 - as:
 - 1. reading and listening (texts, poetry, myth, legend, music)
 - 2. viewing (videos/films, artwork)
 - 3. contemplating or meditating

- 3. Buddhist Sutras
- 4. Tao Te Ching
- 5. Old and New Testaments
- 6. Qur'an
- 5. Compare varieties of sacred space: altars, shrines, stupas, kivas, temples, synagogues, churches, mosques, etc.
- 2. Interpret, synthesize, and evaluate religious artistic expression (visual, verbal, aural, kinesthetic) and make connections among the religious art of various cultures.
 - 1. Assess interactive methods of accessing information and problem solving: independent and group exploration of texts, art works, web sites, responses; evolution of independent perspectives and methods of response.
 - 2. Analyze experiential methods peculiar to religious art such as mythic Lectio Divina, rabbinic scribes, icon gazing, yantra meditation, ritual storytelling, dance and drama.
 - 3. Evaluate the multiplicity of approaches and sensory responses, such as:
 - 1. reading and listening (texts, poetry, myth, legend, music)
 - 2. viewing (videos/films, artwork)
 - 3. contemplating or meditating

Changed	Field	Current Version	Proposed Version
		4. speaking, moving,	4. speaking, moving,
		drawing	drawing
		3. Evaluate the role of women and	3. Evaluate the role of women and
		minorities in religious	minorities in religious
		disciplines.	disciplines.
		1. Analyze the	1. Analyze the
		consequences of the	consequences of the
		emergence of patriarchal	emergence of patriarchal
		religions and	religions and
		submergence of goddess	submergence of goddess
		worship.	worship.
		2. Assess the changing	2. Assess the changing
		roles of women in world	roles of women in world
		religions, and the	religions, and the
		emergence of Women's	emergence of Women's
		Spirituality and other New	Spirituality and other New
		Age paradigms.	Age paradigms.
		3. Compare treatment of	3. Compare treatment of
		issues related to gender,	issues related to gender,
		as. villues,	as. viitues,
		and afterlife matriarchy	and afterlife matriarchy
		and attentie, matharchy	and patriarchy earth
		4 Develop teamwork and	4 Develop teamwork and
		collaborate within	collaborate within
		contexts	contexts
		4. Analyze the relationship	4. Analyze the relationship
		between creativity, spirituality,	between creativity, spirituality.
		and the arts.	and the arts.
		1. Experiment with and	1. Experiment with and
		analyze the interactions	analyze the interactions
		of creative activity, in all	of creative activity, in all
		its forms, and spirituality,	its forms, and spirituality,
		as defined both by	as defined both by
		religion and by the	religion and by the
		students themselves.	students themselves.
		2. Experiment with and	2. Experiment with and
		analyze the complexities	analyze the complexities
		of creative action within	of creative action within
		the artistic process.	the artistic process.
		3. Experiment with and	3. Experiment with and
		analyze the ways that	analyze the ways that
		spirituality, variously	spirituality, variously
		defined, both shapes and	defined, both shapes and
		is shaped by the arts.	is shaped by the arts.

Changed Field		Current Ve	rsion	Proposed Version	
		5. Deve seein buildi thinki an in- indep 1 2 3 3	 and interpreting ideas, ing on increased critical ing and creative skills, and creased ability to think bendently and holistically. Think critically and imaginatively, synthesizing and projecting probable outcomes: the literal, analogical, allegorical and anagogical approaches to meaning. Explore creatively, both individually and in groups, religious and/or mythic themes and motifs, such as: axis mundi rites of passage spiritual beings Analyze origins and purposes of religious stance. Exercise aesthetic judgment regarding religious themes. 	 5. Develop creative new ways of seeing and interpreting ideas, building on increased critical thinking and creative skills, and an increased ability to think independently and holistically. 1. Think critically and imaginatively, synthesizing and projecting probable outcomes: the literal, analogical, allegorical and anagogical approaches to meaning. 2. Explore creatively, both individually and in groups, religious and/or mythic themes and motifs, such as: axis mundi rites of passage spiritual beings 3. Analyze origins and purposes of religions, in society and in relation to student's own religious stance. 4. Exercise aesthetic judgment regarding religious themes. 	
	Lab Component in this Course	No		No	
	Lab Outline	No value		No value	

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
9	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Outline: A - Create an historical and aesthetic framework for analyzing major religious art in various media as an expression of the worldviews, experience and values of Western, non-Western, and indigenous cultures.

Changed	Questions	Current Version	Proposed Version
0	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignment: C - Writing assignments that will demonstrate the student's increased ability to both critique and empathize with the complexities; and D - An individual or collective creative project that will require students to synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize their knowledge:
9	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Methods of Evaluation: E - Final examor paper designed by the instructor to demonstrate the capacity to define, structure, and analyze topics, and evaluated based on demonstrated mastery of course objectives.
0	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation: B - A minimur of three examinations that test students' ability to evaluate, critique and appraise course material.
9	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignments: D - An individual or collective creative project that will require students to synthesize their critical thinking, imaginative, cooperative, and empathetic abilities to contextualize their knowledge.

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	Elementary	No Value	No Value	
	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.			

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

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

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

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

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

G-Matrix Form

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

H-Matrix Form

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

De Anza G	De Anza GE Form			
Changed	Questions	Current Version	Proposed Version	
•	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline: A - Create an historical and aesthetic framework for analyzing major religious art in various media as an expression of the worldviews, experience and values of Western, non-Western, and indigenous cultures.	
•	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, written collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments: C - Writing assignments, discussion questions, reflection papers, journal entries, and a guided research paper and/or team project; D - An individual or collective creative project: a panel presentation, interview project, CD/DVD, video, film, musical, theatrical, poetic, graphic or artistic expression.	

Changed	Questions	Current Version	Proposed Version
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation: C - A minimum of one critical analysis paper.
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline: A - Create an historical and aesthetic framework for analyzing major religious art in various media as an expression of the worldviews, experience and values of Western, non-Western, and indigenous cultures.
8	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline: B - Interpret, synthesize, and evaluate religious artistic expression and make connections among the religious art of various cultures.

Changed	Questions	Current Version	Proposed Version
0	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being	No Value	Course Outline: D3 - Experiment with and analyze the ways that spirituality, variously defined, both shapes and is shaped by the arts.
	discussed. (ONLY using		
	Assignments or		
	Evaluation		
	copy and paste		
	the area referenced.)		

Comments

Changed	Questions	Current Version	Proposed Version	
	Stage 2: Department Chair	No Value	No Value	
9	Stage 3: Division Curriculum Representative	No Value	Initiator - Date TabPart - Field Type of Edit Edit ^{Indicate V} When Complete	"Y" ed
			3/26/2025 RG Course Description Course add The or This course	
	Stage 4: Division Dean	No Value	No Value	
	Stage 5: SLO Coordinator	No Value	No Value	

Changed	Questions	Current Version	Proposed Version		
	Stage 7: Content Review Matrix Liaison	No Value	No Value		
9	Stage 8: Dean of Online Learning	No Value	Name - Date Role Part - F OR Tab Basic Informa Propos Details 4/11/25 GabrielaAttachr Nocito Hybrid Online Course Deliver Reques	Field Type of Edit -Please delet reference to outside organization (www.cast.org on question - #12 of the ments: Requiredform. Or explain how this outside organization y provides support to students.	Initiator - Indicate "Y" When Completed e
	Stage 9: Articulation Officer	No Value	No Value		
	Stage 10: De Anza General Education	No Value	No Value		
	Stage 13: Curriculum Committee	No Value	No Value		
со					
Changed	Questions	Current	ersion	Proposed Version	
	Sort ID (00 < 10; 0 < 100)	HUMI 00		HUMI 007	
	Course Status	Non-sub:	antial	Non-substantial	

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	NA	NA
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	11/06/2018	No Value
	Curriculum Office Notes	 Requisite change appr. 1/17/2023 (effect. F23) -cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25)sw 	 Requisite change appr. 1/17/2023 (effect. F23) -cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25)sw

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	HUMID007.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000313663

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

De Anza College Change Report 04/22/2025

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Blue Form	1. Is the unit(s) change required for articulation?
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 5: SLO Coordinator
Comments	Stage 8: Dean of Online Learning
Comments	Stage 10: De Anza General Education
со	DL Approval Date (MM/DD/YYYY)
со	Hybrid Approval Date (MM/DD/YYYY)

Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	Mi Chang	Farideh Dada

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	JOURD021A	JOURD021A
	Course Control Number	CCC000062375	CCC000062375
	Course Title (CB02)	News Writing and Reporting	News Writing and Reporting
	Short Course Title	NEWS WRTNG & RPRTG	NEWS WRTNG & RPRTG
	TOP Code (CB03)	0602.00	0602.00 Journalism
	CIP Code	Journalism	09.0401 Journalism
	Department	JOUR - Journalism	JOUR - Journalism
θ	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
0	Course Description	Instruction and practice in reporting and the fundamentals of news writing for media, with analysis of typical news stories. Concentration on the language and style of news writing; organization and structure of news stories; the lead and the basic story types. Practical writing experience.	Instruction This course provides instruction and practice in reporting and reporting, along with the fundamentals of news writing for media, with media. It includes analysis of typical news stories. Concentration stories, with a concentration on the language and style of news writing; writing. Students will focus on the organization and structure of news stories; stories, the lead development of leads, and the basic story types. Practical types, while gaining practical writing experience. Experience. This class is NOT part of the student news publication, La Voz News.
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	OnlineHybrid	OnlineHybrid

Faculty Re	Faculty Requirements				
Changed	Field	Current Version	Proposed Version		
0	Discipline 1	No value	Journalism		
0	Discipline 2	No value	Mass Communication		
	Discipline 3	No value	No value		
•	FSA	No value	FHDA FSA - JOURNALISM		

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

Course Justification

Changed	Field	Current Version	Proposed Version	
	Course Justification	This course instructs students in writing objective news-style stories for media presentation. It transfers to UC, and to CSU as a prerequisite for journalism programs, and is a requirement for the Journalism AA degree and is part of a CTE program. The De Anza Journalism Advisory Committee recommends that journalism students learn to write news stories using the inverted pyramid style and Associated Press style.	This course instructs students in writing objective news-style stories for media presentation. It transfers to UC, and to CSU as a prerequisite for journalism programs, and is a requirement for the Journalism AA degree and is part of a CTE program. The De Anza Journalism Advisory Committee recommends that journalism students learn to write news stories using the inverted pyramid style and Associated Press style.	
Stand-Alor	ne Statement			
Changed	Field	Current Version	Proposed Version	
	Stand-Alone Statement	No value		
Course Ph	ilosophy			
Changed	Field	Current Version	Proposed Version	
	Course Philosophy	No value		
CTE Cours	e			
Changed	Field	Current Version	Proposed Version	
	Is this a CTE (Career Technical Education) course?	Yes	Yes	
Honors/No	n-honors Course			
Changed	Field	Current Version	Proposed Version	
	Is this an honors/non- honors course?	Νο	Νο	
Mirrored C	redit/Noncredit Course			
Changed	Field	Current Version	Dramond Version	
	Is this a mirrored credit/noncredit course?	No	No	
Cross-liste	Cross-listed Course			
Changed	Field	Current Version	Proposed Version	
	Is this a cross-listed course?	No	No	

Changed	Field	Current Version	Proposed Version	
	Foothill Faculty Consultation Name	No value		
	Foothill Course ID	No value		
	Does the course have a Foothill equivalent?	No	No	
More Options				
Changed	Field	Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	
	Course Prior To College Level	Not applicable.	Not applicable.	
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.	
	Course Support Status (CB26)	Course is not a support course	Course is not a support course	
	Repeat Limit	0	0	
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass	
	Allow Students to Gain Credit by Exam/Challenge			
	Repeatability Statement	No value		

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs
anged	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated	Journalism	Associated	Journalism
		Program		Program	
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Journalism (In Development)	Associated Program	Journalism (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Journalism for Transfer	Associated Program	Journalism for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Journalism for Transfer (In Development)	Associated Program	Journalism for Transfer (In Development)
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)	Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Public Relations	Associated Program	Public Relations
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Public Relations	Associated Program	Public Relations
		Award Type	Certificate of Achievement-Advanced (COA- A)	Award Type	Certificate of Achievement-Advanced (COA- A)
		Associated Program	Public Relations (In Development)	Associated Program	Public Relations (In Development)
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA- A)

 Transferability & Gen. Ed. Options

 Changed
 Field
 Current Version
 Proposed Version

 Transfer Status (CB05)
 Transfer able to both UC and CSU
 Transfer able to both UC and CSU

Changed	Field	Current Version	Proposed Version Y Approved	
	Course General Education Status (CB25)	Y		
	Transfer Status	Approved		
	GE Information	System/Institution C-ID Area(s)	System/Institution C-ID	
		- JOUR D021A & JOUR D021B required for C-ID JOUR 110	- JOUR D021A & JOUR D021B required for C-ID JOUR 110	

Weekly Student Hours - Profile Name: Default Profile Changed Field **Current Version Proposed Version** Lecture Hours - In 3 3 Class Lecture Hours - Out of 6 6 Class Laboratory Hours - In 0 0 Class Laboratory Hours - Out 0 0 of Class NA Hours - In Class 0 0 NA Hours - Out of 0 0 Class

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version	
	NA Hours - Course Out-of-Class per Term	0	0	
	Total - Course In-Class (Contact) Hours	36	36	
	Total - Course Out-of- 72 Class Hours		72	
	Total Credit Units - Minimum Credit Units	3	3	
	Total Credit Units - Maximum Credit Units	3	3	
Speciality	Hours			
Changed	Field	Current Version	Proposed Version	
	Speciality Hours	No value	No value	
Credit / No	n-Credit Options			
Credit / No Changed	n-Credit Options	Current Version	Proposed Version	
Credit / No	n-Credit Options Field COURSE CLASSIFICATION STATUS	Current Version Credit Course.	Proposed Version Credit Course.	
Credit / No	n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04)	Current Version Credit Course. Credit - Degree Applicable	Proposed Version Credit Course. Credit - Degree Applicable	
Credit / No	n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22)	Current Version Credit Course. Credit - Degree Applicable Credit Course.	Proposed Version Credit Course. Credit - Degree Applicable Credit Course.	
Credit / No	n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22) Funding Agency Category (CB23)	Current Version Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.	Proposed Version Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.	
Credit / No	n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22) Funding Agency Category (CB23) Cooperative Work Experience Education Status (CB10)	Current Version Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.	Proposed Version Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.	
Credit / No	n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22) Funding Agency Category (CB23) Cooperative Work Experience Education Status (CB10) Variable Credit Course	Current Version Credit Course. Credit - Degree Applicable Credit Course. Not Applicable. Image: Comparison of the second se	Proposed Version Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.	

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

SKIP

01111

Changed Field

SKIP

Current Version

Proposed Version

No Value

Changed	Field	Current Version	Proposed Version
θ	Methods of Instruction	Methods of Instruction	Methods of Methods of Instruction Instruction
		Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class essays In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises	Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class articles In-class articles In-class exploration of internet sites Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Field trips
9	Assignments	 Reading approximately 200 pages from a textbook, websites and/or handouts that include: Explanations of what constitutes news, the structure of basic news stories, finding sources interviewing and writing various types of stories Examples of news stories from professional media that demonstrate good writing, structure use of sources and style. Explanations of media law and ethics: libel, copyright, privacy, photo alternation, naming sources, avoiding conflict of interest and maintaining objectivity. Associated Press style Law and ethics cases. Lead writing. Story structure. Proofreading and copy editing Online presentation such as a web page or blog with hyperlinks and graphic elements. Search engine optimization 	 Reading approximately 200 pages from a textbook, websites and/or handouts that include: Explanations of what constitutes news, the structure of basic news stories, finding sources interviewing and writing various types of stories Examples of news stories from professional media that demonstrate good writing, structure use of sources and style. Explanations of media law and ethics: libel, copyright, privacy, photo alternation, naming sources, avoiding conflict of interest and maintaining objectivity. Associated Press style Law and ethics cases. Lead writing. Story structure. Proofreading and copy editing. Online presentation such as a web page or blog with hyperlinks and graphic elements. Search engine optimization

Changed	Field	Current Version	Proposed Version
0	Methods of Evaluation	Methods of Evaluation	Methods Methods of Evaluation of Evaluation
		Methods of 1. Quizzes to evaluate comprehension and critical thinking Evaluation 2. News stories evaluated for structur completeness, accuracy, grammar, style, use of sources, use of quotations, observation of legal and ethical standards and adherence to length requirements. 3. Web presentation evaluated for journalism basics and use of hyperlinks and graphics. 4. In-class assignments, exercises an final exam evaluated for comprehension of structure, style a journalistic standards.	m Methods 1. Quizzes to evaluate comprehension and critical thinking e, AP Evaluation 2. News stories evaluated for structure, completeness, accuracy, grammar, AP style, use of sources, use of quotations, observation of legal and ethical standards and adherence to length requirements. 3. Web presentation evaluated for journalism basics and use of hyperlinks and graphics. dd dd add add add add b b c
0	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None.	Essential Student Materials: • None
	-	None.	Senital Conege Facilities: None

Examples of Primary Texts and References

Ø

Current Version

Proposed Version

Title	No value
Author	Missouri Group. News Reporting and Writing, 12e. Bedford St. Martin's, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Author	Harrower, Tim. Inside Reporting, 3e. McGraw-Hill, 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Author	Rich, Carole. Writing and Reporting News A Coaching Method, 8e. Wadsworth Publishing, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Author	Filak, Vincent F. Dynamics of News Reporting & Writing. Sage, 2019.
Publisher	No value
Date/Edition	No value

Title	News Reporting and Writing
Author	The Missouri Group
Publisher	Bedford St. Martin's
Date/Edition	13e. 2020.
ISBN	No value
T	
Author	Harrower, IIm.
Publisher	McGraw-Hill
Date/Edition	3e 2012.
ISBN	No value
Title	Writing and Reporting News - A Coaching Method
Author	Rich, Carole.
Publisher	Wadsworth Publishing
Date/Edition	8e. 2016.
ISBN	No value
T	
IITIE	Dynamics of News Reporting & Writing
Author	Filak, Vincent F.
Author Publisher	Filak, Vincent F.
ntie Author Publisher Date/Edition	Filak, Vincent F. Sage 3e, 2024
Author Publisher Date/Edition	Filak, Vincent F. Sage 3e, 2024 No value
Title Author Publisher Date/Edition ISBN Title	Filak, Vincent F. Sage 3e, 2024 No value Broccoli and Chocolate: A Beginner's Guide to Journalism News Writing
Title Author Publisher Date/Edition ISBN Title Author	Filak, Vincent F. Sage 3e, 2024 No value Broccoli and Chocolate: A Beginner's Guide to Journalism News Writing Hiro, Erin
I ITIE Author Publisher Date/Edition ISBN Title Author Publisher	Filak, Vincent F. Sage 3e, 2024 No value Broccoli and Chocolate: A Beginner's Guide to Journalism News Writing Hiro, Erin Creative Commons, open resource
Title Author Publisher Date/Edition ISBN Title Author Publisher Date/Edition	Filak, Vincent F. Sage 3e, 2024 No value Broccoli and Chocolate: A Beginner's Guide to Journalism News Writing Hiro, Erin Creative Commons, open resource 1st, 2024
I ITIE Author Publisher Date/Edition ISBN Title Author Publisher Date/Edition ISBN	Filak, Vincent F. Sage 3e, 2024 No value Broccoli and Chocolate: A Beginner's Guide to Journalism News Writing Hiro, Erin Creative Commons, open resource 1st, 2024 No value
Title Author Publisher Date/Edition ISBN Title Author Publisher Date/Edition ISBN	Filak, Vincent F. Sage 3e, 2024 No value Broccoli and Chocolate: A Beginner's Guide to Journalism News Writing Hiro, Erin Creative Commons, open resource 1st, 2024 No value AP Stylebook
Title Author Publisher Date/Edition ISBN Title Author Date/Edition ISBN Title	Filak, Vincent F. Sage 3e, 2024 No value Broccoli and Chocolate: A Beginner's Guide to Journalism News Writing Hiro, Erin Creative Commons, open resource 1st, 2024 No value AP Stylebook The Associated Press editors
I ITIE Author Publisher Date/Edition ISBN Title Author Date/Edition ISBN Title Author Publisher	Filak, Vincent F. Sage 3e, 2024 No value Broccoli and Chocolate: A Beginner's Guide to Journalism News Writing Hiro, Erin Creative Commons, open resource 1st, 2024 No value AP Stylebook The Associated Press editors The Associated Press
I ITIE Author Publisher Date/Edition ISBN Title Author Date/Edition ISBN Title Author Publisher Publisher Publisher	Filak, Vincent F. Sage 3e, 2024 No value Broccoli and Chocolate: A Beginner's Guide to Journalism News Writing Hiro, Erin Creative Commons, open resource 1st, 2024 No value AP Stylebook The Associated Press editors The Associated Press 57th, 2024-2026
Title Author Publisher Date/Edition ISBN Title Author Publisher Date/Edition ISBN Date/Edition ISBN	Filak, Vincent F. Sage 3e, 2024 No value Broccoli and Chocolate: A Beginner's Guide to Journalism News Writing Hiro, Erin Creative Commons, open resource 1st, 2024 No value AP Stylebook The Associated Press editors The Associated Press 57th, 2024-2026 No value

hanged	Field	Current Version	Proposed Version
0	Suggested Reading List	ReadingAssociated Press. AssociatedListand Libel Manual 2018. NewAssociated Press, 2018.	No value Press Stylebook York: The
		May No value include, but are not limited to	
		Reading AP Stylebook online. List https://www.apstylebook.com	,
		May No value include, but are not limited to	
		ReadingKessler, Lauren and DuncanListWords Collide: A Media WriteGrammar and Style, 8e. Ceng	McDonald When r's Guide to gage, 2012.
		May No value include, but are not limited to	
		ReadingBrooks, Brian S. Working withListBedford/St. Martin's, 2017	words, 9e.
		May No value include, but are not limited to	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
0	Course Objectives	 Demonstrate a basic knowledge of the fundamentals of news writing and the organization and structure of news stories, including the basics of news gathering and reporting. Gather, organize and synthesize information to compile into news stories and write the stories. Analyze contemporary news media issues and apply ethical and legal consideration to news writing. Prepare news stories for multiple media platforms. 	 Define and execute newsgathering strategies Develop interview questions and conduct interviews Compose simple leads Compose simple and complex/long form news articles using the inverted pyramid and other formats Produce articles under deadline Apply Associated Press style to articles Revise and evaluate own and others' articles for accurate spelling, grammar and adherence to AP Style Define writing differences for different platforms

hanged	Field	Current Version		Proposed Version	n
0	CSLOs	CSI 00	ludge and rank obstratoriation of a		ludge and rank abaractoristics of a
		COLOS	news story; define and execute newsgathering strategies.		news story.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Synthesize important details to create	CSLOs	Define and execute newsgathering strategies.
			the lead for a news story; write complex news articles using the inverted pyramid and other formats suitable for different platforms.	Expected SLO Performance	0.0
		Expected SLO Performance	0.0		
		CSLOs	Evaluate, access and interview sources to report a multi-source news story and develop it for publication in print or online.		
		Expected SLO Performance	0.0		
		CSLOs	Demonstrate the use of ethical and legal principles in reporting and writing a news story.		
		Expected SLO Performance	0.0		

Course Outline

Changed	Field	Current Version	Proposed Version
9	Course Content	 Demonstrate a basic knowledge of the fundamentals of news writing and the organization and structure of news stories, including the basics of news gathering and reporting. Grammar, AP style, quotes and attribution. News writing basics, the inverted pyramid, other lead styles. Reporting with numbers and statistics. Non-sexist and non-discriminatory language; AP style on referring to ethnic and racial minorities, LGBTQ and disabled people. Gather, organize and synthesize information to compile into news stories and write the stories. Interviewing news sources Note taking during a speech, meeting or interview Computer-assisted reporting Using news releases and wire services Selecting and using diverse sources Structuring and editing the story Analyze contemporary news media issues and apply ethical and legal consideration to news writing. Diversity in reporting (reflecting the community to fairly represent minorities, women, disabled and LGBTQ sources) Media ethics Evaluation and selection of news; principles of news judgment Objectivity and fairness Prepare news stories for multiple media platforms. Writing for video Writing for the internet/social media 	 Define and execute newsgathering strategies Using news releases and wire services Selecting and using diverse sources Develop interview questions and conduct interviews Interviewing news sources Note taking during a speech, meeting or interview Computer-assisted reporting Compose simple leads Compose simple and complex/long form news articles using the inverted pyramid and other formats Writing news writing basics, the inverted pyramid, other lead styles. Reporting with numbers and statistics. Produce articles under deadline Apply Associated Press style to articles Grammar, AP style, quotes and attribution. Media ethics Non-sexist and non-discriminatory language; AP style on referring to ethnic and racial minorities, LGBTQ and disabled people Revise and evaluate own and others' articles for accurate spelling, grammar and adherence to AP Style. Structuring and editing the story Evaluation and selection of news; principles of news judgment Objectivity and fairness Diversity in reporting (reflecting the community to fairly represent minorities, women, disabled and LGBTQ sources) Define writing differences for different platforms Writing for video Writing for the internet/social media
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version	
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value	
9	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	The prerequisites ensure that students are equipped with foundational skills in critical reading and writing, enabling them to engage effectively in discussions, analyze professional texts, and complete assignments such as news story analysis. Course outline G4: Diversity in reporting (reflecting the community to fairly represent minorities, women, disabled and LGBTQ sources)	
9	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	The prerequisites are essential to help students develop foundational writing skills, enabling them to effectively compose essays that integrate personal experiences and insights from assigned texts. These skills are critical for meeting the course's writing demands, such as crafting well- structured narratives, analyzing readings, and connecting personal perspectives with broader ideas. Course outline C and D1, and D2: Compose simple leads and Compose simple and complex/long form news articles using the inverted pyramid and other formats Writing news writing basics, the inverted pyramid, other lead styles. Reporting with numbers and statistics.	
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value	
9	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	The prerequisites ensure students have a strong foundation in grammar and sentence structure, which is essential for creating syntactically varied and error-free sentences. This preparation allows students to focus on refining their writing while meeting the course's expectations. Assignments B3, B4 and B5: Lead writing. Story structure.Proofreading and copy editing.	
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value	
B-Matrix Form				
Changed	Questions	Current Version	Proposed Version	
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the	No Value	No Value	

objective(s) below. If this requisite is being removed, provide an explanation as to why.

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

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

De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
θ	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	ourse outline G, 4: Diversity in reporting (reflecting the community to fairly represent minorities, women, disabled and LGBTQ sources)
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real- world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version							
0	Stage 3: Division Curriculum	No Value	DateTab	Part - Field	Type of Ec	dit I	Edit			Initiator - Indicate "Y" When Completed
	Representative		1/31 Specification	Suggested sReading	l Required	l	Pleas _itera	e delete - this section is lin ture ELIT courses.	nited to only English	Y
			1/31 Learning Outcomes	Course Objectives	Recommer	nded' I I	Consider changing the verb "write" (Blooms verb for "Remembering") to a Blooms verb for "Creating/Synthesizing" such as "compose" or ed"produce." This is purely a suggestion and not a Y required change. https://www.deanza.edu/curriculum/guides/blooms.html (https://www.deanza.edu/curriculum/guides/blooms.html) Consider changing the verb "edit" to a Blooms verb for "Applying" such as "apply," "demonstrate," or "practice." edThis is purely a suggestion and not a required change. https://www.deanza.edu/curriculum/guides/blooms.html (https://www.deanza.edu/curriculum/guides/blooms.html) Please add at least one CSLO that describes measurable skills and/or abilities that students are able to demonstrate by the end of the course. https://www.deanza.edu/curriculum/guides/cslo.html (https://www.deanza.edu/curriculum/guides/cslo.html	Y)		
			1/31 Learning Outcomes	Course Objectives	Recommer	nded 		Y)		
			1/31 Learning Outcomes	CSLOs	Required		 The current active outline for JOUR 21A lists these CSLOs: Judge and rank characteristics of a news story define and execute newsgathering strategies. Synthesize important details to create the lead a news story; write complex news articles using the inverted pyramid and other formats suitable different platforms. Evaluate, access and interview sources to report multi-source news story and develop it for publication in print or online. Demonstrate the use of ethical and legal principal content of the source of t		DUR 21A lists these stics of a news story; athering strategies. ils to create the lead for ex news articles using other formats suitable for review sources to report a nd develop it for e. hical and legal principles news story.	Y
			1/31 A-Matrix Form		Required		Pleas skills/ Assig exam •	e link the A-Matrix Objectiv activities/assignments that nments, or Methods of Eva ple: Outline B. 1 brief summ Assignments A. 1 brief referenced Methods of Evaluation C referenced	ves to are listed in the Outline, aluation areas. For arry of area referenced summary of area brief summary of area	Y
			Thank you for your c Best, Farideh	omments! All	l applied!					
	Stage 4: Division Dean	No Value	No Value							
0	Stage 5: SLO Coordinator	No Value	Date Tab		Part -	Type	of	Edit	Initiator - Indicate "Y"	When
			2/27/2025 Learni Outcor	ng nes	CSLOs	Requ	ired	Separate into two outcomes.	Y	
			Thank you for your c It's applied. Best, Farideh	omment.	<u> </u>					
	Stage 7: Content Review Matrix Liaison	No Value	No Value							

Changed	Questions	Current Version	Proposed Versio	n				
9	Stage 8: Dean of Online Learning	No Value	Gabriela 3/20/25 on beha COOL M	Nocito If of Iembers	Basic Infor Details – A Course De	rmation - Proposa ttachments: Hybr livery Request	-Please adjust percent to-face. It cannot be 10 would not be a Hybrid 50% to 90%) -Please adjust explana the form to match corre	ages of hybrid face- 10% otherwise it course (suggestion Y tion on question 6 of ect percentages.
			Thank you for you Best, Farideh	r comment	ts. Applied.			
	Stage 9: Articulation Officer	No Value	No Value					
0	Stage 10: De Anza General Education	No Value	Date Tab	Part - I	Field Type Edit	^{of} Edit		Initiator - Indicate "Y" When Completed or Initiator's Response
			De 4/19/2025 Anza GE Form	Criteria Criteria and Cri 6	a 1, a 5, Requi iteria	Reed to cite Assignments Be sure to re provide a brid	the specific section from the Outline s, or Methods of Evaluation areas. ference the specific section and ef summary of the information cited.	Y
			Date Tab	Part ∉ Field	- Type of Edit	Edit		Initiator - Indicate "Y" When Completed
			De 3/27/2025 Anza GE Form	ALL	- Required	Need to cite the Assignments, or to reference the summary of the i	specific section from the Outline, Methods of Evaluation areas. Be su specific section and provide a brief information cited.	re _Y
			Comments applied Thank you! Farideh	1.				
	Stage 13: Curriculum Committee	No Value	No Value					
со								
Changed	Questions		Current Version				Proposed Version	
	Sort ID (00 < 10; 100)	; 0 <	JOUR 021A				JOUR 021A	
	Course Status		Non-substantial				Non-substantial	
	Course Charact	eristics	CTE				CTE	
	Cross-Listed/Re Course Informa	elated tion	NA				NA	
	Cross-Listed/Re Course ID's	lated	No Value				No Value	
0	DL Approval Da (MM/DD/YYYY)	te	01/12/2022				No Value	
9	Hybrid Approva (MM/DD/YYYY)	I Date	11/22/2022				No Value	
	Curriculum Offi	ce	Hybrid AddecRequisite cha	. 11/15/20 inge appr.	22. MK. 1/17/23 (effe	ct. F23)cc	 Hybrid Added. 11/15/2022. MK. Requisite change appr. 1/17/23 (6) 	effect. F23)cc

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

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

Course Ac	Course Administration Codes						
Articulation	Articulation occurs after course approval. The following fields will not show a Proposed Version.						
Changed	Field	Current Version					
	Curriculum ID	JOURD021A					
	Distance Education Yes Approved						
	Board of Trustees Approval Date						
	Curriculum Committee Approval Date						
	Time to Next Review	Sep 1, 2024 12:00:00 AM					
	External Review Approval Date	Sep 1, 2019 12:00:00 AM					
	Course Control Number	CCC000062375					
Articulatio	n						
Changed	Field	Current Version					
	Course Crosswalk CRS-DEPT-NAME						
	Course Crosswalk CRS-NUMBER						

De Anza College Change Report 05/02/2025

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
Blue Form	1. Is the unit(s) change required for articulation?
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning
Comments	Stage 10: De Anza General Education
со	DL Approval Date (MM/DD/YYYY)
со	Hybrid Approval Date (MM/DD/YYYY)

General Information

Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	Mi Chang	Farideh Dada
	Course ID (CB01A and CB01B)	JOURD021B	JOURD021B
	Course Control Number	CCC000128765	CCC000128765
	Course Title (CB02)	Feature Writing and Reporting	Feature Writing and Reporting
	Short Course Title	FEATURE WRTNG & RPRTG	FEATURE WRTNG & RPRTG
	TOP Code (CB03)	0602.00	0602.00 Journalism

Changed	Field	Current Version	Proposed Version
	CIP Code	Journalism	09.0401 Journalism
	Department	JOUR - Journalism	JOUR - Journalism
9	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	Course Description	Fundamentals in feature writing for newspapers, magazines, and other media with instruction and practice in profile, human interest, enterprise news, and opinion features. Practical experience in interviewing, writing special story types and revising.	Fundamentals in This course covers the fundamentals of feature writing for newspapers, magazines, and other media media, with instruction and practice in profile, human interest, enterprise news, and opinion features. Practical features, along with practical experience in interviewing, writing special specialized story types types, and revising. This class is NOT part of the student news publication, La Voz News.
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	OnlineHybrid	OnlineHybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
θ	Discipline 1	No value	• Journalism
θ	Discipline 2	No value	Mass Communication
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - JOURNALISM

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course focuses on writing longer pieces and opinion stories for media presentation. It transfers to UC, and to CSU as a prerequisite for journalism programs, and is a requirement for the Journalism AA degree and part of a CTE program. The De Anza Journalism Advisory Committee recommends that journalism students learn to write longer, more in-depth stories and opinions for media.	This course focuses on writing longer pieces and opinion stories for media presentation. It transfers to UC, and to CSU as a prerequisite for journalism programs, and is a requirement for the Journalism AA degree and part of a CTE program. The De Anza Journalism Advisory Committee recommends that journalism students learn to write longer, more in-depth stories and opinions for media.

Stand-Alone Statement

Changed Field

Current Version

Proposed Version

Stand-Alone Statement No value

Course Ph	ilosophy		
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
CTE Cours	e		
Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	Yes	Yes
Honors/No	n-honors Course		
Changed	Field	Current Version	Proposed Version
	Is this an honors/non- honors course?	No	No
Mirrored C	redit/Noncredit Course		
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	Νο	Νο
Cross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No
Foothill Eq	uivalency		
Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

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

UC Transfe	erable and/or Lower-Divi	sion Major Requirement	
Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Course is part of a				
program	Associated Program	Journalism	Associated Program	Journalism
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Journalism (In Development)	Associated Program	Journalism (In Development)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Journalism for Transfer	Associated Program	Journalism for Transfer
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
	Associated Program	Journalism for Transfer (In Development)	Associated Program	Journalism for Transfer (In Development)
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
	Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)	Associated Program	Liberal Arts (Arts and Letters Emphasis) (Development)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Public Relations	Associated Program	Public Relations
	Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
	Associated Program	Public Relations	Associated Program	Public Relations
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (CC A)
	Associated Program	Public Relations (In Development)	Associated Program	Public Relations (In Development)
	Award Type	Certificate of Achievement-Advanced (COA- A)	Award Type	Certificate of Achievement-Advanced (CC A)

Transferat	Transferability & Gen. Ed. Options		
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU

Changed	nged Field Current Version		Proposed Version	
	Course General Education Status (CB25)	Y	Y	
Transfer Status		Approved	Approved	
	GE Information	System/Institution C-ID Area(s) • JOUR - Approved.	System/Institution C-ID Area(s) • JOUR - Approved.	
		- JOUR D021A & JOUR D021B required for C-ID JOUR 110	- JOUR D021A & JOUR D021B required for C-ID JOUR 110	

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out- of-Class per Term	0	0
Total - Course In-Class 36 (Contact) Hours		36	36
	Total - Course Out-of- Class Hours	72	72
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work		
	Status (CB10)		

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

SKIP

Changed Field

Current Version

SKIP

No Value

Proposed Version

No Value

Changed	Field	Current Version	Proposed Version
θ	Methods of Instruction	Methods of Instruction	Methods of Methods of Instruction
		Methods of InstructionLecture and visual aids Discussion of assigned reading Discussion and problem solving 	Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class articles In-class articles In-class exploration of internet sites Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises
•	Assignments	 Reading approximately 150 pages from a textbook, websites and/or handouts that include: Explanation of feature-writing style and leads Suggestions for finding diverse sources. Examples of high-quality feature stories from professional media Media ethics and law applied to feature and enterprise news writing Writing five feature stories including: A multi-source personal profile. An enterprise story demonstrating choice of diverse, reliable sources An entertainment review and/or opinion story. A multi-source story that localizes a regional, national or international story. In-class assignments and exercises and a final exam to demonstrate comprehension of journalistic standards and critical thinking as applied to sourcing and writing feature stories. Presenting at least one story as an online presentation 	 Reading approximately 150 pages from a textbook, websites and/or handouts that include: Explanation of feature-writing style and leads Suggestions for finding diverse sources. Examples of high-quality feature stories from professional media Media ethics and law applied to feature and enterprise news writing Writing feature stories including: A multi-source personal profile. An enterprise story demonstrating choice of diverse, reliable sources An entertainment review and/or opinion story. A multi-source story that localizes a regional, national or international story. In-class assignments and exercises and a final exam demonstrate comprehension of journalistic standards and critical thinking as applied to sourcing and writing feature stories.

Changed	Field	Current Version	Proposed Version
0	Methods of Evaluation	Methods of Evaluation	Methods Methods of Evaluation of Evaluation
		Methods of1. Comprehension and critical thinking about reading evaluated by quizzes and short written reactions.Evaluation2. Stories evaluated for structure, diverse and appropriate sourcing, use of AP style and journalistic standards and adherence to media law and ethics.3. Online presentation evaluated for story structure and sourcing and use of hyperlinks and graphics.4. In-class assignments, exercises and final exam evaluated for comprehension and application of journalistic standards.	Methods of1. Comprehension and critical thinking about reading evaluated by quizzes and short written reactions.Evaluation2. Stories evaluated for structure, diverse and appropriate sourcing, use of AP style and journalistic standards and adherence to media law and ethics.3. Online presentation evaluated for story structure and sourcing and use of hyperlinks and graphics.4. In-class assignments, exercises and final exam evaluated for comprehension and application of journalistic standards.
0	Essential Student Materials/Essential	Essential Student Materials: None. 	Essential Student Materials: None
	College Facilities	Essential College Facilities: None. 	Essential College Facilities: None

Examples of Primary Texts and References

0

Current Version

Proposed Version

Title	No value
Author	Harrower, Tim. Inside Reporting, 3e. McGraw-Hill, 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Author	Rich, Carole. Writing and Reporting News A Coaching Method. 8e. Wadsworth. 2015
Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Author	Knight, Robert M. Journalistic Writing: Building the Skills, Honing the Craft, 3e. Marion Press, 2010.
Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Author	Filak, Vincent F. Dynamics of News Reporting & Writing. Sage, 2019.
Publisher	No value
Date/Edition	No value

Title	Inside Reporting
Author	Harrower, Tim
Publisher	McGraw-Hill
Date/Edition	2012
ISBN	No value
Title	Writing and Reporting News: A Coaching Method
Author	Rich, Carole
Publisher	Wadsworth
Date/Edition	2016
ISBN	No value
Title	Journalistic Writing: Building the Skills, Honing the Craft
Author	Knight, Robert M.
Publisher	Marion Press
Date/Edition	2010
ISBN	No value
Title	Dynamics of News Reporting & Writing
Author	Filak, Vincent F.
Publisher	Sage
Date/Edition	2024/Third edition
ISBN	No value
Title	Broccoli and Chocolate: A Beginner's Guide to Journalism News Writing
Author	Hiro, Erin
	Ore ative Oreman
Publisher	Creative Commons
Date/Edition	2024/first edition
Publisher Date/Edition ISBN	2024/first edition No value
Publisher Date/Edition ISBN Title	2024/first edition No value Associated Press Stylebook
Publisher Date/Edition ISBN Title Author	2024/first edition No value Associated Press Stylebook Associated Press editors
Publisher Date/Edition ISBN Title Author Publisher	2024/first edition No value Associated Press Stylebook Associated Press editors The Associated Press
Publisher Date/Edition ISBN Title Author Publisher Date/Edition	2024/first edition No value Associated Press Stylebook Associated Press editors The Associated Press 2024-2026/57th edition
Publisher Date/Edition ISBN Title Author Publisher Date/Edition ISBN	2024/first edition No value Associated Press Stylebook Associated Press editors The Associated Press 2024-2026/57th edition No value

Changed	Field	Current Version	Proposed Version
0	Suggested Reading List	Reading Associated Press. Associated Press List and Libel Manual 2018. The Associated Press 2018. 2018.	No value s Stylebook ated Press,
		May No value include, but are not limited to	
		ReadingArnold, George T. Media Writer's HListGuide to Common Editing and WritProblems, 6e. McGraw-Hill, 2012.	andbook: A ing
		May No value include, but are not limited to	
		ReadingBrooks, Brian S. et al. Working with Handbook for Media Writers and Ed Bedford/St. Martin's. 2016.	Words: A ditors. 9e.
		May No value include, but are not limited to	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Demonstrate a basic knowledge of the fundamentals of feature writing including the organization and structure of feature stories Gather, organize and synthesize information to compile into multi-source feature stories, and write these stories Prepare several types of feature stories for news media 	 Demonstrate a basic knowledge of the fundamentals of feature writing including the organization and structure of feature stories Gather, organize and synthesize information to compile into multi-source feature stories, and write these stories Prepare several types of feature stories for news media

hanged	Field	Current Version		Proposed Versio	n
0	CSLOs	CSLOs	Appraise and critique feature stories for originality, sourcing and writing style.	CSLOs	Report and write original multi-source feature stories including incorporating
		Expected SLO Performance	0.0		ethical and legal principles and defending the use of sources.
				Expected SLO Performance	0.0
		CSLOs	Report and write original multi-source feature stories including incorporating ethical and legal principles and defending the use of sources.		
		Expected SLO Performance	0.0		
		CSLOs	Produce opinion and critique stories using students' own observations and sourcing.		
		Expected SLO Performance	0.0		
		CSLOs	Demonstrate how to present feature stories in non-print formats.		
		Expected SLO Performance	0.0		

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Demonstrate a basic knowledge of the fundamentals of feature writing including the organization and structure of feature stories Types of feature stories, difference between hard 	 Demonstrate a basic knowledge of the fundamentals of feature writing including the organization and structure of feature stories Types of feature stories, difference between hard
		news story, soft news or feature story, opinion	news story, soft news or feature story, opinion
		story	story
		2. The news peg, soft and feature leads.	2. The news peg, soft and feature leads.
		3. Analysis of examples of good feature writing	3. Analysis of examples of good feature writing
		Recognizing important, compelling details	Recognizing important, compelling details
		5. The complex, multi-source feature story	5. The complex, multi-source feature story
		Non-sexist, non-biased language	Non-sexist, non-biased language
		2. Gather, organize and synthesize information to compile	Gather, organize and synthesize information to compile
		into multi-source feature stories, and write these stories	into multi-source feature stories, and write these stories
		1. Provide innovative story ideas	1. Provide innovative story ideas
		Gather information from diverse sources	Gather information from diverse sources
		 Practice interviewing, note-taking and fact- checking 	 Practice interviewing, note-taking and fact- checking
		4. Research, organize and develop stories	4. Research, organize and develop stories
		5. Practice revision and editing	5. Practice revision and editing
		3. Prepare several types of feature stories for news media	3. Prepare several types of feature stories for news media
		1. The personal profile	1. The personal profile
		2. The enterprise news feature	2. The enterprise news feature
		3. Localizing a national or regional story	3. Localizing a national or regional story
		4. The opinion and/or personal experience story	4. The opinion and/or personal experience story
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	JOUR D021A	JOUR D021A

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
9	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	The prerequisites ensure that students are equipped with foundational skills in critical reading and writing, enabling them to engage effectively in discussions, analyze professional texts, and complete assignments such as news story analysis. Method of evaluation B: Stories evaluated for structure, diverse and appropriate sourcing, use of AP style and journalistic standards and adherence to media law and ethics.
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
0	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	The prerequisites ensure students have a strong foundation in grammar and sentence structure, which is essential for creating syntactically varied and error-free sentences. This preparation allows students to focus on refining their writing while meeting the course's expectations. Assignments B1, B2, B3, B4 Writing feature stories including: 1. A multi-source personal profile. 2. An enterprise story demonstrating choice of diverse, reliable sources 3. An entertainment review and/or opinion story. 4. A multi-source story that localizes a regional, national or international story.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value
B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

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

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or	No Value	No Value
	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.		

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real- world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

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

G-Matrix Form

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

H-Matrix Form

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

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

De Anza GE Form

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

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

Comments

Changed	Questions	Version	Prop	osed Version					
	Stage 2: Department Chair	No Value	No V	alue					
9	Stage 3: Division Curriculum	No Value	Date	eTab	Part - Field	Type of Edit	Edit		
	Representative		1/31	Specification	Examples of Primary Texts and References	Requirec	Please separa Publisher, etc.	ate the biogra .)	phical information for each text into the correspo
			1/31	Specification	Suggested sReading	Required	Please delete	- this section	is limited to only English Literature ELIT course
			1/31	Learning Outcomes	CSLOs	Requirec	Please add at to demonstrat https://www.de (https://www.de The current ac • Appraise • Report a principle • Produce • Demons	least one CS e by the end eanza.edu/cu leanza.edu/cu ctive outline fr e and critique and write origi s and defend opinion and trate how to p	SLO that describes measurable skills and/or abili of the course. irriculum/guides/cslo.html urriculum/guides/cslo.html) or JOUR 21B lists these CSLOs: feature stories for originality, sourcing and writir inal multi-source feature stories including incorp ling the use of sources. critique stories using students' own observation present feature stories in non-print formats.
			1/31	A-Matrix Form		Requirec	Please link the Assignments, • Outline • Assignr • Methods	e A-Matrix Ob or Methods o B. 1 brief s nents A. 1 s of Evaluati	ojectives to skills/activities/assignments that are of Evaluation areas. For example: summary of area referenced brief summary of area referenced ion C brief summary of area referenced
				G-Matrix Form	Second area		For the adviso out the Conte	ory JOUR D02 nt Review M	21A, please complete the G-Matrix Form Tab b latrix G Form (Reference Materials).
			1/31	Basic Course Information	Proposal Details	Required	https://www.de (https://www.de Then, upload	eanza.edu/cu leanza.edu/ci the form in th	nriculum/forms/documents/Form_eLumen_Cont urriculum/forms/documents/Form_eLumen_Con ne Basic Course Information Tab under Propo
			Than Best, Farid	∣ k you for your c leh	omments. The	ey are appli	ed!		
	Stage 4: Division Dean	No Value	No Value						
	Stage 5: SLO Coordinator	No Value	No V	alue					
0	Stage 7: Content	No Value	Date	Basic Cour	20	Part - Fie	ld Type of Edit	Edit	ix G for your IOLIR 21A advisory (the form you
	Review Matrix Liaison		3/6/2	25 Information		Attachme	nts Required	attached is b	blank)
			Thank you for your comment. I opened the attached file, and it's not blank. Would you mind reviewing it again? Thank you! Farideh						
9	Stage 8: Dean of Online Learning	No Value	3/27	/ 25 Gabriela Nocito	Basic Infor Attachmen	mation - F its: Hybrid	Proposal Detail Course Delive	s – ery Request	-Please adjust percentages of hybrid for a Hybrid count of the second se
			Than It's a Best,	ik you for your c pplied.	omment.				

Changed	Questions	Current Version	Proposed Version			
	Stage 9: Articulation Officer	No Value	No Value			
θ	Stage 10: De Anza General	No Value	Date Tab	Part - Field	Type of Edit	Edit
	Education		4/30/2025 ^{De Anz} GE For	a ALL	Required	Need to cite the specific section from the Outline, Assignments, or Method Evaluation areas. Be sure to reference the specific section and provide a b summary of the information cited.
			4/30/2025 De Anz GE For	a Criteria m 2	Required	This criterion must include three distinct components: oral communication, written communication, and collaborative exercises.
			Hello, Thank you for your o	comment. Th	ne ones I hav	e provided covers all three areas. Please see below and let me know how you'd like m
		Method of Evalu standards. (<u>This</u> Course outline I Practice intervie Research, organ	Method of Evaluati standards. (<u>This is</u> Course outline B3, Practice interviewi Research, organize	on D: In-cla <u>written cor</u> B4: ng, note-tal e and devel	ents, exercises <u>(This is collaborative</u>) and final exam evaluated for comprehensio) -checking (<u>oral communication and collaborative exercise</u>) <u>ollaborative exercise and written communication</u>)	
			Thank you!			
			Best, Farideh			
	Stage 13: Curriculum Committee	No Value	No Value			

со

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	JOUR 021B	JOUR 021B
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	СТЕ
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
θ	DL Approval Date (MM/DD/YYYY)	01/15/2019	No Value
θ	Hybrid Approval Date (MM/DD/YYYY)	11/22/2022	No Value
	Curriculum Office Notes	 Hybrid Added. 11/22/2022. MK. Requisite change appr. 1/17/23 (effect. F23)cc CCN requisite changes appr. 9/23/24 (effect. F25)mc 	 Hybrid Added. 11/22/2022. MK. Requisite change appr. 1/17/23 (effect. F23)cc CCN requisite changes appr. 9/23/24 (effect. F25)mc

Course Administration Codes						
Articulation occurs after course approval. The following fields will not show a Proposed Version.						
Changed	Field	Current Version				
	Curriculum ID	JOURD021B				

Changed	Field	Current Version
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000128765
Articulatio	n	

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

De Anza College Course Outline of Record Report

JOURD362A : Freelance Reporting for Student Media

General Information	
Faculty Initiator:	Farideh Dada
Attachments:	Online_JOUR_362A_2026F.pdf Hybrid_JOUR_362A_2026F.pdf
Course ID (CB01A and CB01B) :	JOURD362A
Short Course Title:	FREELANCE RPTNG STDNT MEDIA
Course Title (CB02) :	Freelance Reporting for Student Media
Department:	JOUR - Journalism
Effective Term:	Fall 2026
TOP Code (CB03) :	(0602.00) *Journalism
CIP Code:	(09.0401) Journalism.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	The course offers practical experience as a freelance reporter contributing to the student-run publication and digital media.
Course Type (CB27) :	Lower Division
Mode of Delivery:	OnlineHybrid
Faculty Initiator:	No value
Course Family:	Not Applicable
Faculty Requirements	

Discipline 1:	Journalism
Discipline 2:	Mass Communication
Discipline 3: FSA:	No value FHDA FSA - JOURNALISM

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit enhanced, CTE course and part of the Multimedia and Visual Journalism Certificate of Completion. This course instructs students in the basics of news media reporting while allowing them to gain experience as freelancer reporters – pitching ideas, communicating with editors and completing assignments on deadline.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

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

Honors/Non-honors Course

Is this an honors/non-honors course? No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options Basic Skill Status (CB08) Course Special Class Status (CB13) **Grade Options** Course is not a basic skills course. Course is not a special class. Letter Grade Pass/No Pass **Repeat Limit Course Prior To College Level Repeatability Statement** 99 Not applicable. (No limit on student re-enrollment for 0 unit courses.) Course Support Status (CB26) Course is not a support course **Associated Programs**

Course is part of a program
Associated Program
Award Type
Active

Certificate of Completion

Fall 2026

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?				
Νο				
If yes, identify the lower-division UC course and campus.				
No Value				
Will the course fulfill a UC/CSU lower-division major requirement?				
No				
If yes, identify the UC/CSU campus, course and major.				
No Value				

Units and Hours

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

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)
Non-Credit	No value

Course Classification Code (CB11)

No value

Variable Credit Course

Weekly Student H	lours	(Course Student Hours	
	In Class	Out of Class	Course Duration (Weeks)	12
Lecture Hours	0	0	Hours per unit divisor	36
Laboratory Hours	3	0	Course In-Class (Contact) Hours	
NA Hours	0	0	Lecture	0
			Laboratory	36
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	0
			Laboratory	0
			NA	0
			Total	0

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion of assigned reading. Quizzes Periodical check-ins and self-evaluation Laboratory experiences which involve students in formal exercises of news gathering and reporting for the student-run publication.

Assignments

Not Applicable.

Funding Agency Category (CB23)

A. Identify, propose (or receive pitches from editors) and complete approved reporting assignments; submit by deadline.

- B. Read about and react to journalistic concepts and issues regarding writing and reporting using critical thinking.
- C. Keep a log of activities, learning experiences and time spent on assignments.

D. Take quizzes

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	 A. Reporting evaluated based on adherence to reporting guidelines and deadline timeliness. B. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. C. Evaluation of log report for completeness. D. Evaluation of feedback.
Essential Student Materials/Essential C	ollege Facilities
Essential Student Materials:Students will need access to a laptop on Zoom	or a computer with a working camera and audio. These will allow students to participate on Canvas and
Essential College Facilities:	

Reliable access to the conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. Access to Adobe Creative Suite is needed. Students need access to programs such as InDesign, Photoshop, Audacity, Audition as well as Canva, Otter, Procrarte and editing programs

Examples of Primary Texts and	l References			
Author	Title	Publisher	Date/Edition	ISBN
La Voz News adviser	La Voz News Handbook	La Voz	2024	
Associated Press editors	Associated Press Stylebook and Briefing on Media Law	Associated Press	2022-2024 / 56th edition	
Harrower, Tim	Inside Reporting	McGraw-Hill	2012 / 3rd edition	
Hiro, Erin	Journalism 101 Multimedia Writing / Reporting	Open source	2024 / 1st edition	
Suggested Reading List No Value				

Learning Outcomes

Course Objectives

Communicate with one or more editors to obtain reporting assignments.

Produce and contribute appropriate journalistic assignments to the student media.

CSLOs

Demonstrate the ability to complete assignments within specified deadlines.

Expected SLO Performance: 0.0

Outline

Course Outline

A. Communicate with one or more editors to obtain reporting assignments.

- 1. Select assignments from assignment list or discussion with editor(s).
- 2. Suggest assignments to editor(s).
- B. Produce and contribute appropriate journalistic assignments to the student media.
 - 1. Report and write for the student newspaper, magazine, or related website following ethical and journalistic guidelines.
 - 2. Turn in assignments in appropriate format and within stated deadline.

Blue Form

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

No Value

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

No

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 04/02/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

• ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

A-Matrix Form

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

No Value

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

A writing course emphasizing the analysis of culturally and rhetorically diverse texts provides essential skills and perspectives directly applicable to freelance reporting, including understanding diverse perspectives, enhancing research and writing abilities, fostering cultural sensitivity and ethical reporting practices, and promoting critical thinking and perspective-taking. Students in JOUR 362A are expected to report and write for the student newspaper, magazine, or related website following ethical and journalistic guidelines, as stated in Course Outline B1.

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

No Value

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

No Value

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

A writing course focused on creating syntactically varied sentences free of mechanical errors can greatly benefit a freelance reporting course by enhancing students' ability to craft clear, engaging, and error-free narratives in appropriate format, which are essential skills in producing high-quality journalistic content, as stated in the Course Outline B.

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

A writing course can provide valuable guidance for a freelance reporting course, especially when considering the objective of distinguishing, comparing, and evaluating the multiplicity and ambiguity of perspectives, as it fosters critical thinking skills essential for journalists to navigate complex issues, discern various viewpoints, and produce well-rounded and balanced reporting, as stated in the Course Outline B.

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

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.

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.

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.

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.

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

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
1/30	Basic Course Information	General Information - Course Type (CB27)	Required	Select Lower Division or Upper Division.	,
1/30	Basic Course Information	General Information - Course Family	Required	Select (N/A) Not Applicable if none y apply.	,
1/30	Basic Course Information	General Information - Justification	Recommended	Add the name of the certificate when it's been decided.	,

Thank you for your comments. They are all applied!

Best.

Farideh			
Stage 4: Division Dean			
No Value			
Stage 5: SLO Coordinator			
No Value			
Stage 7: Content Review Matrix Liaiso	n		
NU Value			
Stage 8: Dean of Online Learning			
_ Name - Role OR	Type of		Initiator - Indicate
Date Tab Part - Field	Edit	Edit	Completed
		-Please adjust percentages of hybrid face-to- face. It cannot be 100% otherwise it would not	
Gabriela Nocito on Basic Informa 3/10/25 behalf of COOL Details – Atta	ition - Proposal chments: Hybrid Required	be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of	Y
Members Course Delive	ery Request	the form to match correct percentages.	
Thank you for your comment!			
Applied.			
Best, Farideh			
Stage 9: Articulation Officer			
No Value			
Stage 10: De Anza General Education			
No Value			
Stage 13: Curriculum Committee			
NU Value			
CO			
Sort ID (00 < 10; 0 < 100)			
No Value			
Course Status			
No Value			

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

Changed 5-year revision to match credit course – ACE

JOURD362B : Freelance Photography for Student Media

General Information	
Faculty Initiator:	Farideh Dada
Attachments:	Hybrid_JOUR_362B_2026F.pdf ReqAdv_G_JOUR_362B_2026F_1.pdf Online_JOUR_362B_2026F.pdf
Course ID (CB01A and CB01B) :	JOURD362B
Short Course Title:	FREELANCE PHTG STUDENT MEDIA
Course Title (CB02) :	Freelance Photography for Student Media
Department:	JOUR - Journalism
Effective Term:	Fall 2026
TOP Code (CB03) :	(0602.00) *Journalism
CIP Code:	(09.0401) Journalism.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	The course offers practical experience as a freelance photographer contributing to the student-run publication and digital media.
Course Type (CB27) :	Lower Division
Mode of Delivery:	OnlineHybrid
Faculty Initiator:	No value
Course Family:	Not Applicable
Faculty Requirements	

Faculty Requirements		
Discipline 1:	• Journalism	
Discipline 2:	Mass Communication	
Discipline 3: FSA:	No value • FHDA FSA - JOURNALISM	

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This noncredit enhanced CTE course instructs students in the basics of news media photography while allowing them to gain experience as freelancers – pitching ideas, communicating with editors and completing photography assignments on deadline. It is part of a CTE program. This course is also part of a Multimedia and Visual Communication Certificate of Completion.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

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

Honors/Non-honors Course

Is this an honors/non-honors course? No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options Basic Skill Status (CB08) Course Special Class Status (CB13) **Grade Options** Course is not a basic skills course. Course is not a special class. Letter Grade Pass/No Pass **Repeat Limit Course Prior To College Level Repeatability Statement** 99 Not applicable. (No limit on student re-enrollment for 0 unit courses.) Course Support Status (CB26) Course is not a support course **Associated Programs**

Course is part of a program
Associated Program
Award Type
Active

Certificate of Completion

Fall 2026

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?
Νο
If yes, identify the lower-division UC course and campus.
No Value
Will the course fulfill a UC/CSU lower-division major requirement?
No
If yes, identify the UC/CSU campus, course and major.
No Value

Units and Hours

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

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	
Non-Credit	No value	

Course Classification Code (CB11)

No value

Variable Credit Course

Weekly Student H	eekly Student Hours Course Student Hours			
	In Class	Out of Class	Course Duration (Weeks)	12
Lecture Hours	0	0	Hours per unit divisor	36
Laboratory Hours	3	0	Course In-Class (Contact) Hours	
NA Hours	0	0	Lecture	0
			Laboratory	36
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	0
			Laboratory	0
			NA	0
			Total	0

Not Applicable.

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion of assigned reading. Quizzes Periodical check-ins and self-evaluation Other: Laboratory experiences which involve students in formal exercises of news gathering and reporting.

Assignments

Cooperative Work Experience Education Status (CB10)

A. Identify, propose and complete approved photojournalism assignments and submit by deadlines.

- B. Read about and react to journalistic concepts and issues regarding photography, using critical thinking.
- C. Keep a log of activities, learning experiences and time spent on assignments

D. Take quizzes

Methods of Evaluation	Methods of Evaluat	ion		
Methods of Evaluation	 A. Photos and cu guidelines and B. Comprehensio identify and de and studied the C. Evaluation of fe 	tlines evaluated for adher deadline timeliness. In tests and a final exam r monstrate concepts that l roughout the course. og report for completenes eedback.	ence to photojournalism equiring students to have been introduced s.	
Essential Student Materials/Es	sential College Facilities			
Essential Student Materials: • Students will need access to on Zoom	a laptop or a computer with a working	camera and audio. These	e will allow students to par	ticipate on Canvas and
 Essential College Facilities: Reliable access to the confessocial media are also essen access to programs such as 	rencing tools, such as Zoom is needed tial. Some of these platforms need ann InDesign, Photoshop, Audacity, Auditio	I. Access to SNO FLOW, ual payments. Access to <i>i</i> on as well as Canva, Otte	La Voz website, College So Adobe Creative Suite is ne r, Procrarte and editing pro	ource app, and La Voz eded. Students need ograms
Examples of Primary Texts and	References			
Author	Title	Publisher	Date/Edition	ISBN
La Voz News adviser	La Voz News Handbook	La Voz News	2024	
Associated Press editors	Associated Press Stylebook and Briefing on Media Law	Associated Press	2024-2026 / 56th edition	
Harrower, Tim	Inside Reporting	McGraw-Hill	2012 / 3rd edition	
Suggested Reading List				
No Value				

Learning Outcomes

Course Objectives

Communicate with one or more editors to obtain photography assignments.

Produce and contribute appropriate photojournalism assignments to the student media.

CSLOs

Complete news photography assignments suitable for publication or online presentation following ethical and journalistic guidelines.		
	Expected SLO Performance: 0.0	
Demonstrate the ability to communicate effectively and complete assignments within specified deadlines.	Expected SLO Performance: 0.0	
Develop and propose ideas for photographic assignments for student news media.	Expected SLO Performance: 0.0	

Outline

Course Outline

A. Communicate with one or more editors to obtain photography assignments.

- 1. Select assignments from assignment list or discussion with editor(s).
 - 2. Suggest assignments to editor(s).
- B. Produce and contribute appropriate photojournalism assignments to the student media.
 - 1. Complete photo assigments for the student newspaper, magazine, or related website following ethical and journalistic guidelines.
 - 2. Turn in assignments in appropriate format and within stated deadline.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

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

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

Req/Adv
Prerequisite(s):
No Value
Corequisite(s):
No Value
Advisory(ies):
No Value
Advisorv(ies) - Other:
PHTG D004.
l imitation(s) on Enrollment
No Value
Limitation(c) on Enrollmont Other
No Value
No Value
Entrance Skill(s) - Other:
No Value
General Course Statement(s):
NONCREDIT: (This is a noncredit enhanced, CTE course.)
General Course Statement(s) - Other:

No Value
A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

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.

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.

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.

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.

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/7	Basic Course Information	Course Description	Required	Please make sure this course matches with JOUR 62B. Here is the course description for JOUR 62B which will be effective fall 2025: The course offers practical experience as a freelance photographer contributing to the student-run publication and digital media.	Y
3/7	Basic Course Information	Course Justification	Required	Please state if this course is part of a certificate. If this course is not connected to a certificate, then please write a Stand-Alone Statement for this course.	Y

Thank y They ha Best, Farideh	you for your comme ave been applied.	ents.			
Stage 4	I: Division Dean				
No Valu	le				
Stage \$	5: SLO Coordinato	or			
No Valu	IE				
Stage 7	7: Content Review	/ Matrix Liaison			
No Valu	IP				
NO Val					
Stage 8	3: Dean of Online	Learning			
Date	Name - Role OR	Part - Field	Type of	Fdit	Initiator - Indicate
Duto	Tab		Edit	-Dease adjust percentages of hybrid face to	Completed
1/15/25	Gabriela Nocito or	n Basic Information - Proposal	Pequired	face. It cannot be 100% otherwise it would not	v
4/10/20	Members	Course Delivery Request	rtequireu	-Please adjust explanation on question 6 of the form to match correct percentages	
Maxima a s					
Thank y	/ou!				
Farideh					
Stage 9	e Articulation Off	icer			
No Valu					
NO Val					
Stage '	I0: De Anza Gene	ral Education			
No Valu	Ie				
Stage ?	13: Curriculum Co	ommittee			
No Valu	le				
со					
Sort ID	(00 < 10: 0 < 100)				
	(00 < 10, 0 < 100)				
INO VAIL	IC				
Course	Status				
No Valu	ie				

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

Changed 5-year revision to match credit course – ACE

JOURD362C : Freelance Video Production for Student Media

General Information	
Faculty Initiator:	Farideh Dada
Attachmonte:	
Attachments.	Ready G IOUR 362C 2026E 1 pdf
	Online JOUR 362C 2026Epdf
Course ID (CR01A and CR01B)	
Course Title (CB02) :	Freelance Video Production for Student Media
	JOUR - Journalism
TOP Code (CB03) :	(0602.00) *Journalism
CIP Code:	(09.0401) Journalism.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	The non-credit course offers practical experience as a freelance video reporter or producer contributing to the student-run publication and digital media.
Course Type (CB27) :	Lower Division
Mode of Delivery:	OnlineHybrid
Faculty Initiator:	No value
Course Family:	Not Applicable
Faculty Requirements	

i addity noqui entente			
Discipline 1:	• Journalism		
Discipline 2:	Mass Communication		
Discipline 3: FSA:	No value FHDA FSA - JOURNALISM		

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This non-credit course instructs students in the basics of video reporting and production while allowing them to gain experience as freelancers – pitching ideas, communicating with editors and completing video assignments on deadline. It is part of a CTE program. The course is part of the Multimedia and Visual Communication Certificate of Completion.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

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

Honors/Non-honors Course

Is this an honors/non-honors course? No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options Basic Skill Status (CB08) Course Special Class Status (CB13) **Grade Options** Course is not a basic skills course. Course is not a special class. Letter Grade Pass/No Pass **Repeat Limit Course Prior To College Level Repeatability Statement** 99 Not applicable. No limit on student re-enrollment for 0 unit courses.) Course Support Status (CB26) Course is not a support course **Associated Programs**

Course is part of a program
Associated Program
Award Type
Active

Certificate of Completion

Fall 2026

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?
Νο
If yes, identify the lower-division UC course and campus.
No Value
Will the course fulfill a UC/CSU lower-division major requirement?
No
If yes, identify the UC/CSU campus, course and major.
No Value

Units and Hours

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

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)		
Non-Credit	No value		

Course Classification Code (CB11)

No value

Variable Credit Course

Weekly Student Hours Course Student Hours				
	In Class	Out of Class	Course Duration (Weeks)	12
Lecture Hours	0	0	Hours per unit divisor	36
Laboratory Hours	3	0	Course In-Class (Contact) Hours	
NA Hours	0	0	Lecture	0
			Laboratory	36
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	0
			Laboratory	0
			NA	0
			Total	0

Not Applicable.

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion of assigned reading Laboratory experiences which involve students in formal exercises of news gathering and reporting Quizzes Periodical check-ins and self-evaluation

Assignments

Cooperative Work Experience Education Status (CB10)

A. Identify and complete approved video assignments; submit by deadline.

- B. Read about and react to journalistic concepts and issues regarding video or broadcast journalism using critical thinking.
- C. Keep a log of activities, learning experiences and time spent on assignments

D. Take quizzes.

Methods of Evaluation	Methods of Evaluat	ion		
Methods of Evaluation	 A. Videos evaluated for adherence to video reporting guidelines and deadline timeliness. B. Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. C. Evaluation of log report for completeness. D. Evaluation of feedback. 			
 Essential Student Materials/Ess Essential Student Materials: Students will need access to on Zoom. They also need to Photoshop. Essential College Facilities: Reliable access to the confe social media are also essent access to programs such as 	ential College Facilities a laptop or a computer with a working have video and audio editing software rencing tools, such as Zoom is needed ial. Some of these platforms need ann InDesign, Photoshop, Audacity, Auditio	camera and audio. These programs such as Adobe I. Access to SNO FLOW, ual payments. Access to on as well as Canva, Otte	e will allow students to part Creative Suite as well as La Voz website, College So Adobe Creative Suite is new r, Procrarte and editing pro	icipate on Canvas and Canva, InDesign and Durce app, and La Voz eded. Students need grams.
Examples of Primary Texts and	References	Publisher	Date/Edition	ISBN
Autor	nite		Date/Lution	
La Voz News adviser	La Voz Handbook	La Voz News	Date/Edition: 2024	
Associated Press editors	Associated Press Stylebook and Briefing on Media Law	Associated Press	2024-2026 / 57th edition	
Harrower, Tim	Inside Reporting	McGraw-Hill	2012 / 3rd edition	
Suggested Reading List No Value				
Learning Outcomes				

Course Objectives

Communicate with one or more editors to obtain assignments.

Produce and contribute appropriate video assignments for the student media.

CSLOs

 Develop video stories for student news media, suitable for online or broadcast presentation.
 Expected SLO Performance: 0.0

 Demonstrate the ability to complete assignments within specified deadlines.
 Expected SLO Performance: 0.0

 Develop and propose suitable ideas for video assignments for student news media.
 Expected SLO Performance: 0.0

Outline

Course Outline

A. Communicate with one or more editors to obtain assignments.

- 1. Select assignments from assignment list or discussion with editor(s).
 - 2. Suggest assignments to editor(s).
- B. Produce and contribute appropriate video assignments for the student media.
 - 1. Create video for a student news website or broadcast following ethical and journalistic guidelines.
 - 2. Turn in assignments in appropriate format and within stated deadline.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct:
- (mkct 5/6/25)

Req/Adv
Prerequisite(s):
No Value
Corequisite(s):
No Value
No value
Advisory(ies) - Other:
F/TV D020
Limitation(s) on Enrollment:
No Value
Limitation(s) on Enrollment - Other:
No Value
Entrance Skills(s):
No Value
Entrance Skill(c) Other
No Value
General Course Statement(s):
NONCREDIT: (This is a noncredit enhanced, CTE course.)
······································
General Course Statement(s) - Other:
No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

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.

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.

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.

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.

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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.

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

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No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/7	Basic Course Information	Course Justification	Required	Please state if this course is part of a certificate. If this course is not connected to a certificate, then please add that this is a stand-alone course to the Course Justification and complete the Stand-Alone Statement section.	Y

Thank you for your comment. It's applied. Best,

Farideh

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or
4/8/25	Basic Course Information	Attachments	Required	Please re-evaluate your content review for your matrix G. For example: Why would a student need to be able to "utilize the basic operations of the digital video camera in a single camera setting" in order to be able to "communicate with one or more editors to obtain assignment."	Initiator's Response Y
Thank It's fixe Thanks Faridel	you for your cor d. ร! า	mment. Sorry f	for the mist	ake.	
Stage	8: Dean of Onl	ine Learning			
No Val	ue				
Stage	9: Articulation	Officer			
No Val	ue				
Stage	10: De Anza G	eneral Educat	tion		
No Val	ue				
Stage	13: Curriculum	n Committee			
No Val	ue				
со					
Sort IE	0 (00 < 10; 0 < 1	100)			
No Val	ue				
Cours	e Status				
No Val	ue				

Course Characteristics

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

• 5-year effective year to match credit course -mc

De Anza College Course Outline of Record Report

JOURD362D : Freelance Digital Production for Student Media

General Information	
Faculty Initiator:	Farideh Dada
Course ID (CB01A and CB01B) :	JOURD362D
Short Course Title:	FREELANCE DIG PROD STDNT MEDIA
Course Title (CB02) :	Freelance Digital Production for Student Media
Department:	JOUR - Journalism
Effective Term:	Fall 2026
TOP Code (CB03) :	(0602.00) *Journalism
CIP Code:	(09.0401) Journalism.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	The non-credit course offers practical experience as a freelance digital content producer contributing to the student-run publication and digital media.
Course Type (CB27) :	Lower Division
Mode of Delivery:	OnlineHybrid
Faculty Initiator:	No value
Course Family:	Not Applicable
Faculty Requirements	

Discipline 1:	• Journalism
Discipline 2:	Mass Communication
Discipline 3: FSA:	No value FHDA FSA - JOURNALISM

Course Development Options		
Basic Skill Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options Letter Grade Pass/No Pass
Repeat Limit	Course Prior To College Level	Repeatability Statement
99	Not applicable.	(No limit on student re-enrollment for 0 unit courses.)
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
Course is part of a program Associated Program	Award Type	Active
Multimedia and Visual Communication (In Development)	Certificate of Completion	Fall 2026

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

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

Credit / Non-Credit Options

Course Credit Status (CB04) Course N

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23) Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

Course Student Hours

	In Class	Out of Class	Course Duration (Weeks)	12
Lecture Hours	0	0	Hours per unit divisor	36
Laboratory Hours	3	0	Course In-Class (Contact) Hours	
NA Hours	0	0	Lecture	0
			Laboratory	36
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	0
			Laboratory	0
			NA	0
			Total	0

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion of assigned reading Laboratory experiences which involve students in formal exercises of news gathering, reporting

Assignments

- A. Identify and complete approved digital production assignments; submit by deadline.
- B. Read about and react to journalistic concepts and issues related to digital production using critical thinking.
- C. Keep a log of activities, learning experiences and time spent on assignments.
- D. Take quizzes.

Methods of Evaluation	Methods of Evaluation		
Methods of Evaluation	A. Evaluation of adherence to digital online j		

- A. Evaluation of adherence to digital online journalism guidelines and deadline timeliness.B. Comprehension tests and a final exam requiring students to identify and demonstrate concents that have been introduced
- identify and demonstrate concepts that have been introduced and studied throughout the course.
- C. Evaluation of log report for completeness.
- D. Evaluation of feedback.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

 Students will need access to a laptop or a computer with a working camera and audio. These will allow students to participate on Canvas and on Zoom. They also need to have video and audio editing software programs such as Adobe Creative Suite as well as Canva, InDesign and Photoshop.

Essential College Facilities:

• Reliable access to the conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. Access to Adobe Creative Suite is needed. Students need access to programs such as InDesign, Photoshop, Audacity, Audition as well as Canva, Otter, Procrarte and editing programs.

Examples of Primary Texts and References					
Author	Title	Publisher	Date/Edition	ISBN	
La Voz News adviser	La Voz News Handbook	La Voz News	2024		
Associated Press editors	Associated Press Stylebook and Briefing on Media Law	Associated Press	2024-2026 / 57th edition		
Harrower, Tim	Inside Reporting	McGraw-Hill	2012 / 3rd edition		
Suggested Reading List					

Learning Outcomes

Course Objectives

Communicate with one or more editors to obtain assignments.

Produce and contribute appropriate journalistic assignments to the student media.

CSLOs

Develop digital content for a student media suitable for online presentation.

Expected SLO Performance: 0.0 Expected SLO Performance: 0.0

Demonstrate the ability to communicate effectively and complete assignments within specified deadlines.

Outline

Course Outline

- A. Communicate with one or more editors to obtain assignments.
 - 1. Select assignments from assignment list or discussion with editor(s).
 - 2. Suggest assignments to editor(s).
- B. Produce and contribute appropriate journalistic assignments to the student media.
 - 1. Produce content for student news website and social media following ethical and journalistic guidelines.
 - 2. Turn in assignments in appropriate format and within stated deadline.

Blue Form

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

No Value

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

No Value

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

No Value

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

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

No Value

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

No Value

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

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

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

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

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

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.

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

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.

Objective 11: Develop skills to work with radical expressions.

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.
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.

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/7	Basic Course Information	General Information - Course Type	Please select Lower Division		Y
3/7	Basic Course Information	Course Justification	Please state if this course is part of a certificate. If this course is not connected to a certificate, then please add that this is a stand-alone course to the Course Justification and complete the Stand-Alone Statement section.		Y

Thank you for your comments. They are applied. Best,

Farideh

Stage 4: Division Dean				
No Value				
Store 5: SLO Coordinator				
NO VAIUE				
Stage 7: Content Review Matrix Liaison				
No Value				
Stage 8: Dean of Online Learning				
Date Tab Part - Field	Type of	Edit	Initiator - Indicate "Y" When	
145	Luit	-Please adjust percentages of hybrid face-to-	Completed	
Gabriela Nocito on Basic Information - Proposal 4/15/25 behalf of COOL Members Details – Attachments: Hybrid Course Delivery Request	Required	face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages.	Y	
Thank you for your comment. It's applied.				
Best, Farideh				
Stage 9: Articulation Officer				
No Value	No Value			
Stage 10: De Anza General Education				
No Value				
Stage 13: Curriculum Committee				
No Value				
со				
Sort ID (00 < 10; 0 < 100)				
No Value				
Course Status				
No Value				
No Value				

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

Changed 5-year revision to match credit course – ACE

De Anza College Course Outline of Record Report

JOURD362E : Freelance Graphic Production for Student Media

General Information	
Faculty Initiator:	Farideh Dada
Attachments:	
	ReqAdv_G_JOUR_362E_2026F_1.pdf
	Online_JOUR_362E_2026F.pdf
Course ID (CB01A and CB01B) :	JOURD362E
Short Course Title:	FREELANCE GRPHC PROD STDNT MED
Course Title (CB02) :	Freelance Graphic Production for Student Media
Department:	JOUR - Journalism
Effective Term:	Fall 2026
TOP Code (CB03) :	(0602.00) *Journalism
CIP Code:	(09.0401) Journalism.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	The course offers practical experience as a freelance graphic news producer contributing to the student-run publication and digital media.
Course Type (CB27) :	Lower Division
Mode of Delivery:	OnlineHybrid
Faculty Initiator:	No value
Course Family:	Not Applicable
Faculty Requirements	

Discipline 1: • Journa	lism
Discipline 2: • Mass	Communication
Discipline 3: No value	
FSA: • FHDA	FSA - JOURNALISM

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This noncredit course instructs students in the basics of graphic news production while allowing them to gain experience as freelancers – pitching ideas, communicating with editors and completing assignments on deadline. It is part of the CTE program. The course is part of a Multimedia and Visual Communication Certificate of Completion.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

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

Honors/Non-honors Course

Is this an honors/non-honors course? No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options Basic Skill Status (CB08) Course Special Class Status (CB13) **Grade Options** Course is not a basic skills course. Course is not a special class. Letter Grade Pass/No Pass **Repeat Limit Course Prior To College Level Repeatability Statement** 99 Not applicable. (No limit on student re-enrollment for 0 unit courses.) Course Support Status (CB26) Course is not a support course **Associated Programs**

Course is part of a program
Associated Program
Award Type
Active

Certificate of Completion

Fall 2026

Transferability & Gen. Ed. Options		
Course General Education Status (CB25)		
No value		
Transferability (CB05)	Transferability Status	
Not transferable	Not transferable	

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

Units and Hours

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

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)
Non-Credit	No value

Course Classification Code (CB11)

No value

Variable Credit Course

Weekly Student Hours			Course Student Hours	
	In Class	Out of Class	Course Duration (Weeks)	12
Lecture Hours	0	0	Hours per unit divisor	36
Laboratory Hours	3	0	Course In-Class (Contact) Ho	urs
NA Hours	0	0	Lecture	0
			Laboratory	36
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	0
			Laboratory	0
			NA	0
			Total	0

Funding Agency Category (CB23)

Not Applicable.

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion of assigned reading / viewing Laboratory experiences which involve students in formal exercises of graphic production Quizzes Periodical check-ins and self-evaluation

Assignments

A. Identify and complete approved graphics assignments; submit by deadline.

Cooperative Work Experience Education Status (CB10)

B. Read about and react to journalistic concepts and issues regarding news graphics using critical thinking.

C. Keep a log of activities, learning experiences and time spent on assignments.

D. Take quizzes.

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	 A. Graphics evaluated for adherence to journalistic guidelines for graphics and deadline timeliness. B. Comprehension tests and a possible final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. C. Evaluation of feedback and log report for completeness.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

• Students will need access to a laptop or a computer with a working camera and audio. These will allow students to participate on Canvas and on Zoom. It also helps if they have software programs for graphic news production.

Essential College Facilities:

• Reliable access to the conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. Access to Adobe Creative Suite is needed. Students need access to programs such as InDesign, Photoshop, Audacity, Audition as well as Canva, Otter, Procrarte and editing programs.

Examples of Primary Texts and References					
Author	Title	Publisher	Date/Edition	ISBN	
La Voz News adviser	La Voz News Handbook	Open source	2024		
The Associated Press editors	The Associated Press Stylebook	Associated Press	2024-2026 / 57th edition		
Harrower, Tim and Elman, Julie	The Newspaper Designer's Handbook	McGraw-Hill	2013 / 7th edition		
Suggested Reading List					

No Value

Learning Outcomes

Course Objectives

Communicate with one or more editors to propose and obtain graphics assignments.

Produce and contribute appropriate journalistic graphics assignments for student media.

CSLOs

Develop graphic content for a media outlet, suitable for publication or online presentation. Expected SLO Performance: 0.0

Demonstrate the ability to complete assignments within specified deadlines.

Outline

Course Outline

A. Communicate with one or more editors to propose and obtain graphics assignments.

- 1. Select assignments from assignment list or discussion with editor(s).
- 2. Suggest journalistic graphics assignments to editor(s).
- B. Produce and contribute appropriate journalistic graphics assignments for student media.
 - 1. Create graphics to contribute to the production of the student newspaper, magazine, broadcasts or related websites.
 - 2. Turn in assignments in appropriate format and within stated deadline.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

Expected SLO Performance: 0.0

- Units: 0
- Lab Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 4/17/25)

Req/Adv
Prerequisite(s):
No Value
Corequisite(s):
No Value
Advisory(ies): No Value
Advisory(ies) - Other:
Limitation(s) on Enrollment: No Value
Limitation(s) on Enrollment - Other: No Value
Entrance Skills(s): No Value
Entrance Skill(s) - Other: No Value
General Course Statement(s): NONCREDIT: (This is a noncredit enhanced, CTE course.)
General Course Statement(s) - Other: No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

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.

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.

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.

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/7	Basic Course Information	Course Justification	Required	Please state if this course is part of a certificate. If this course is not connected to a certificate, then please add that this is a stand- alone course to the Course Justification and complete the Stand- Alone Statement section.	Y

Thank you for your comment. It's applied. Best,

Farideh

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/24	Basic Course Information	Course Description	Required	Mirrored courses should have identical course outlines except for the course justification and out-of-course hours. Please revise the course description to match with JOUR 62E (effective Fall 2025): The course offers practical experience as a freelance graphic news producer contributing to the student-run publication and digital media.	Y
Thank y Thank y Farideh	you for your comr you! I	ments. They are	e applied.		
Stage 4	4: Division Dean				
Stage &	5: SLO Coordina	itor			
Stage 7	7: Content Revie	w Matrix Liais	on		
Stage 8 No Valu	3: Dean of Onlin	e Learning			
Stage S	9: Articulation O	fficer			
Stage 1 No Valu	10: De Anza Gen Je	eral Educatior	1		
Stage 1 No Valu	13: Curriculum C Je	Committee			
со					
Sort ID No Valu	(00 < 10; 0 < 10 ie	0)			
Course	Status				

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

• 5-year review date changed to match credit course -mc

Discipline 2:

Discipline 3:

FSA:

JOURD362F : Freelance Copy Editing for Student Media

General Information	
Faculty Initiator:	Farideh Dada
Attachments:	Hybrid_JOUR_362F_2026F.pdf
	Online_JOUR_362F_2026F.pdf
Course ID (CB01A and CB01B) :	JOURD362F
Short Course Title:	FREELANCE COPY EDIT STDNT MED
Course Title (CB02) :	Freelance Copy Editing for Student Media
Department:	JOUR - Journalism
Effective Term:	Fall 2026
TOP Code (CB03) :	(0602.00) *Journalism
CIP Code:	(09.0401) Journalism.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2025
Course Description:	The course offers practical experience as a freelance copy editor contributing to the student-run publication and digital media. Students work closely with student editors.
Course Type (CB27) :	Lower Division
Mode of Delivery:	OnlineHybrid
Faculty Initiator:	No value
Course Family:	Not Applicable
Faculty Requirements	
Discipline 1:	• Journalism

Mass Communication

• FHDA FSA - JOURNALISM

No value

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This enhanced noncredit CTE course instructs students in the basics of journalistic copy editing while allowing them to gain experience copy editing student media as freelancers. It is part of the CTE program. This is also part of a journalism certificate, which is in process.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

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

Honors/Non-honors Course

Is this an honors/non-honors course? No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent? No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options Basic Skill Status (CB08) Course Special Class Status (CB13) **Grade Options** Course is not a basic skills course. Course is not a special class. Letter Grade Pass/No Pass **Repeat Limit Course Prior To College Level Repeatability Statement** 99 Not applicable. (No limit on student re-enrollment for 0 unit courses.) Course Support Status (CB26) Course is not a support course Associated Programs

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)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

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

Units and Hours Summary **Minimum Credit Units** 0 Maximum Credit Units 0 **Total Course In-Class** 36 (Contact) Hours Total Course Out-of-Class 0 Hours **Total Student Learning Hours** 36 **Credit / Non-Credit Options** Course Credit Status (CB04) Course Non Credit Category (CB22) Non-Credit No value **Course Classification Code (CB11)** Funding Agency Category (CB23) Cooperative Work Experience Education Status (CB10) Not Applicable. No value

Variable Credit Course

Weekly Student Hours			Course Student Hours		
	In Class	Out of Class	Course Duration (Weeks)	12	
Lecture Hours	0	0	Hours per unit divisor	36	
Laboratory Hours	3	0	Course In-Class (Contact) Hou	rs	
NA Hours	0	0	Lecture	0	
			Laboratory	36	
			NA	0	
			Total	36	
			Course Out-of-Class Hours		
			Lecture	0	
			Laboratory	0	
			NA	0	
			Total	0	

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

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion of assigned reading / viewing. Laboratory experiences which involve students in formal exercises of copy editing. Quizzes. Periodical check-ins and self-evaluation.

Assignments

A. Complete approved copy editing assignments by deadline.

B. Read about and react to journalistic concepts and issues regarding copy editing and proofreading news copy, using critical thinking.

C. Keep a log of activities, learning experiences and time spent on assignments.

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	 A. Copy editing evaluated for adherence to conventions of journalistic copy editing and deadline timeliness. B. Comprehension tests and a possible final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course. C. Evaluation of feedback and log report for completeness.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

• Students will need access to a laptop or a computer with a working camera and audio. These will allow students to participate on Canvas and on Zoom. They also need access to the AP Stylebook.

Essential College Facilities:

• Reliable access to the conferencing tools, such as Zoom is needed. Access to SNO FLOW, La Voz website, College Source app, and La Voz social media are also essential. Some of these platforms need annual payments. Access to Adobe Creative Suite is needed. Students need access to programs such as InDesign, Photoshop, Audacity, Audition as well as Canva, Otter, Procrarte and editing programs.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
La Voz News adviser	La Voz News Handbook	La Voz News	2024	
Associated Press editors	Associated Press Stylebook and Briefing on Media Law	Associated Press	2024-2026 / 57th edition	
Harrower, Tim	Inside Reporting	McGraw-Hill	2012 / 3rd edition	
Rosenauer, Kenneth	Copy-crafting Editing for Journalism Today	Oxford University Press	2013 / 1st edition	
Suggested Reading List				

No Value

Learning Outcomes

Course Objectives

Communicate with one or more editors to obtain copy editing assignments.

Copy edit stories, cutlines and other written material using conventions of journalistic style.

CSLOs

Expected SLO Performance: 0.0 Edit copy for student news media following ethical and journalistic guidelines. Demonstrate the ability to complete assignments within specified deadlines.

Demonstrate understanding of copy editing for grammar, spelling, AP style and journalistic conventions.

Outline

Course Outline

- A. Communicate with one or more editors to obtain copy editing assignments.
 - 1. Determine scope of assignment in discussion with editors.
 - 2. Suggest editing assignments to editors.
- B. Copy edit stories, cutlines and other written material using conventions of journalistic style.
 - 1. Edit for spelling, grammar and Associated Press style and flag ethical or legal concerns.
 - 2. Turn in assignments in appropriate format and within stated deadline.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Expected SLO Performance: 0.0

Expected SLO Performance: 0.0

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

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

Req/Adv Prerequisite(s): No Value Corequisite(s): No Value Advisory(ies): • ENGL C1000 or ENGL C1000H or ESL D005. Advisory(ies) - Other: No Value Limitation(s) on Enrollment: No Value Limitation(s) on Enrollment - Other: No Value Entrance Skills(s): No Value Entrance Skill(s) - Other: No Value General Course Statement(s): • NONCREDIT: (This is a noncredit enhanced, CTE course.) General Course Statement(s) - Other:

A-Matrix Form

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

No Value

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

Taking this course ensures students have the necessary skills to analyze culturally and rhetorically diverse college-level texts, facilitating their ability to communicate effectively with editors, understand journalistic style conventions, and address ethical or legal concerns in editing assignments for JOUR 62F, as stated in the Course Outline A.

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

No Value

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

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

This course ensures students can create syntactically varied sentences free of mechanical errors, essential for copy editing stories and written material effectively in JOUR 62F, maintaining journalistic standards and readability, as stated in the Course Outline B.

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

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.

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.

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.
De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/7	Basic Course Information	General Information - Course Type	Required	Please select Lower Division	Y
3/7	Basic Course Information	Course Justification	Required	Please state if this course is part of a certificate. If this course is not connected to a certificate, then please add that this is a stand-alone course to the Course Justification and complete the Stand-Alone Statement section.	Y
3/7	A-Matrix Form	Objective 2	Recommended	Consider moving your text for Objective 2 to Objective 4 - Create syntactically varied sentences that are free of mechanical errors.	Y

Stage 4: Division Dean No Value Stage 5: SLO Coordinator No Value Stage 7: Content Review Matrix Liaison Piease adjust percentages of hybrid face-to-to-completed Contrab Root oon Basic Information - Proposal Members Course Delivery Request Thank you for your comment. It's patient and the form to match correct percentages of hybrid face-to-tage adjust percentages adjust percentage adjust percentage adjust percentage	Comments applied. Thank you! Farideh				
No Value Stage 7: Content Review Matrix Liaison No Value Stage 1: De Anza General Education No Value Stage 1: De Anza General Education No Value Stage 1: Control Committee No Value Stage 1: Control	Stage 4: Division Dean				
Stage 7: SLO Coordinator No value Stage 7: Content Review Matrix Llaison No value Stage 7: Content Review Matrix Llaison Stage 7: Content Review Matrix Llaison No value Stage 7: Content Review Matrix Llaison Matrix Llaison Matrix Claison Stage 7: Content Review Matrix Llaison Stage 7: Content Review Matrix Llaison Stage 7: Content Review Matrix Claison No value Stage 7: Content Content Content Personal Matrix Content Personal Matrix Content Personal Matrix Content Personal Matrix Contenter Personal Matrix Content Personal Matrix Content P	No Value				
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No Value Stage 7: Content Review Matrix Liaison No Value Stage 8: Dean of Online Learning Gabriela Nocilo on Basic Information - Proposal 4/15/25 behalf of COOL Details - Attachments: Hybrid Course Delivery Request 4/15/25 behalf of COOL Details - Attachments: Hybrid Course Delivery Request Thank you for your comment. It's applied. Best, Faritel+ Stage 9: Articulation Officer No Value Stage 10: De Anza General Education No Value Course Delivery Network Course Delivery Request COU	Stage 5: SLO Coordinator				
Stage 7 : Content Review Matrix Liaison No Value	No Value				
Stage 3: Dean of Online Learning Type of Tab Imitator - Indicate "Y" When Completed C	Stage 7: Content Review I	Matrix Liaison			
State 8: Dean of Online Learning Date Name - Role OR Tab Part - Field Type of Edit Fields Initiator - Indicate "Y" When Completed 4/15/25 Dehalf of COOL Details - Attachments: Hybrid Members Details - Attachments: Hybrid Details - Attachments: Hybrid Details - Attachments: Hybrid Details - Attachments: Hybrid Details - Attachments: Hybrid Members Fields Please adjust percentages of hybrid face-to- face. It cannot be 100% otherwise it would not a Hybrid course (suggestion 50% to 90%) Y Thank you for your comment. It's applied. Best, Fandeh	No Value				
Star J: Curriculum Curri					
Name - Role OR Tab Part - Field Type of Edit Edit Initiator - Indicate YWhen Completed 4/15/25 behalf of COOL Wembers Gabriela Nocito on Details - Attachments: Hybrid Course Delivery Request Required -Please adjust percentages of hybrid face-to- face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 5 of the form to match correct percentages. Y Thank your for your comment. Faile	Stage 8: Dean of Online L	earning			
-Please adjust percentages of hybrid face-to- face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) Y -Please adjust explanation on question 6 of the form to match correct percentages. Thank you for your comment. It's applied. Best, Farideh Stage 9: Articulation Officer No Value Stage 10: De Anza General Education No Value Stage 13: Curriculum Committee No Value CO Stage 14: Curriculum Committee No Value	Date Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
Thank you for your comment. It's applied. Best, Farideh Stage 9: Articulation Officer No Value Stage 10: De Anza General Education No Value Stage 13: Curriculum Committee No Value CO Sort ID (00 < 10; 0 < 100) No Value	Gabriela Nocito on 4/15/25 behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to- face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages.	Y
Stage 9: Articulation Officer No Value Stage 10: De Anza General Education No Value Stage 13: Curriculum Committee No Value CO Sort ID (00 < 10; 0 < 100)	Thank you for your commer It's applied. Best, Farideh	nt.			
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	INU VAIUE				
Course Status	Course Status				
No Value	No Value				

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

Changed 5-year revision to match credit course – ACE

De Anza College Change Report 04/29/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Section	Changed field
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 9: Articulation Officer
Comments	Stage 10: De Anza General Education
со	Hybrid Approval Date (MM/DD/YYYY)
Course Justification	Course Justification
Foothill Equivalency	Foothill Faculty Consultation Name
Foothill Equivalency	Foothill Course ID
Foothill Equivalency	Does the course have a Foothill equivalent?

General Information

Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	Shameka Walker	Rich Booher
	Course ID (CB01A and CB01B)	PHILD001.	PHILD001.
	Course Control Number	CCC000236807	CCC000236807
	Course Title (CB02)	Introduction to Philosophy	Introduction to Philosophy
	Short Course Title	INTRO TO PHILOSOPHY	INTRO TO PHILOSOPHY
	TOP Code (CB03)	1509.00	1509.00 Philosophy
	CIP Code	Philosophy	38.0101 Philosophy
	Department	PHIL - Philosophy	PHIL - Philosophy
0	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	Course Description	An introduction to the scope and methods of the philosophical discipline, emphasizing topics in epistemology (the study of knowledge) and metaphysics (the study of reality). Pluralistic approaches will be applied to classical and contemporary problems, issues, and figures.	An- <u>This is an</u> introduction to the scope and methods of the philosophical discipline, emphasizing - <u>including</u> topics in epistemology (the study of knowledge) and metaphysics (the study of reality). <u>reality)</u> , and ethics. Pluralistic approaches will be applied to classical and contemporary problems, issues, and figures.
	Course Type (CB27)	Lower Division	Lower Division
θ	Mode of Delivery	• Hybrid	OnlineHybrid

Changed	Field	Current Version	Proposed Version
9	Discipline 1	No value	Philosophy
	Discipline 2	No value	No value
	Discipline 3	No value	No value
9	FSA	No value	FHDA FSA - PHILOSOPHY

Formerly Statement					
Changed	Field	Current Version	Proposed Version		
	Formerly Statement	No value			

Course Justification						
Changed F	Field	Current Version	Proposed Version			
(Course Justification	This course meets a general educational requirement for De Anza, and Cal-GETC. This course is UC and CSU transferable. It fosters student competence in identifying and analyzing issues and texts in philosophy, especially those in Metaphysics and Epistemology.	This course is UC and CSU transferable. This course meets a general educational requirement for De Anza, Anza and Cal-GETC. This course is UC and CSU transferable. It fosters student competence in identifying and analyzing issues and texts in philosophy, especially those in Metaphysics- metaphysics, epistemology, and Epistemology: ethics.			

Stand-Alone Statement					
Changed	Field	Current Version	Proposed Version		
	Stand-Alone Statement	No value			

Course Philosophy					
Changed	Field	Current Version	Proposed Version		
	Course Philosophy	No value			
CTE Cours	e				
Changed	Field	Current Version	Proposed Version		
	Is this a CTE (Career Technical Education) course?	No	No		
Honors/No	n-honors Course	•			
Changed	Field	Current Version	Proposed Version		
	Is this an honors/non- honors course?	No	No		
Mirrored C	redit/Noncredit C	ourse			
Changed	Field	Current Version	Proposed Version		
	Is this a mirrored credit/noncredit course?	No	No		
Cross-liste	ed Course				

Changed	d Field Current Version		Proposed Version
	Is this a cross- listed course?	No	No
Foothill Eq	luivalency		
Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	<u>Brian Tapia</u>
	Foothill Course ID	No value	PHIL 4: Introduction to Philosophy
0	Does the course have a Foothill equivalent?	No	No <u>Yes</u>
More Optic	ons		
Changed	Field	Current Version	Proposed Version
Changed	Field Basic Skill Status (CB08)	Current Version Course is not a basic skills course.	Proposed Version Course is not a basic skills course.
Changed	Field Basic Skill Status (CB08) Course Prior To College Level	Current Version Course is not a basic skills course. Not applicable.	Proposed Version Course is not a basic skills course. Not applicable.
Changed	Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class Status (CB13)	Current Version Course is not a basic skills course. Not applicable. Course is not a special class.	Proposed Version Course is not a basic skills course. Not applicable. Course is not a special class.
Changed	Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class Status (CB13) Course Support Status (CB26)	Current VersionCourse is not a basic skills course.Not applicable.Course is not a special class.Course is not a support course	Proposed VersionCourse is not a basic skills course.Not applicable.Course is not a special class.Course is not a support course
Changed	Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class Status (CB13) Course Support Status (CB26) Repeat Limit	Current VersionCourse is not a basic skills course.Not applicable.Course is not a special class.Course is not a support course0	Proposed VersionCourse is not a basic skills course.Not applicable.Course is not a special class.Course is not a support course0
Changed	Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class Status (CB13) Course Support Status (CB26) Repeat Limit Grade Options	Current VersionCourse is not a basic skills course.Not applicable.Course is not a special class.Course is not a support course0• Letter Grade• Pass/No Pass	Proposed VersionCourse is not a basic skills course.Not applicable.Course is not a special class.Course is not a support course0• Letter Grade• Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement				
Changed	Field	Current Version	Proposed Version	
	If yes, identify the lower- division UC course and campus.	No value		
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No	
	If yes, identify the UC/CSU campus, course and major.	No value		
	Will the course be UC transferable?	Yes	Yes	

Associated Programs

Changed	Field	Current Version	on	Proposed Ver	sion
	Course is part of a program	Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE (In Development)	Associated Program	CSU GE (In Development)
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	Cal-GETC (In Development)	Associated Program	Cal-GETC (In Development)
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	IGETC	Associated Program	IGETC
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	IGETC (In Development)	Associated Program	IGETC (In Development)
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)	Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Philosophy for Transfer	Associated Program	Philosophy for Transfer
Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
Associated Program	Philosophy for Transfer (In Development)	Associated Program	Philosophy for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
	Associated ProgramAward TypeAssociated ProgramAward TypeAssociated ProgramAward TypeAssociated ProgramAward Type	Associated ProgramLiberal Arts (Arts and Letters Emphasis) (In Development)Award TypeAssociate in Arts (A.A.) DegreeAssociated ProgramPhilosophy for TransferAward ProgramAssociate in Arts for TransferAward ProgramAssociate in Arts for TransferAward ProgramAssociate in Arts for Transfer (A.AT.) DegreeAward ProgramAssociate in Arts for Transfer (A.AT.) DegreeAward ProgramPhilosophy for Transfer (In Development)Award ProgramAssociate in Arts for Transfer (A.AT.) Degree	Associated ProgramLiberal Arts (Arts and Letters Emphasis) (In Development)Associated

Changed	Field	Current Version	Proposed Version		
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU		
	Course General Education Status (CB25)	Y	Y		
	Transfer Status	Approved	Approved		

Changed	Field	Current Version		Proposed Version	
	GE Information	System/Institution	C-ID	System/Institution	C-ID
		Area(s)	PHIL - Approved.	Area(s)	PHIL - Approved.
		-	C-ID PHIL 100	-	C-ID PHIL 100
		System/Institution	Cal-GETC	System/Institution	Cal-GETC
		Area(s)	 CA3B - Approved. 	Area(s)	 CA3B - Approved
		-	No value	-	No value
		System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	 2G3X - Approved. 	Area(s)	 2G3X - Approved
		-	No value	-	No value

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In- Class (Contact) per Term	48	48
	Lecture Hours - Course Out- of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0

Changed	Changed Field Current Version		Proposed Version
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.

Changed	Field	Current Version	Proposed Version
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)		
	Variable Credit Course		

Credit Units					
Changed	Field	Current Version	Proposed Version		
	Course Duration (Weeks)	12	12		
	Total Lecture Hours per Term	144	144		
	Total Laboratory Hours per Term	_	0		
	Total Contact Hours per Term	-	0		
	Total Credit Units	4	4		
	Minimum Credit Units	4	4		
	Maximum Credit Units	4	4		

SKIP

Changed	Field	Current Version	F	Proposed Versi	on	
	SKIP	No Value	١	No Value		
Specifications						
Changed Field		Current Versi	Current Version		rsion	
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction	
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises In-class essays Other: Film / Documentary / or other media	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises In-class essays Other: Film / Documentary / or other media	
	Assignments	 Require Written particula metaph Group of emphase and cor position issues. Written figures a 	ed reading assignments. and / or oral report on a ar issue or figure in ysics or epistemology. discussions sizing the comparison ntrast of different as on philosophical exams on philosophical and issues.	 Require Written particula metaphy Group d emphas and con position issues. Written figures a 	d reading assignments. and / or oral report on a ar issue or figure in ysics or epistemology. liscussions izing the comparison trast of different s on philosophical exams on philosophical and issues.	

Changed	Field	Current Version	Proposed Version	
0	Methods of Evaluation	Methods of	Methods Methods of of Evaluation	
		Evaluation	Evaluation	

Methods of Evaluation1. At least two exams, including multiple- choice and/or essayMethods of exams, including multiple- choice and/or essay1. At least exams, includin multiple- choice and/or essaycomponents, in which students will be evaluated on their ability to correctly identifyStudents which significant philosophical concepts, distinguish between major theories, and identify the contributions of specific figures in the fields of metaphysics and epistemology. 2. Group discussions1. At least exams, includin multiple choice and/or exams, includin multiple choice and/or exams, includin multiple choice and/or exams, includin multiple choice and/or examption theorem and identify significant major theories, and identify the identify econtributions of specific figures in the fields of metaphysics and epistemology. 2. Group discussions1. At least exams, includin multiple choice and/or examption multiple- choice and/or examption multiple- choice and/or examption theorem and epistemology.	two nd/or ents, will
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course	course
concepts and	concepts and
contemporary	contemporary
concerns in	concerns in
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3. Essays on	3. Essays on
topics within	topics within
social and	philosophy
political	showing the
philosophy	ability to
showing the	analyze,
ability to	compare and
analyze,	contrast
compare and	philosophical
contrast	ideas, and to
philosophical	employ
ideas, and to	philosophical
employ	methods in
philosophical	the defense of
methods in	an original
the defense of	position.
an original	4. Final exam
position.	including
4. Final exam	multiple-
including	choice and/or
multiple-	essay
choice and/or	components
essay	that requires
components	students to
that requires	summarize,
students to	integrate, and
summarize,	critically
integrate, and	analyze and
critically	apply
analyze and	concepts
apply	examined
concepts	throughout
examined	the course.
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the course.	

Changed	Field	Current Versio	n	Proposed Vers	ion
0	Essential Student Materials/Essential College Facilities	Essential Stud • None. Essential Colle • None.	ent Materials: ege Facilities:	Essential Stud • None Essential Colle • None	ent Materials: ege Facilities:
•	Examples of				
U	Primary Texts and References	Title	No value	Title	Philosophy Here and Now
		Author	Vaughn, Lewis. "Philosophy Here	Author	Lewis Vaughn
			and Now, 3rd Ed." (Oxford: Oxford University Press,	Publisher	Oxford University Press
			2018)	Date/Edition	2018/erd
		Publisher	No value	ISBN	No value
		Date/Edition	No value		
		ISBN	No value	Title	Exploring Philosophy: An
		Title	No value		Anthology
		Author	Cahn, Steven.	Author	Steven Cahn
			"Exploring Philosophy: An Introductory	Publisher	Oxford University Press
			Anthology, 6th Ed." (Oxford: Oxford	Date/Edition	2017/6th
			University Press, 2017)	ISBN	No value
		Publisher	No value	Title	Introduction to
		Date/Edition	No value		Philosophy
		ISBN	No value	Author	John Perry, Michael Bratman, and John Martin Fischer
				Publisher	Oxford University Press

- Date/Edition 2021/9th
- **ISBN** 9780197570623

Changed	Field	Current Ve	rsion	Proposed Version
9	Suggested Reading List	Reading List May	Russell, B. "The Problems of Philosophy," New York, Basic Books, 1979. No value	No value
		include, but are not limited to		
		Reading List	Nagel, Thomas. "What Does It All Mean? A Very Short Introduction to Philosophy". (Oxford: Oxford University Press, 1987).	
		May include, but are not limited to	No value	
		Reading List	Ayer, A.J., "Language, Truth, and Logic," New York, Dover, 1970.	
		May include, but are not limited to	No value	
		Reading List	Descartes, R. "Meditations on First Philosophy," Indianapolis, Hackett, 1979.	

May include,	No value
but are not limited to	

Reading List	Hume, D. "An Enquiry Concerning Human Understanding," Indianapolis, Hackett, 1977.
May include, but are not limited to	No value

Reading List	Brown, Lee M. (edit.) "African Philosophy New and Traditional Perspectives," Oxford, Oxford Univ. Press, 2004.
May include, but are not	No value

limited to Reading Lao-Tzu, "Tao Te

Reading List	Lao-Tzu, "Tao Te Ching, in Tao, A New Way of Thinking," New York, Harper, 1975.
May include, but are not limited to	No value

Changed Field	Current Ve	rsion	Proposed Version
	Reading List	Plato, "Apology, Meno, Phaedo," Indianapolis, Hackett, 1979.	
	May include, but are not limited to	No value	
	Reading List	Radakrishnan, S. (ed) "Ten Principal Upanishads," New York, Humanities Press, 1995.	
	May include, but are not limited to	No value	

Learning C	Outcomes		
Changed	Field	Current Version	Proposed Version
9	Course Objectives	 Identify, examine, and evaluate the scope and methods of the philosophical discipline Identify, examine, and analyze key contributions, both classical and contemporary, to the fields of metaphysics and epistemology. Examine, compare, and contrast various claims, problems and theories relevant to metaphysics and epistemology. 	 Identify, examine, and evaluate the scope and methods of the philosophical discipline Identify, examine, and analyze key contributions, both classical and contemporary, to the fields of metaphysics, ethics, and epistemology. Examine, compare, and contrast various claims, problems and theories relevant to metaphysics, epistemology, and ethics.

Changed	Field	Current Versior	1	Proposed Versi	on
	CSLOs	CSLOs	Demonstrate a basic understanding of philosophical methods.	CSLOs	Demonstrate a basic understanding of philosophical methods.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Articulate ideas about philosophical issues.	CSLOs	Articulate ideas about philosophical issues.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Apply philosophical methods, assumptions and principles in the analysis of philosophical ideas and positions.	CSLOs	Apply philosophical methods, assumptions and principles in the analysis of philosophical ideas and positions.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Evaluate philosophical arguments, methods, assumptions, and principles for consistency, relevance, and truth.	CSLOs	Evaluate philosophical arguments, methods, assumptions, and principles for consistency, relevance, and truth.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
θ	Course Content	1. Identify, examine, and evaluate the scope and methods of the	1. Identify, examine, and evaluate the scope and methods of the
		philosophical discipline	philosophical discipline
		1. Identify and explore central	1. Identify and explore central
		branches of philosophical	branches of philosophical
		thought	thought
		1. Metaphysics	1. Metaphysics
		2. Epistemology	2. Epistemology
		3. Axiology/Value Theory	3. Ethics
		4. Logic	2. Identify and appraise
		2. Identify and appraise	methods appropriate to the
		methods appropriate to the	study of philosophy.
		study of philosophy.	1. Assessing and
		1. Assessing and	developing arguments
		developing arguments	2. Charitable
		2. Charitable	interpretation of
		interpretation of	texts/positions
		texts/positions	3. Conceptual analysis
		3. Conceptual analysis	3. Identify and appraise
		3. Identify and appraise	Metaphysical and
		Metaphysical and	Epistemological
		Epistemological	methodologies in relation to
		methodologies in relation to	other Western and Eastern
		other Western and Eastern	traditions, as well as science
		traditions, as well as science	and other fields of inquiry.
		and other fields of inquiry.	2. Identify, examine, and analyze key
		2. Identify, examine, and analyze key	contributions, both classical and
		contributions, both classical and	contemporary, to the fields of
		contemporary, to the fields of	metaphysics, ethics, and
		metaphysics and epistemology.	epistemology.
		1. Identify at least three major	1. Identify at least three major
		figures, and the respective	figures, and the respective
		contributions, in the history	contributions, in the history
		of Western Philosophy.	of Western Philosophy.
		2. Identify and assess major	2. Identify and assess major
		figures and contributions in	figures and contributions in
		at least one non-Western	at least one non-Western
		philosophical tradition.	philosophical tradition.
		3. Identify and appraise	3. Identify and appraise
		philosophical contributions	philosophical contributions
		from thinkers of diverse	from thinkers of diverse
		cultural, ethnic and gender	cultural, ethnic and gender
		perspectives.	perspectives.
		3. Examine. compare. and contrast	3. Examine. compare. and contrast
		various claims, problems and	various claims, problems and
		theories relevant to metaphysics	theories relevant to metaphysics.
		and epistemology.	epistemology, and ethics.
		1. Appraise, assess, and relate	1. Appraise, assess, and apply
		various theories involving the	various epistemological

nature, structure, and essence of knowledge.theories.1. Skepticism and its alternatives1. Skepticism and its alternatives1. Skepticism and its alternatives2. Epistemic justification/warrant2. Appraise, assess, and relate various theories involving the nature, structure, and essence of reality.1. Physicalism and its alternatives2. Appraise, assess, and relate various theories involving the nature, structure, and essence of reality.2. Appraise, assess, and relate various theories involving the nature, structure, and essence of reality.1. Physicalism and its alternatives1. Physicalism and its alternatives2. Free will and agency 3. Identify and analyze points of intersection between metaphysical/epistemological issues and themes in logic and axiology3. Appraise, assess, and appli various ethical theories.Lab Component in this CourseNoNoLab OutlineNo valueNo value	Changed	Field	Current Version	Proposed Version
Lab Component in this CourseNoNoLab OutlineNo valueNo value			nature, structure, and essence of knowledge. 1. Skepticism and its alternatives 2. Epistemic justification/warrant 2. Appraise, assess, and relate various theories involving the nature, structure, and essence of reality. 1. Physicalism and its alternatives 2. Free will and agency 3. Personal identity and persistence 3. Identify and analyze points of intersection between metaphysical/epistemological issues and themes in logic and axiology	theories. 1. Skepticism and its alternatives 2. Epistemic justification/warrant 2. Appraise, assess, and apply various metaphysical theories. 1. Physicalism and its alternatives 2. Free will and agency 3. Personal identity and persistence 3. Appraise, assess, and apply various ethical theories. 1. Virtue ethics 2. Deontology 3. Utilitarianism 4. Moral skepticism 4. Identify and analyze points of intersection between metaphysical/epistemological issues and themes in ethics.
Lab Outline No value No value		Lab Component in this Course	No	No
		Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
9	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Assignments A: Required reading assignments.
0	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Methods of Evaluation C. Essays on topics within philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.
9	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Methods of Evaluation C. Essays on topics within philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.
0	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation C. Essays on topics within philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.

Changed	Questions	Current Version	Proposed Version
8	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Methods of Evaluation C. Essays on topics within philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self- efficacy through the practice of self- regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
Changed	Questions	Current Version	Proposed Version
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	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real- world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G- Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
9	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A. Identify, examine, and evaluate the scope and methods of the philosophical discipline
9	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, written collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation B. Group discussions will be evaluated on the basis of students' abilities to critically engage with the views of their peers, to apply philosophical methods in the development and defense of their own views, and to recognize points of relevance between course concepts and contemporary concerns in the actual world. Assignments B. Written and / or oral report on a particular issue or figure in metaphysics or epistemology.

Changed	Questions	Current Version	Proposed Version
•	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation C. Essays on topics within philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline B.1. Identify and assess major figures and contributions in at least one non-Western philosophical tradition.
9	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline B.1. Identify and assess major figures and contributions in at least one non-Western philosophical tradition.

Changed	Questions	Current Version	Proposed Version
0	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation B. Group discussions will be evaluated on the basis of students' abilities to critically engage with the views of their peers, to apply philosophical methods in the development and defense of their own views, and to recognize points of relevance between course concepts and contemporary concerns in the actual world.

Comments

Changed	Questions	Current Version	Proposed	Version		
	Stage 2: Department Chair	No Value	No Value			
9	Stage 3: Division Curriculum Representative	No Value	Date 3/25/202	TabPart - Field 5RG ^{Course} Description	Type of Edit Needs to be a complete sentence. Please add "The or This" to the beginning to satisfy the revisement	Initiator - Edit <mark>Indicate "Y"</mark> When Completed
	Stage 4: Division Dean	No Value	No Value			
	Stage 5: SLO Coordinator	No Value	No Value			

Changed	Questions	Current	Pronosed Version
Changeu	Questions	VEISIOII	
	Stage 7:	No	No Value
	Content	Value	
	Review Matrix		
	Liaison		
	Stage 8: Dean	No	No Value
	of Online	Value	
	Learning		

Changed	Questions	Current Version	Proposed V	Version				
0	Stage 9: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			04/15/202	5 Specification	s Primar S Texts	^y Required	At least one primary text must be published within 7 years of the effective date of the course. That would be a publication year of 2019 or newer for courses effective Fall 2026.	

		Current			
Changed	Questions	Version	Proposed Version		
			04/15/2025Outline Cou Out	rse Suggested	In section C, your 2nd and 3rd bullet points both say "Appraise, assess, and relate various theories involving the nature, structure, and essence of reality". Is this supposed to be one bullet point with everything listed underneath it? Or is one labeled incorrectly? Or is it supposed to say the same thing?
9	Stage 10: De Anza General Education	No Value	Date Tab Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			4/22/25 GE Criteria Required Matix 2	Please add a specific assig or evaluation d satisfy the wr criteria. For example, assignment E	nment to itten
	Stage 13: Curriculum Committee	No Value	No Value		

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	PHIL 001	PHIL 001
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	10/09/2018	No Value
	Curriculum Office Notes	 Requisite change appr. 1/17/23 (effect. F23)cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25)sw 	 Requisite change appr. 1/17/23 (effect. F23)cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25)sw

Course Administration Codes Articulation occurs after course approval. The following fields will not show a Proposed Version. Changed Field Current Version Curriculum ID PHILD001. Distance Yes Education Approved

со

Changed	Field	Current Version
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000236807

Articulation Changed Field Current Version Course Crosswalk CRS-DEPT CRS-DEPT NAME Course Course Crosswalk CRS-NUMBER

De Anza College Change Report 04/29/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Blue Form	1. Is the unit(s) change required for articulation?
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.

Section	Changed field
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 10: De Anza General Education
Course Justification	Course Justification
General Information	

Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	Shameka Walker	Rich Booher
	Course ID (CB01A and CB01B)	PHILD011.	PHILD011.
	Course Control Number	CCC000603977	CCC000603977
	Course Title (CB02)	Asian Philosophy	Asian Philosophy
	Short Course Title	ASIAN PHILOSOPHY	ASIAN PHILOSOPHY
	TOP Code (CB03)	1509.00	1509.00 Philosophy
	CIP Code	Philosophy	38.0101 Philosophy
	Department	PHIL - Philosophy	PHIL - Philosophy
θ	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	Course Description	An introduction to the major themes and figures of Asian philosophical traditions, emphasizing those found in China, India and Japan. Studies may include Confucianism, Moism, Yangism, Taoism, the Upanishads, Vedanta, Jaina, Buddhism, Zen and Shinto. Classical thought will be primarily emphasized, though some attention will be given to contemporary thinkers.	An- <u>This course is an</u> introduction to the major themes and figures of Asian philosophical traditions, emphasizing those found in China, India - <u>India</u> , and Japan. Studies may include Confucianism, Moism, <u>Mohism</u> , Yangism, Taoism, the Upanishads, Vedanta, Jaina, Buddhism, Zen - <u>Zen</u> , and Shinto. Classical thought will be primarily emphasized, though some attention will be given to contemporary thinkers.
	Course Type (CB27)	Lower Division	Lower Division
0	Mode of Delivery	No value	OnlineHybrid

Faculty Re	equirements		
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Philosophy
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - PHILOSOPHY

Formerly Statement				
Field	Current Version	Proposed Version		
Formerly Statement	No value			
	Statement Field Formerly Statement	Statement Current Version Field Current Version Formerly No value Statement No value	Statement Proposed Version Field Current Version Proposed Version Formerly Statement No value Volume	

Course Ju	stification		
Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza, and Cal-GETC. It is a UC and CSU transferable course, and offers students an opportunity to engage rigorously with themes and methods that are distinctive of Asian philosophical traditions.	This course It is a UC and CSU transferable course. It meets a general education requirement for De Anza, Anza and Cal-GETC. It is a UC and CSU transferable course, and offers included in the De Anza Philosophy AA-T degree. This course introduces students an opportunity to engage rigorously with themes important ideas and methods that thinkers in Asian philosophical traditions, and there are distinctive no other courses of Asian philosophical traditions. this kind offered at the college.

Field	Current Version	Proposed Version	
Stand-Alone Statement	No value		
ilosophy			
Field	Current Version	Proposed Version	
Course	No value		
	Field Stand-Alone Statement ilosophy Field Course	FieldCurrent VersionStand-Alone StatementNo valueilosophyFieldCurrent VersionCourseNo value	FieldCurrent VersionProposed VersionStand-Alone StatementNo value

CTE Course						
Changed	Field	Current Version	Proposed Version			
	Is this a CTE (Career Technical Education) course?	No	No			

Honors/Non-honors Course					
Changed	Field	Current Version	Proposed Version		
	Is this an honors/non- honors course?	No	No		

Mirrored Credit/Noncredit Course							

Changed Field		Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed	Course
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Changed	Field Current Version		Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
Foothill Faculty Consultation Name		No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No No	
More Optio	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower- division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower- division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed F C P P	Field	Current Version		Proposed Version	
	Course is part of a program	Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE (In Development)	Associated Program	CSU GE (In Development)
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	Cal-GETC (In Development)	Associated Program	Cal-GETC (In Development)
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	IGETC	Associated Program	IGETC
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	IGETC (In Development)	Associated Program	IGETC (In Development)
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

Changed Field	Current Versio	Current Version		Proposed Version	
	Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)	Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)	
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	
	Associated Program	Philosophy for Transfer	Associated Program	Philosophy for Transfer	
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	
	Associated Program	Philosophy for Transfer (In Development)	Associated Program	Philosophy for Transfer (In Development)	
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	

Transferal	Transferability & Gen. Ed. Options				
Changed	Field	Current Version	Proposed Version		
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU		
	Course General Education Status (CB25)	Υ	Υ		
	Transfer Status	Approved	Approved		

Changed	Field	Current Version		Proposed Version	
	GE Information	System/Institution	Cal-GETC	System/Institution	Cal-GETC
		Area(s)	 CA3B - Approved. 	Area(s)	 CA3B - Approved
		-	No value	-	No value
		System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	 2G3X - Approved. 	Area(s)	 2G3X - Approved
		-	No value	-	No value

Weekly Stude	Weekly Student Hours - Profile Name: Default Profile			
Changed F	Field	Current Version	Proposed Version	
L -	Lecture Hours	4	4	
L -	Lecture Hours Out of Class	8	8	
L F C	∟aboratory Hours - In Class	0	0	
L F C	∟aboratory Hours - Out of Class	0	0	
N C	NA Hours - In Class	0	0	
N C	NA Hours - Dut of Class	0	0	

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In- Class (Contact) per Term	48	48
	Lecture Hours - Course Out- of-Class per Term	96	96
	Laboratory Hours - Course In- Class (Contact) per Term	0	0
	Laboratory Hours - Course Out- of-Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out- of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / No	Credit / Non-Credit Options				
Changed	Field	Current Version	Proposed Version		
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.		
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable		
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.		
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.		

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)		
	Variable Credit Course		

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SK	IP			
Cł	nanged	Field	Current Version	Proposed Version
		SKIP	No Value	No Value

hanged	Field	Current Versi	on	Proposed Ver	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises In-class essays Homework and extended projects Other: Film/documentary and other media	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises In-class essays Homework and extended projects Other: Film/documentary and other media
•	Assignments	 Require Written a partice Asian p Group of emphase and correstion issues i Written issues i 	ed reading assignments and / or oral report on ular issue or figure in hilosophy. discussions sizing the comparison atrast of different s on philosophical n Asian thought. exams on figures and n Asian philosophy.	 Require Essays or figure Group of emphase and corr position issues i Written issues i Classro 	d reading assignme on a particular issue in Asian philosophy liscussions sizing the comparison strast of different s on philosophical n Asian thought exams on figures ar n Asian philosophy om presentations

Changed	Field	Current Version	Proposed Version
9	Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

Changed Field	d C	urrent Version		Proposed Versior	1
		Methods	1. At least two	Methods	1. At least two
		of	exams,	of	exams,
		Evaluation	including	Evaluation	including
			multiple-		multiple-
			choice and/or		choice and/or
			essay		essay
			components,		components,
			in which		in which
			students will		students will
			be evaluated		be evaluated
			on their		on their
			ability to		ability to
			correctly		correctly
			identify		identify
			significant		significant
			philosophical		philosophical
			concepts,		concepts,
			distinguish		distinguish
			between		between
			major		major
			theories, and		theories, and
			identify the		identify the
			contributions		contributions
			of specific		of specific
			figures in		figures in
			Asian		Asian
			traditions.		traditions.
			2. Group		2. Group
			will bo		
					will be
			the basis of		the basis of
			students'		students'
			abilities to		abilities to
			critically		critically
			engage with		engage with
			the views of		the views of
			their peers, to		their peers, to
			apply		apply
			philosophical		philosophical
			methods in		methods in
			the		the
			development		development
			and defense		and defense
			of their own		of their own
			views, and to		views, and to
			recognize		recognize
			-		-

Proposed Version

	points of		points of
	relevance		relevance
	between		between
	course		course
	concepts and		concepts and
	contemporary		contemporary
	concerns in		concerns in
	the actual		the actual
	world.		world.
3.	Essays on	3.	Essays on
	topics from		topics from
	Asian		Asian
	philosophy		philosophy
	showing the		showing the
	ability to		ability to
	analyze,		analyze.
	compare and		compare and
	contrast		contrast
	philosophical		philosophical
	ideas. and to		ideas. and to
	emplov		emplov
	philosophical		philosophical
	methods in		methods in
	the defense		the defense
	of an original		of an original
	position.		position.
4.	Final exam	4.	Final exam
	includina		includina
	multiple-		multiple-
	choice and/or		choice and/or
	essav		essav
	components		components
	that requires		that requires
	students to		students to
	summarize.		summarize.
	integrate		integrate
	and critically		and critically
	analyze and		analyze and
	apply		apply
	concepts		concepts
	examined		examined
	throughout		throughout
	the course		the course
			000136.

Changed	Field	Current Version	Proposed Version
0	Essential Student Materials/Essential College Facilities	 Essential Student Materials: None. Essential College Facilities: None. 	Essential Student Materials: • None Essential College Facilities: • None
Changed Field

Exam	ples of				
Prima Refer	ary Texts and ences	Title	No value	Title	Asian Philosophies
		Author	Koller, John. "Asian Philosophies", 7th ed. New York: Routledge, 2018.	Author	John Koller
				Publisher	Routledge
				Date/Edition	2018/7th ed
		Publisher	No value	ISBN	No value
		Date/Edition	No value		
		ISBN	No value	Title	An Introduction to Indian Philosophy
		Title	No value	Author	Bina Gupta
		Author	Gupta, Bina."An	Publisher	Routledge
			Introduction to Indian Philosophy: Perspectives on Reality,	Date/Edition	2011
				ISBN	No value
		Knowledge, and Freedom". London: Routledge, 2011.	Title	Classic Asian Philosophy: A Guide to the Essential Texts	
		Publisher	No value	Author	.loel Kupperman
		Date/Edition	No value	Publisher	Oxford University Press
		Title	No value	Date/Edition	2007
		Author	Koller, John and	ISBN	No value
		Patricia. "A Sourcebook in Asian Philosophy", New York City, NY:	Title	Readings in Classical Chinese Philosophy	
			MacMillan, 1991.	Author	Philip J. Ivanhoe and Bryan W. Va
	Publisher	No value		Norden, eds.	

Changed Field	Current Version	n	Proposed Vers	ion
	ISBN	No value	Date/Edition	2023/3rd
	Title	No value	ISBN	No value
	Author	Kupperman, Joel. "Classic Asian Philosophy: A	Title	Readings in Later Chinese Philosophy
	Guide to the Essential Texts". Oxford University Press, 2nd	Author	Justin Tiwald and Bryan W. Van Norden, eds.	
		Edition. Oxford: New York, 2007.	Publisher	Hackett
	Publisher	No value	Date/Edition	2014
	Date/Edition	No value	ISBN	No value
	ISBN	No value		

Changed	Field	Current Ve	rsion	Proposed Version
0	Suggested Reading List	Reading List	Mencius, "The Mencius," trans. D.C. Lau, (London: Penguin Books, 1970)	No value
		May include, but are not limited to	No value	
		Reading List	Hsun Tzu, "Basic Writings," Trans. Watson, (New York: Columbia University Press, 1963).	
		May include, but are not limited to	No value	
		Reading List	Xiusheng Liu and Philip Ivanhoe eds. "Essays On The Moral Philosophy of Mengzi". (Cambridge, Hackett Press, 2002).	
		May include, but are not limited to	No value	

Reading List	Watson, Burton (trans.) "Chuang Tzu: Basic Writings". New York: Columbia University Press, 1996.
May include, but are not limited to	No value

Reading List	Ivanhoe, Philip (trans.) "The Daodejing of Laozi". New York: Hackett, 2003.
May include, but are not limited to	No value

Reading List	Confucius (trans. D.C. Lau). "The Analects". New York: Penguin, 1979.
May include, but are not limited to	No value

Reading List	Easwaren, Eknath (trans). "The Bhagavad Gita". Petaluma, CA: Nilgiri, 1985.
	1965.

Мау	No value
include,	
but are	
not	
limited	
to	

Reading List	Easwaren, Eknath (trans). "The Upanishads". Petaluma, CA: Nilgiri, 1987.
May include, but are not limited to	No value

Reading List	Hamilton, Sue. "Indian Philosophy: A Short Introduction". Oxford: Oxford University Press, 2001.
May include, but are not limited to	No value

Reading List	Suzuki, D.T. "Zen Buddhism". Garden City, NY: Doubleday, 1956.
May include, but are not limited to	No value

Reading List	Suzuki, Shurnryu. "Zen Mind, Beginner's Mind". New York and Tokyo: Weatherhill, 1970.
May include, but are not limited to	No value
Reading List	Watts, Alan W. "The Way of Zen", New York: Vintage Books,

1957. May No value include, but are not limited to

Reading List	Eknath Easwaren. "The Dhammapada". Petaluma, CA: Nilgiri, 1986.
May include, but are not limited to	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
0	Course Objectives	 Identify, examine, and evaluate the discipline and methods of philosophy, focusing on the analysis of fundamental considerations and topics in Asian philosophy. Identify, examine, and analyze central philosophical claims in Asian traditions Appraise, examine, and analyze the influence of Asian philosophy, including its impact upon the arts and sciences within various traditions and cultures. 	 Identify, examine, and evaluate central figures and methods of Asian philosophy. Identify, analyze, and evaluate central issues in debates in and about Asian traditions. Identify, analyze, and evaluate the influence of Asian philosophy, including its impact upon the arts and sciences within various traditions and cultures.

Jilangeu			•		011
0	CSLOs	CSLOs	Identify and assess the central figures, questions and themes of philosophy in Asian traditions.	CSLOs	Identify and evaluate the central figures, questions, and themes of philosophy in Asiar traditions
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Assess and analyze arguments and approaches to philosophical problems as found in Asian philosophical texts.	CSLOs	Assess and analyze arguments and approaches to philosophical problems as found in Asian philosophical texts
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Articulate and defend original positions on problems and figures from Asian philosophical traditions.	CSLOs	Articulate and defend original positions on problems and figures from Asian philosophical
		Expected SLO Performance	0.0	Expected SLO Performance	traditions.

Course Outline

Changed	Field	Current Version	Proposed Version
Changed	Field	Current Version 1. Identify, examine, and evaluate the discipline and methods of philosophy, focusing on the analysis of fundamental considerations and topics in Asian philosophy. 1. Philosophythe study and analysis of philosophy, its unique properties and historical evaluation. 2. Analyze what it means to study Asian philosophy in a Western setting 3. Analyze the relationships and differences among philosophy, myth and religion 2. Identify, examine, and analyze central philosophical claims in Asian traditions 1. Chinese philosophy 1. Overview of the philosophical schools that flourished in "The Period of the Warring States." 2. Compare the advent of Confucianism with other schools and movements, evaluating distinct problems and issues associated with the Confucian school.	 Proposed Version 1. Identify, examine, and evaluate central figures and methods of Asian philosophy. 1. Philosophy-the study and analysis of philosophy, its unique properties and historical evaluation. 2. Analyze what it means to study Asian philosophy in a Western setting 3. Analyze the relationships and differences among philosophy, myth and religion 2. Identify, analyze, and evaluate central issues in debates in and about Asian traditions. 1. Chinese philosophy 1. Overview of the philosophical schools that flourished in "The Period of the Warring States." 2. Compare the advent of Confucianism with other schools and movements, evaluating distinct problems and issues associated with the Confucian school. 3. Mo Tzu and his opposition to Confucianism. 4. The teaching of
		with the Confucian school. 3. Mo Tzu and his	opposition to Confucianism. 4. The teaching of Yang and their
		opposition to Confucianism. 4. The teaching of Yang and their incorporation into Daoism. 5. Explicate and assess Mencius'	incorporation into Daoism. 5. Explicate and assess Mencius' thesis that human nature is good. 6. Hsun Tzu's rejection of

Changed	Field	Current Version		Proposed Version	1
			thesis that human		Mencianism and
			nature is good.		his re-working of
		6.	Hsun Tzu's		Confucian theory.
			rejection of	7.	Daoism's two key
			Mencianism and		figures: Chuang
			his re-working of		Tzu and Lao Tzu,
			Confucian theory.		as well as "The
		7.	Daoism's two key		Daodejing."
			figures: Chuang	8.	Explore the place
			Tzu and Lao Tzu,		of the Bhagavad
			as well as "The		Gita in the context
			Daodejing."		of Indian thought
		8.	Explore the place	2. Indian	ı philosophy
			of the Bhagavad	1.	The Vedic Period
			Gita in the context		and its significance
			of Indian thought	2.	Compare and
		2. Indian	n philosophy		contrast Vedanta
		1.	The Vedic Period		with other schools
			and its significance		of classical Indian
		2.	Compare and		thought
			contrast Vedanta	3.	The Upanishads
			with other schools		as vehicles of
			of classical Indian		philosophical
			thought		inquiry
		3.	The Upanishads	4.	The place of the
			as vehicles of		Bhagavad Gita in
			philosophical		the context of
			inquiry	_	Indian thought
		4.	The place of the	5.	Compare and
			Bhagavad Gita in		contrast Jainism,
			the context of		Sikkhism, and
		_	Indian thought		Buddhism
		5.	Compare and	3. Japan	ese philosophy
			contrast Jainism,	1.	The early
			Sikknism, and		Controntation of
		0 Janar	Budanism		Shinto and
		3. Japan		0	Buddhism Zan in Janan
		1.	The early	2.	Zen in Japan
			Controntation of	З.	
			Shinto and		closs-cultural
		ი	Zen in Janan		development of
		Ζ.	Zen in Japan Multicultural and		
		э.	cross-cultural		thought in Japan
			alaments in the	Л	The role of women
			development of	4.	in Jananese
			nhilosonhical		society and the
			thought in Japan		contributions of
			inought in Japan		

Changed	Field	Current Version	Proposed Version
		 4. The role of wome in Japanese society, and the contributions of women to the evolution of philosophical thought in Japan 3. Appraise, examine, and analyz the influence of Asian philosophy, including its impact upon the arts and sciences within various traditions and cultures. 1. Multicultural and cross- cultural elements in the development of philosophical thought in China, India and Japan 2. The relation of Asian philosophical traditions to the modern world 3. Recent/contemporary developments in Asian philosophy 	n women to the evolution of philosophical thought in Japan 3. Appraise, examine, and analyze the influence of Asian philosophy, including its impact upon the arts and sciences within various traditions and cultures. t 1. Multicultural and cross- cultural elements in the development of philosophical thought in China, India and Japan 2. The relation of Asian philosophical traditions to the modern world 3. Recent/contemporary developments in Asian philosophy
	Lab Component in this Course	No	No
		N	

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
θ	1. Is the unit(s) change required for articulation?	No Value	No
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)

Changed	Questions	Current Version	Proposed Version
	General	No Value	No Value
	Course		
	Statement(s) -		
	Other:		

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
0	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Assignments A: Required reading assignments
0	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Methods of Evaluation C: Essays on topics from Asian philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.

Changed	Questions	Current Version	Proposed Version
0	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Methods of Evaluation C: Essays on topics from Asian philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.
0	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation C: Essays on topics from Asian philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.
0	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Methods of Evaluation C: Essays on topics from Asian philosophy showing the ability to analyze, compare and contrast philosophical ideas, and to employ philosophical methods in the defense of an original position.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form				
Changed	Questions	Current Version	Proposed Version	
Changed	Questions 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	Current Version No Value	Proposed Version No Value	
	to wny.			

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real- world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G- Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form			
Changed	Questions	Current Version	Proposed Version
3	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline A: Identify, examine, and evaluate central figures and methods of Asian philosophy.
9	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, written collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments C: Group discussions emphasizing the comparison and contrast of different positions on philosophical issues in Asian thought. Assignments B: Essays on a particular issue or figure in Asian philosophy

Changed	Questions	Current Version	Proposed Version
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline A: Identify, examine, and evaluate central figures and methods of Asian philosophy.
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline C: Appraise, examine, and analyze the influence of Asian philosophy, including its impact upon the arts and sciences within various traditions and cultures.
₿	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline C: Appraise, examine, and analyze the influence of Asian philosophy, including its impact upon the arts and sciences within various traditions and cultures.

Changed	Questions	Current Version	Proposed Version
0	Criteria 6: Use	No Value	Course Outline C.3:
	real-world or		Recent/contemporary developments
	hands-on		in Asian philosophy
	applications		
	that will provide		
	a context for		
	the concepts		
	being		
	discussed.		
	(ONLY using		
	the Outline,		
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite,		
	copy and paste		
	the area		
	referenced.)		

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
9	Stage 3: Division Curriculum Representative	No Value	DateTabPart - FieldType of EditInitiator - Edit3/25/2025RGCourse DescriptionNeeds to be a complete sentenceNeeds to be a complete sentence
			This course is UC and CSU transferable. This course meets a general education requirement for De Anza, and Cal-GETC. It is included in the De Anza AA-T in Philosophy. The course fosters competence in regards to a student's identifying and analyzing issues and texts in social and political philosophy.

Changed	Questions	Current Version	Proposed Version		
	Stage 4: Division Dean	No Value	No Value		
	Stage 5: SLO Coordinator	No Value	No Value		
	Stage 7: Content Review Matrix Liaison	No Value	No Value		
	Stage 8: Dean of Online Learning	No Value	No Value		
	Stage 9: Articulation Officer	No Value	No Value		
8	Stage 10: De Anza General Education	No Value	Date Tab Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			De 4/27/25 AnzaCriteria GE 2 Form	Please add something describing explicit written communication. Group discussion is perfect for oral and collaborative communication, but something more needs to be added to address written communication.	
	Stage 13: Curriculum Committee	No Value	No Value		

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Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	PHIL 011	PHIL 011
	Course Status	New	New
	Course Characteristics	NA	NA
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	 Requisite change appr. 1/17/23 (effect. F23)cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25)sw 	 Requisite change appr. 1/17/23 (effect. F23)cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25)sw

Course Ac	Course Administration Codes			
Articulation occurs after course approval. The following fields will not show a Proposed Version.				
Changed	Field	Current Version		
	Curriculum ID	PHILD011.		
	Distance Education Approved	No		

Changed	Field	Current Version
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000603977

Articulatio	Articulation			
Changed	Field	Current Version		
	Course			
	Crosswalk			
	CRS-DEPT-			
	NAME			
	Course			
	Crosswalk			
	CRS-NUMBER			