

De Anza College
Change Report
06/03/2024

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	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	Course Characteristics

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
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?

Section**Changed field**

Stand-Alone Statement

Stand-Alone Statement

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• eLumenData, eLumenData	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD077G	DMTD077G
	Course Control Number	CCC000592147	CCC000592147
	Course Title (CB02)	Special Projects in 3D Printing/Additive Manufacturing	Special Projects in 3D Printing/Additive Manufacturing
	Short Course Title	SPEC PROJ 3D PRINT/ADDITIV MFG	SPEC PROJ 3D PRINT/ADDITIV MFG
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Projects advancing students' knowledge and experience in a selected area of Additive Manufacturing/3D Printing. Project type and design will be determined through consultation with the instructor based on FDM or PolyJet Process.	Projects- <u>The focus if this course is</u> advancing students' knowledge and experience in a selected area of Additive Manufacturing/3D Printing. Project type and design will be determined through consultation with the instructor based on FDM or PolyJet Process.
!	Course Type (CB27)	No value	• Lower Division

Changed	Field	Current Version	Proposed Version
!	Mode of Delivery	<ul style="list-style-type: none"> Independent Study 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - MACHINE TOOL TECH

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This CTE, CSU transferable, stand-alone course, 3D Printing / Additive Manufacturing, is a major employment preparation course for our Design and Manufacturing Technologies program. It is intended to better prepare students for work in the design and manufacturing industry in the area of FDM and PolyJet 3D printing/additive manufacturing, as advised by our industry advisory committee.</p>	<p>This CTE, CSU transferable, stand-alone course, 3D Printing / Additive Manufacturing, is a major employment preparation course for our Design and Manufacturing Technologies program. It is intended to better prepare students for work in the design and manufacturing industry in the area of FDM and PolyJet 3D printing/additive manufacturing, as advised by our industry advisory committee.</p>

Foothill Equivalency			

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

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Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This DMT special projects course is designed to advance the skills learned in our certificate and degree program, as well as creating an “on the job experience”. The additional/advanced projects are intended to better prepare our students for work in the advanced design and manufacturing industry in the area of Additive Manufacturing (AM) and 3D printing, as advised by our industry advisory committee.</u>

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	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.

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

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

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
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	Laboratory Hours - Course In-Class (Contact) per Term	72	72
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	Laboratory Hours - Course Out-of-Class per Term	0	0
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	NA Hours - Course In-Class (Contact) per Term	0	0
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	NA Hours - Course Out-of-Class per Term	0	0
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	Total - Course In-Class (Contact) Hours	72	72
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	Total - Course Out-of-Class Hours	0	0
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	Total Credit Units - Minimum Credit Units	2	2
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	Total Credit Units - Maximum Credit Units	2	2
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Speciality Hours

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

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


Credit Units

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

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

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

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Discussion and problem solving performed in class Laboratory experience which involve students in formal exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Discussion and problem solving performed in class Laboratory experience which involve students in formal exercises</p>
	Assignments	<ol style="list-style-type: none"> 1. Lab project demonstrating mastery of skills. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract. 2. Reading from textbooks and references. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract. 	<ol style="list-style-type: none"> 1. Lab project demonstrating mastery of skills. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract. 2. Reading from textbooks and references. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Written report and/or examination to be determined in consultation with instructor (See 3. and 4. of Special Project Contract.)
2. Completed project. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract. An example would be the completion of a product, engineering or manufacturing design using one of the available 3D Printing/Additive Manufacturing and CAD technology.

Methods of Evaluation

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1. Written report and/or examination to be determined in consultation with instructor (See 3. and 4. of Special Project Contract.)
2. Completed project. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract. An example would be the completion of a product, engineering or manufacturing design using one of the available 3D Printing/Additive Manufacturing and CAD technology.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Dependent on nature and scope of project

Essential College Facilities:

- 3D Printing/Additive Manufacturing, CAD computer laboratory

Essential Student Materials:

- Dependent on nature and scope of project

Essential College Facilities:

- 3D Printing/Additive Manufacturing, CAD computer laboratory

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

Title	No value
Author	To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

**Suggested Reading List**

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

No value

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

- Student will complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.

- Student will complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.

Changed	Field	Current Version	Proposed Version
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CSLOs

CSLOs Complete advanced project or projects utilizing skills learned in advanced DMT courses.

Expected SLO Performance 0.0

CSLOs Complete advanced project or projects utilizing skills learned in advanced DMT courses.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
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Course Content

1. Student will complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.
 1. Demonstrate an understanding of selected areas of study within the realm of 3D Printing/Additive Manufacturing technologies.
 2. Evaluate current 3D Printing/Additive Manufacturing technologies literature related to the chosen research topic.
 3. Gain hands on experience and develop skills in 3D Printing/Additive Manufacturing technologies laboratory.

1. Student will complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.
 1. Demonstrate an understanding of selected areas of study within the realm of 3D Printing/Additive Manufacturing technologies.
 2. Evaluate current 3D Printing/Additive Manufacturing technologies literature related to the chosen research topic.
 3. Gain hands on experience and develop skills in 3D Printing/Additive Manufacturing technologies laboratory.

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:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2AT	No Value
	Catalog Term (21-22)	21-22	No Value

Changed	Questions	Current Version	Proposed Version
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 077G	DMT 077G
	Course Status	New Stand-Alone	New Stand-Alone
!	Course Status Code	A	No Value
!	Banner Department	DMT	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	CTE Special Projects	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

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

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	233007	No Value
!	Account Code	1320	No Value
!	Program Code	095300	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 3:
Utilize MLA
guidelines to
format essays,
cite sources,
and compile a
works cited
page.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

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

No Value

No Value

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

No Value

No Value

Objective 3:
Explore functions.

No Value

No Value

Objective 4:
Develop linear function models.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
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	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
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	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

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

No Value

No Value

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

No Value

No Value

**Objective 4:
Develop linear function models to solve problems.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 7:
Develop quadratic function models to solve problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 8:
Use
inequalities to
solve real
world
problems.**

No Value

No Value

**Objective 9:
Explore
arithmetic
sequences and
series.**

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
----------------	------------------	------------------------	-------------------------

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 4:
Solve problems
involving
operations with
signed
numbers.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
----------------	------------------	------------------------	-------------------------

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value
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H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
!	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	Consent of Instructor and Dean
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
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	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
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	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value
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Comments

Changed	Questions	Current Version	Proposed Version
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	<p>Stage 2: Department Chair</p>	No Value	No Value
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	<p>Stage 3: Division Curriculum Representative</p>	No Value	No Value
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	<p>Stage 4: Division Dean</p>	No Value	No Value
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	<p>Stage 5: SLO Coordinator</p>	No Value	No Value
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	<p>Stage 7: Content Review Matrix Liaison</p>	No Value	No Value
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	<p>Stage 8: AVP - Instruction</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: 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	DMTD077G
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000592147

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
06/03/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
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	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	Course Characteristics
Curriculum Office	CTE Status

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
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
Stand-Alone Statement	Stand-Alone Statement

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none">eLumenData, eLumenData	<ul style="list-style-type: none">Mike Appio
	Course ID (CB01A and CB01B)	DMTD077H	DMTD077H
	Course Control Number	CCC000592148	CCC000592148
	Course Title (CB02)	Special Projects for Additive Manufacturing in the Digital Factories	Special Projects for Additive Manufacturing in the Digital Factories
	Short Course Title	SPEC PROJ FOR ADDIT MFG IN DIG	SPEC PROJ FOR ADDIT MFG IN DIG
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	Effective Term	Fall 2021	Fall 2021 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Course Description	Projects advancing students' knowledge and experience in a selected area of Additive Manufacturing in the Digital Factories. Project type and design will be determined through consultation with the instructor based on FDM, FFF or PolyJet Process.	Projects advancing students' knowledge and experience in a selected area of Additive Manufacturing in the Digital Factories. Project type and design will be determined through consultation with the instructor based on FDM, FFF or PolyJet Process.
!	Course Type (CB27)	No value	<ul style="list-style-type: none">Lower Division
!	Mode of Delivery	<ul style="list-style-type: none">Independent Study	<ul style="list-style-type: none">In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none">Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none">FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This CTE, CSU transferable, stand-alone course, Additive Manufacturing in the Digital Factories, is a major employment preparation course for our Design and Manufacturing Technologies program. It is intended to better prepare students for work in the advanced design and manufacturing industry in the area of FDM, FFF, PolyJet manufacturing in digital factories, as advised by our industry advisory committee.</p>	<p>This CTE, CSU transferable, stand-alone course, Additive Manufacturing in the Digital Factories, is a major employment preparation course for our Design and Manufacturing Technologies program. It is intended to better prepare students for work in the advanced design and manufacturing industry in the area of FDM, FFF, PolyJet manufacturing in digital factories, as advised by our industry advisory committee.</p>

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No

Changed	Field	Current Version	Proposed Version
	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	<u>This DMT special projects course is designed to advance the skills learned in our certificate and degree program, as well as creating an “on the job experience”. The additional/advanced projects are intended to better prepare our students for work in the advanced design and manufacturing industry in the area of FDM, FFF, PolyJet manufacturing in digital factories, as advised by our industry advisory committee.</u>


CTE Course

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

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

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

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

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

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	<p>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.</p>	<p>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.</p>

Associated Programs

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Changed	Field	Current Version	Proposed Version
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	Course is part of a program	No value	No value
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
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	Course General Education Status (CB25)	Y	Y
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	Transfer Status	Approved	Approved
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	GE Information	No value	No value
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Weekly Student Hours - Profile Name: Default Profile

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

	Lecture Hours - Out of Class	0	0
--	-------------------------------------	---	---

	Laboratory Hours - In Class	6	6
--	------------------------------------	---	---

	Laboratory Hours - Out of Class	0	0
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	NA Hours - In Class	0	0
--	----------------------------	---	---

	NA Hours - Out of Class	0	0
--	--------------------------------	---	---

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
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	Total - Course In-Class (Contact) Hours	72	72
--	--	----	----

	Total - Course Out-of-Class Hours	0	0
--	--	---	---

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

	Total Credit Units - Maximum Credit Units	2	2
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Speciality Hours

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

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

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

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

Specifications

Changed	Field	Current Version	Proposed Version								
	Methods of Instruction	<table border="1"><tr><td>Methods of Instruction</td><td></td></tr><tr><td>Methods of Instruction</td><td>Discussion and problem solving performed in class Laboratory experience which involve students in formal exercises</td></tr></table>	Methods of Instruction		Methods of Instruction	Discussion and problem solving performed in class Laboratory experience which involve students in formal exercises	<table border="1"><tr><td>Methods of Instruction</td><td>Methods of Instruction</td></tr><tr><td>Methods of Instruction</td><td>Discussion and problem solving performed in class Laboratory experience which involve students in formal exercises</td></tr></table>	Methods of Instruction	Methods of Instruction	Methods of Instruction	Discussion and problem solving performed in class Laboratory experience which involve students in formal exercises
Methods of Instruction											
Methods of Instruction	Discussion and problem solving performed in class Laboratory experience which involve students in formal exercises										
Methods of Instruction	Methods of Instruction										
Methods of Instruction	Discussion and problem solving performed in class Laboratory experience which involve students in formal exercises										
	Assignments	<ol style="list-style-type: none">1. Lab project demonstrating mastery of skills. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract.2. Reading from textbooks and references. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract.	<ol style="list-style-type: none">1. Lab project demonstrating mastery of skills. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract.2. Reading from textbooks and references. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract.								



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Written report and/or examination to be determined in consultation with instructor (See 3. and 4. of Special Project Contract.) 2. Completed project. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract. An example would be the completion of a product, engineering or manufacturing design using one of the available 3D Printing/Additive Manufacturing and CAD technology.

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Written report and/or examination to be determined in consultation with instructor (See 3. and 4. of Special Project Contract.) 2. Completed project. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract. An example would be the completion of a product, engineering or manufacturing design using one of the available 3D Printing/Additive Manufacturing and CAD technology.

Essential Student Materials/Essential College Facilities

- Essential Student Materials:**
- Dependent upon the nature of the project
- Essential College Facilities:**
- 3D Printing/Additive Manufacturing, CAD computer laboratory

- Essential Student Materials:**
- Dependent upon the nature of the project
- Essential College Facilities:**
- 3D Printing/Additive Manufacturing, CAD computer laboratory

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

Title	No value
Author	To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

**Suggested Reading List**

Reading List	To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.
May include, but are not limited to	No value

No value

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

- Student will complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.

- Student will complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.

Changed	Field	Current Version	Proposed Version
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CSLOs

CSLOs Complete advanced project or projects utilizing skills learned in advanced DMT courses.

Expected SLO Performance 0.0

CSLOs Complete advanced project or projects utilizing skills learned in advanced DMT courses.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
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Course Content

1. Student will complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.
 1. Demonstrate an understanding of selected areas of study within the realm of Additive Manufacturing technologies.
 2. Evaluate current Additive Manufacturing technologies literature related to the chosen research topic.
 3. Gain hands on experience and develop skills in Additive Manufacturing technologies laboratory.

1. Student will complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.
 1. Demonstrate an understanding of selected areas of study within the realm of Additive Manufacturing technologies.
 2. Evaluate current Additive Manufacturing technologies literature related to the chosen research topic.
 3. Gain hands on experience and develop skills in Additive Manufacturing technologies laboratory.

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:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2AT	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 077H	DMT 077H
	Course Status	New Stand-Alone	New Stand-Alone
!	Course Status Code	A	No Value
!	Banner Department	DMT	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	CTE Special Projects	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	<p>! 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)</p>	N	No Value
	<p>! Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</p>	N	No Value
	<p>! Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</p>	Six hours laboratory (72 hours total per quarter).	No Value
	<p>! Noncredit Enhanced Funding Indicator</p>	N	No Value
	<p>! In Service Indicator</p>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	233007	No Value
!	Account Code	1320	No Value
!	Program Code	095300	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 3:
Utilize MLA
guidelines to
format essays,
cite sources,
and compile a
works cited
page.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

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

No Value

No Value

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

No Value

No Value

Objective 3:
Explore functions.

No Value

No Value

Objective 4:
Develop linear function models.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	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
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E-Matrix Form

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

No Value

No Value

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

No Value

No Value

**Objective 4:
Develop linear function models to solve problems.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 7:
Develop quadratic function models to solve problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 8:
Use
inequalities to
solve real
world
problems.**

No Value

No Value

**Objective 9:
Explore
arithmetic
sequences and
series.**

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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**Objective 7:
Explore rates
and ratios and
use
proportions to
solve
problems.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**If the requisite
does not fall
under an A-F
Matrix,
download the
Content
Review Matrix
G from the
Reference
Materials, and
follow the
remaining
instructions on
the form. If a
requisite
falling under
Matrix G is
being
removed,
provide an
explanation as
to why.**

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
!	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	Consent of Instructor and Dean
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
----------------	------------------	------------------------	-------------------------

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
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	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
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	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value
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Comments

Changed	Questions	Current Version	Proposed Version
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	<p>Stage 2: Department Chair</p>	No Value	No Value
--	---	----------	----------

	<p>Stage 3: Division Curriculum Representative</p>	No Value	No Value
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	<p>Stage 4: Division Dean</p>	No Value	No Value
--	--	----------	----------

	<p>Stage 5: SLO Coordinator</p>	No Value	No Value
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	<p>Stage 7: Content Review Matrix Liaison</p>	No Value	No Value
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	<p>Stage 8: AVP - Instruction</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: 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	DMTD077H
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000592148

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
06/03/2024

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	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	Course Characteristics




Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
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?

Section**Changed field**

Stand-Alone Statement

Stand-Alone Statement

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD077J	DMTD077J
	Course Control Number	CCC000592149	CCC000592149
	Course Title (CB02)	Special Projects in Additive Manufacturing for Rapid Prototyping	Special Projects in Additive Manufacturing for Rapid Prototyping
	Short Course Title	SPEC PROJ ADDTIV MFG RAPID PRO	SPEC PROJ ADDTIV MFG RAPID PRO
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Course Description	Projects advancing students' knowledge and experience in a selected area of Additive Manufacturing for Rapid Prototyping. Project type and design will be determined through consultation with the instructor based on Fused Deposition Modeling FDM or Fused filament fabrication FFF, Material Jetting, Stereolithography.	Projects- The focus of this course is advancing students' knowledge and experience in a selected area of Additive Manufacturing for Rapid Prototyping. Project type and design will be determined through consultation with the instructor based on Fused Deposition Modeling FDM or Fused filament fabrication FFF, Material Jetting, Stereolithography.

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

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This CTE, CSU transferable stand-alone course, Additive Manufacturing for Rapid Prototyping, is a major employment preparation course for our Design and Manufacturing Technologies program. It is intended to better prepare students for work in the advanced design and manufacturing industry in the area of FDM, FFF, Material Jetting and SLA rapid prototyping, as advised by our industry advisory committee.</p>	<p>This CTE, CSU transferable stand-alone course, Additive Manufacturing for Rapid Prototyping, is a major employment preparation course for our Design and Manufacturing Technologies program. It is intended to better prepare students for work in the advanced design and manufacturing industry in the area of FDM, FFF, Material Jetting and SLA rapid prototyping, as advised by our industry advisory committee.</p>

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

--	--	--	--

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This DMT special projects course is designed to advance the skills learned in our certificate and degree program, as well as creating an “on the job experience”. The additional/advanced projects are intended to better prepare our students for work in the advanced design and manufacturing industry in the area of Fused Deposition Modeling FDM, Fused filament fabrication FFF, Material Jetting and Stereolithography, as advised by our industry advisory committee.</u>

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	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.

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
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	Laboratory Hours - Course In-Class (Contact) per Term	72	72
--	---	----	----

	Laboratory Hours - Course Out-of-Class per Term	0	0
--	---	---	---

	NA Hours - Course In-Class (Contact) per Term	0	0
--	---	---	---

	NA Hours - Course Out-of-Class per Term	0	0
--	---	---	---

	Total - Course In-Class (Contact) Hours	72	72
--	---	----	----

	Total - Course Out-of-Class Hours	0	0
--	-----------------------------------	---	---

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

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

Speciality Hours

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

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


Credit Units

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

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

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

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Discussion and problem solving performed in class Laboratory experience which involve students in formal exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Discussion and problem solving performed in class Laboratory experience which involve students in formal exercises</p>
	Assignments	<ol style="list-style-type: none"> 1. Lab project demonstrating mastery of skills. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract. 2. Reading from textbooks and references. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract. 	<ol style="list-style-type: none"> 1. Lab project demonstrating mastery of skills. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract. 2. Reading from textbooks and references. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract.



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Written report and/or examination to be determined in consultation with instructor (See 3. and 4. of Special Project Contract.) 2. Completed project. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract. An example would be the completion of a product, engineering or manufacturing design using one of the available 3D Printing/Additive Manufacturing and CAD technology.

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Written report and/or examination to be determined in consultation with instructor (See 3. and 4. of Special Project Contract.) 2. Completed project. To be determined in consultation with instructor. See 3. and 4 of Special Project Contract. An example would be the completion of a product, engineering or manufacturing design using one of the available 3D Printing/Additive Manufacturing and CAD technology.

Essential Student Materials/Essential College Facilities

- Essential Student Materials:**
- Dependent upon the nature of the project
- Essential College Facilities:**
- 3D Printing/Additive Manufacturing, CAD computer laboratory

- Essential Student Materials:**
- Dependent upon the nature of the project
- Essential College Facilities:**
- 3D Printing/Additive Manufacturing, CAD computer laboratory

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

Title	No value
Author	To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

**Suggested Reading List**

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

No value

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

- Student will complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.

- Student will complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.

Changed	Field	Current Version	Proposed Version
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CSLOs

CSLOs Complete advanced project or projects utilizing skills learned in advanced DMT courses.

Expected SLO Performance 0.0

CSLOs Complete advanced project or projects utilizing skills learned in advanced DMT courses.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
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Course Content

1. Student will complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.
 1. Demonstrate an understanding of selected areas of study within the realm of Additive Manufacturing technologies.
 2. Evaluate current Additive Manufacturing technologies literature related to the chosen research topic.
 3. Gain hands on experience and develop skills in Additive Manufacturing technologies laboratory.

1. Student will complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.
 1. Demonstrate an understanding of selected areas of study within the realm of Additive Manufacturing technologies.
 2. Evaluate current Additive Manufacturing technologies literature related to the chosen research topic.
 3. Gain hands on experience and develop skills in Additive Manufacturing technologies laboratory.

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:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2AT	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 077J	DMT 077J
	Course Status	New Stand-Alone	New Stand-Alone
!	Course Status Code	A	No Value
!	Banner Department	DMT	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	CTE Special Projects	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	<p>! 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)</p>	N	No Value
	<p>! Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</p>	N	No Value
	<p>! Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</p>	Six hours laboratory (72 hours total per quarter).	No Value
	<p>! Noncredit Enhanced Funding Indicator</p>	N	No Value
	<p>! In Service Indicator</p>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	233007	No Value
!	Account Code	1320	No Value
!	Program Code	095300	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 3:
Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 1:
Create
compositions
about fiction
and non-fiction
texts from
many cultural
and social
perspectives in
a variety of
genres.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore
functions.**

No Value

No Value

**Objective 4:
Develop linear
function
models.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 3:
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.**

No Value

No Value

**Objective 4:
Develop linear function models to solve problems.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 7:
Develop quadratic function models to solve problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 8:
Use
inequalities to
solve real
world
problems.**

No Value

No Value

**Objective 9:
Explore
arithmetic
sequences and
series.**

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
----------------	------------------	------------------------	-------------------------

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value
--	--	----------	----------

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
!	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	Consent of Instructor and Dean
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
----------------	------------------	------------------------	-------------------------

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
----------------	------------------	------------------------	-------------------------

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

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
--	---	----------	----------

	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
--	---	----------	----------

	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
--	---	----------	----------

Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value
--	---	----------	----------

Comments

Changed	Questions	Current Version	Proposed Version
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	<p>Stage 2: Department Chair</p>	No Value	No Value
--	---	----------	----------

	<p>Stage 3: Division Curriculum Representative</p>	No Value	No Value
--	---	----------	----------

	<p>Stage 4: Division Dean</p>	No Value	No Value
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	<p>Stage 5: SLO Coordinator</p>	No Value	No Value
--	--	----------	----------

	<p>Stage 7: Content Review Matrix Liaison</p>	No Value	No Value
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	<p>Stage 8: AVP - Instruction</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: 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	DMTD077J
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000592149

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	



De Anza College
Change Report
11/06/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
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



Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
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?
Stand-Alone Statement	Stand-Alone Statement

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• Cathy Patel
	Course ID (CB01A and CB01B)	EDACD001.	EDACD001.
	Course Control Number	CCC000592151	CCC000592151
	Course Title (CB02)	Introduction to College and Accommodations	Introduction to College and Accommodations
	Short Course Title	INTRO TO COLLEGE & ACCOMODATIO	INTRO TO COLLEGE & ACCOMODATIO
	TOP Code (CB03)	4930.32	4930.32 Learning Skills, Learning Disabled
	CIP Code	Basic Skills and Developmental/Remedial Education, Other	32.0199 Basic Skills and Developmental/Remedial Education, Other
	Department	EDAC - Educational Access	EDAC - Educational Access
	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Orientation to college for the first time college student. Includes De Anza academic policies, resources, campus programs and services; transition concerns from high school to post-secondary for students requiring special classroom accommodations related to disabilities; California system of higher education; educational goals and program planning. This course satisfies the college orientation requirement for new students.	Orientation to college for the first time college student. Includes De Anza academic policies, resources, campus programs and services; transition concerns from high school to post-secondary for students requiring special classroom accommodations related to disabilities; California system of higher education; educational goals and program planning. This course satisfies the college orientation requirement for new students.

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

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Community College Counselor of Students with Disabilities
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - COUNS FOR STDNT W/DISABILITIES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is transferable to CSU and UC. This stand-alone course introduces freshman students with disabilities to the college system, and includes specific information regarding the legal rights of students with documented disabilities to classroom accommodations.	This course is transferable to CSU and UC. This stand-alone course introduces freshman students with disabilities to the college system, and includes specific information regarding the legal rights of students with documented disabilities to classroom accommodations.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

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

CTE Course

--	--	--	--

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

No value

No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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Is this an
honors/non-
honors
course?

No value

No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------



Is this a
mirrored
credit/noncredit
course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------



Is this a
cross-listed
course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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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 designated as an "approved special class" for students with disabilities.	Course is designated as an "approved special class" for students with disabilities.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)

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.

Associated Programs

Changed	Field	Current Version	Proposed Version
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	Course is part of a program	No value	No value
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
--	-------------------------------	---------------------------------	---------------------------------

	Course General Education Status (CB25)	Y	Y
--	---	---	---

	Transfer Status	Approved	Approved
--	------------------------	----------	----------

	GE Information	No value	No value
--	-----------------------	----------	----------

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	1.5	1.5
--	---------------------------------	-----	-----

	Lecture Hours - Out of Class	3	3
--	-------------------------------------	---	---

	Laboratory Hours - In Class	0	0
--	------------------------------------	---	---

	Laboratory Hours - Out of Class	0	0
--	--	---	---

	NA Hours - In Class	0	0
--	----------------------------	---	---

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

Course Student Hours - Profile Name: Default Profile

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

	Hours per unit divisor	36	36
--	-----------------------------------	----	----

	Total Student Learning Hours	54	54
--	---	----	----

	Lecture Hours - Course In- Class (Contact) per Term	18	18
--	--	----	----

	Lecture Hours - Course Out- of-Class per Term	36	36
--	--	----	----

	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	18	18
	Total - Course Out-of-Class Hours	36	36
	Total Credit Units - Minimum Credit Units	1.5	1.5
	Total Credit Units - Maximum Credit Units	1.5	1.5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	54	54
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	1.5	1.5
	Minimum Credit Units	1.5	1.5

Changed	Field	Current Version	Proposed Version
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	Maximum Credit Units	1.5	1.5
--	-----------------------------	-----	-----

SKIP

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

Changed	Field	Current Version	Proposed Version
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Methods of Instruction

Methods of Instruction

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

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 Exploration of Internet sites
 Collaborative learning and small group exercises
 Campus walking tour

Assignments

1. Required reading assignments from texts and handouts
 2. Group discussions

1. Required reading assignments from texts and handouts
 2. Group discussions

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

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Written worksheets that evaluate ability to synthesize and organize information 2. Quizzes that include multiple choice and short answers 3. Final Project (2-year education plan)

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> 1. Written worksheets that evaluate ability to synthesize and organize information 2. Quizzes that include multiple choice and short answers 3. Final Project (2-year education plan)

**Essential Student Materials/Essential College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None

**Examples of Primary Texts and References**

Title	No value
Author	De Anza College Catalog, current year
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	De Anza College Catalog
Author	De Anza College
Publisher	De Anza College
Date/Edition	2024
ISBN	No value

Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List Mooney, Jonathan and Cole, David. Learning Outside The Lines: Two Ivy League Students With Learning Disabilities and ADHD Give you Tools for Academic Success and Educational Revolution. Fireside, New York, 2000

May include, but are not limited to No value

Reading List Quinn, Patricia O., M.D., ADD and the College Student: A Guide for High School and College Students with Attention Deficit Disorder, Magination Press, New York, 2004.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none">• Identify academic goals• Examine organizational structure of higher education in California and the U.S.• Explore De Anza Academics• Explore Disability and College Accommodations• Develop a two-year Educational Plan	<ul style="list-style-type: none">• Identify academic goals• Examine organizational structure of higher education in California and the U.S.• Explore De Anza Academics• Explore Disability and College Accommodations• Develop a two-year Educational Plan

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

CSLOs Explain the differences between disability access laws in secondary and post-secondary education.

Expected SLO Performance 0.0

CSLOs Explain the differences between disability access laws in secondary and post-secondary education.

Expected SLO Performance 0.0

CSLOs Articulate their legal rights to educational accommodations, self-advocate, and appropriately utilize De Anza College disability resources.

Expected SLO Performance 0.0

CSLOs Articulate their legal rights to educational accommodations, self-advocate, and appropriately utilize De Anza College disability resources.

Expected SLO Performance 0.0

CSLOs Demonstrate knowledge of De Anza policies, programs, resources, and services.

Expected SLO Performance 0.0

CSLOs Demonstrate knowledge of De Anza policies, programs, resources, and services.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<ol style="list-style-type: none"> 1. Identify academic goals <ol style="list-style-type: none"> 1. Discuss the concept of lifetime goals 2. Discuss organizing academics through the setting of progressive goals 3. Complete goal-setting exercises to include academic, personal, and career goals 4. Choose a major 5. Validate goal setting as a work in progress 2. Examine organizational structure of higher education in California and the U.S. <ol style="list-style-type: none"> 1. Explore the Education Pyramid 2. Discuss disability as a factor in goal setting and realistic planning 3. Explore the California Community College system, California State system, and the University of California system, and other educational institutions 4. Explore lower division and upper division course work 5. Examine General Education coursework and major-specific coursework 3. Explore De Anza Academics <ol style="list-style-type: none"> 1. Explore degrees, Certificates, and basic skill building 2. Review the De Anza Divisions; majors offered 3. Review requirements for an A.A./A.S. degree; AA and AS Transfer Degrees (ADT) 4. Examine curriculum sheets; transfer 	<ol style="list-style-type: none"> 1. Identify academic goals <ol style="list-style-type: none"> 1. Discuss the concept of lifetime goals 2. Discuss organizing academics through the setting of progressive goals 3. Complete goal-setting exercises to include academic, personal, and career goals 4. Choose a major 5. Validate goal setting as a work in progress 2. Examine organizational structure of higher education in California and the U.S. <ol style="list-style-type: none"> 1. Explore the Education Pyramid 2. Discuss disability as a factor in goal setting and realistic planning 3. Explore the California Community College system, California State system, and the University of California system, and other educational institutions 4. Explore lower division and upper division course work 5. Examine General Education coursework and major-specific coursework 3. Explore De Anza Academics <ol style="list-style-type: none"> 1. Explore degrees, Certificates, and basic skill building 2. Review the De Anza Divisions; majors offered 3. Review requirements for an A.A./A.S. degree; AA and AS Transfer Degrees (ADT) 4. Examine curriculum sheets; transfer

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

- | | |
|--|--|
| <p>preparation and career degrees</p> <p>5. Introduce prerequisites, advisories and special program applications</p> <p>4. Explore Disability and College Accommodations</p> <p>1. Evaluate the differences between IDEA (Individuals with Disabilities Education Act) accommodations, ADA (Americans with Disabilities Act) and section 504 accommodations</p> <p>2. List the typical academic accommodations provided on college campuses such as Sign Language Interpreters, video captioning, mobility services, assistive technologies, and alternate media.</p> <p>3. Examine self-advocacy for students who require accommodations</p> <p>5. Develop a two-year Educational Plan</p> <p>1. Review information resources needed</p> <p>2. Develop time management strategies</p> <p>3. Create plan for transfer or the work force</p> <p>4. Discuss flexibility with changing goals and majors</p> | <p>preparation and career degrees</p> <p>5. Introduce prerequisites, advisories and special program applications</p> <p>4. Explore Disability and College Accommodations</p> <p>1. Evaluate the differences between IDEA (Individuals with Disabilities Education Act) accommodations, ADA (Americans with Disabilities Act) and section 504 accommodations</p> <p>2. List the typical academic accommodations provided on college campuses such as Sign Language Interpreters, video captioning, mobility services, assistive technologies, and alternate media.</p> <p>3. Examine self-advocacy for students who require accommodations</p> <p>5. Develop a two-year Educational Plan</p> <p>1. Review information resources needed</p> <p>2. Develop time management strategies</p> <p>3. Create plan for transfer or the work force</p> <p>4. Discuss flexibility with changing goals and majors</p> |
|--|--|

Lab Component in this Course

No

No

Lab Outline

No value

No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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	Prerequisite(s):	No Value	No Value
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	Corequisite(s):	No Value	No Value
--	------------------------	----------	----------

	Advisory(ies):	No Value	No Value
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	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
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	General Course Statement(s):	No Value	No Value
--	-------------------------------------	----------	----------

	General Course Statement(s) - Other:	No Value	No Value
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Curriculum Office

Changed	Questions	Current Version	Proposed Version
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	Banner Start Term (202122)	202122	No Value
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	Banner Division	2DS	No Value
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	Catalog Term (21-22)	21-22	No Value
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Changed	Questions	Current Version	Proposed Version
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	EDAC 001	EDAC 001
	Course Status	New Stand-Alone	New Stand-Alone
!	Course Status Code	A	No Value
!	Banner Department	EDAC	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	Disability Support	Disability Support
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
!	DL Approval Date (MM/DD/YYYY)	11/03/2020	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	DL	No Value

Changed	Questions	Current Version	Proposed Version
	<p>! 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)</p>	T	No Value
	<p>! Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</p>	A	No Value
	<p>! Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</p>	One and one-half hours lecture (18 hours total per quarter).	No Value
	<p>! Noncredit Enhanced Funding Indicator</p>	N	No Value
	<p>! In Service Indicator</p>	N	No Value

Changed	Questions	Current Version	Proposed Version
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Sports/Physical Education Course Indicator

N

No Value



COA Code

C

No Value



Fund Code

122020

No Value



Organization Code

227013

No Value



Account Code

1320

No Value



Program Code

493031

No Value



Percent

100

No Value

Curriculum Office Notes

No Value

No Value



Print/No Print to Catalog

Yes

No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
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Basic Course Information

No Value

No Value

Units and Hours

No Value

No Value

Specifications

No Value

No Value

Outline

No Value

No Value

Other

No Value

No Value

Blue Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 2:
Compose
essays drawn
from personal
experience
and assigned
texts.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

D-Matrix Form

Blank area for the D-Matrix Form.

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Develop linear
function
models.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 9:
Develop
quadratic
function
models to
solve
problems.**

No Value

No Value

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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**Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem-
solving
methods.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 4:
Develop linear
function
models to
solve
problems.**

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
----------------	------------------	------------------------	-------------------------

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Solve problems
involving
operations with
signed
numbers.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
--	---	----------	----------

Changed	Questions	Current Version	Proposed Version
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Criteria 2:
Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.

No Value

No Value

Criteria 3:
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.

No Value

No Value

Criteria 4:
Analyze how the well being of human society is dependent on sustainable social and ecological systems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department Chair**

No Value

No Value

**Stage 3:
Division Curriculum Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

Stage 5: SLO Coordinator

No Value

No Value

**Stage 7:
Content Review Matrix Liaison**

No Value

No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 8: Dean of Online Learning	No Value						Initiator - Indicate "Y" When Completed
			5/07/24	Gabriela Specifications Nocito - Suggested for AVPI Reading List	Required			Please delete the Suggested Reading List as this part is reserved for English classes only.
			5/07/24	Basic Gabriela Information - Nocito Proposal for AVPI Details - Attachments	Required			Please attach the Course Online Delivery Request form.
			6/10/24	Gabriela Specifications Nocito - Suggested for AVPI Reading List	Required			Please delete the Suggested Reading List as this part is reserved for English classes only.
			6/10/24	Basic Gabriela Information - Nocito Proposal for AVPI Details - Attachments	Required			Please attach the Course Online Delivery Request form.
			10/4/24	Basic Gabriela Information - Nocito Proposal for AVPI Details - Attachments	Required			Please attach the Course Online Delivery Request form.

Changed	Questions	Current Version	Proposed Version
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			<p>10/4/24 Gabriela Specifications Nocito - Suggested for AVPI Reading List</p> <p>Required</p>
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Please delete the Suggested Reading List as this part is reserved for English classes only. Please attach the Online Course Online Delivery Request form. Please delete the Suggested Reading List as this part is reserved for English classes only.

			<p>10/22/24 Basic Gabriela Information - Nocito Proposal for AVPI Details - Attachments</p> <p>Required</p>
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			<p>10/22/24 Gabriela Specifications Nocito - Suggested for AVPI Reading List</p> <p>Required</p>
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Stage 9: Articulation Officer	No Value	No Value
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Stage 10: De Anza General Education	No Value	No Value
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Stage 13: Curriculum Committee	No Value	No Value
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	EDACD001.
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Changed	Field	Current Version
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Aug 31, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000592151
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
06/03/2024

Summary of Changes

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

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
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
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline
Comments	Stage 2: Department Chair
Comments	Stage 4: Division Dean
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 9: Articulation Officer

Section**Changed field**

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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• Kathy Flores
	Course ID (CB01A and CB01B)	ESLD244.	ESLD244.
	Course Control Number	CCC000356402	CCC000356402
	Course Title (CB02)	Intermediate English as a Second Language	Intermediate English as a Second Language
	Short Course Title	INTER ESL	INTER ESL
	TOP Code (CB03)	4930.87	4930.87 English as a Second Language–Integrated
	CIP Code	Second Language Learning	32.0109 Second Language Learning
	Department	ESL - Eng. as a Second Lang.	ESL - Eng. as a Second Lang.
	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Development of English speaking, listening, reading and writing skills with an emphasis on explicit, direct grammar instruction. Vocabulary-building and writing are emphasized. Pronunciation practice and discussion of cross-cultural topics are also included.	Development of English speaking, listening, reading and writing skills with an emphasis on explicit, direct grammar instruction. Vocabulary-building and writing are emphasized. Pronunciation practice and discussion of cross-cultural topics are also included.

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

Faculty Requirements

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

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course follows ESL D234. Low Intermediate English as a Second Language. It provides the required intermediate level foundation skills in reading, writing, grammar, and listening and speaking to prepare students for the next ESL levels; ESL D251., ESL D252., and ESL D253. It is a basic skills course. It is considered a stand-alone course.</p>	<p>This course follows ESL D234- <u>D234/ESL D434</u>. Low Intermediate English as a Second Language. It provides the required intermediate level foundation skills in reading, writing, grammar, and listening and speaking to prepare students for the next ESL levels; <u>level</u>: ESL D251., ESL D252., and ESL D253. <u>D255/ESL D455</u>. It is a basic skills course. It is considered a stand-alone course.</p>

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement


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Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>ESL D244 is a basic skills, stand-alone course because it is neither degree-applicable nor transferable to a university. The purpose of the course is to meet the needs of students whose native language is not English and who take the ESL Placement Assessment but do not qualify for ESL D255/455 or ESL D251/D451, which are high intermediate courses. By providing intermediate-level listening, speaking, reading, writing and grammar skills, ESL D244/D444 can help students strengthen their English skills and be successful in ESL D255/D455 and ESLD251/D451 as well as the rest of the courses in the ESL sequence.</u>

CTE Course


Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</u>

Cross-listed Course

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

More Options

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

Associated Programs

Changed	Field	Current Version	Proposed Version
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	Course is part of a program	No value	No value
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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	Transfer Status (CB05)	Not transferable	Not transferable
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	Course General Education Status (CB25)	Y	Y
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	Transfer Status	Not transferable	Not transferable
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	GE Information	No value	No value
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Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	10	10
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	Lecture Hours - Out of Class	20	20
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	Laboratory Hours - In Class	0	0
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	Laboratory Hours - Out of Class	0	0
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	NA Hours - In Class	0	0
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	NA Hours - Out of Class	0	0
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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	360	360
	Lecture Hours - Course In-Class (Contact) per Term	120	120
	Lecture Hours - Course Out-of-Class per Term	240	240
	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	120	120
	Total - Course Out-of-Class Hours	240	240
	Total Credit Units - Minimum Credit Units	10	10

Changed	Field	Current Version	Proposed Version
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	Total Credit Units - Maximum Credit Units	10	10
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Speciality Hours

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

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

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	360	360
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	10	10
	Minimum Credit Units	10	10
	Maximum Credit Units	10	10

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
In-class essays
In-class exploration of Internet sites
Quiz and examination review performed in class
Homework and extended projects
Guest speakers
Collaborative learning and small group exercises
Other: Instruction based on current second language acquisition research, theory, methodology, and techniques.

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned readings
Discussion and problem solving performed in class
In-class tests and quizzes
In-class quizzes and exams
Homework
Guest speakers
Collaborative learning and small group exercises
Other: Instruction based on current second language acquisition research, theory, methodology, and techniques.



Assignments

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Write sentences and groups of topic-related sentences. <ol style="list-style-type: none"> 1. Include a minimum of ten topic-related writing assignments. At least six of these writing assignments should be drafted pieces of writing which are 100-150 words in length. Instructors should read and give feedback on at least one draft of every drafted writing assignment before a final draft is graded. Final drafts should be grammatically accurate and should include correct usage of academic vocabulary. 2. Write sentences which answer questions from reading and listening passages. 3. Introduce summary writing by doing guided summary writing activities. 2. Read intermediate level texts, articles, and excerpts. <ol style="list-style-type: none"> 1. Include exercises to identify the main idea and important details of a reading. 2. Include pronoun reference exercises. 3. Include vocabulary exercises which teach students how to guess the meaning of new vocabulary words from context. 4. Include vocabulary exercises which allow students to learn and build their academic vocabulary. 3. Practice speaking appropriate American English. <ol style="list-style-type: none"> 1. At least two oral classroom presentations on an assigned topic. | <ol style="list-style-type: none"> 1. Write sentences and paragraphs. <ol style="list-style-type: none"> 1. Include a minimum of eight paragraph writing assignments. At least six of these writing assignments should be drafted pieces of writing which are 150-200 words in length. Instructors should read and give feedback on at least one draft of every drafted writing assignment before a final draft is graded. Final drafts should be grammatically accurate and should include correct usage of academic vocabulary. 2. Write sentences which answer questions from reading and listening passages. 3. Introduce summary writing by doing guided summary writing activities. 2. Read intermediate level texts, articles, and excerpts. <ol style="list-style-type: none"> 1. Include exercises to identify the main idea and important details of a reading. 2. Include pronoun reference and transition signal exercises. 3. Include vocabulary exercises which teach students how to guess the meaning of new vocabulary words from context. 4. Include vocabulary exercises which allow students to learn and build their academic vocabulary. 3. Practice speaking appropriate American English. <ol style="list-style-type: none"> 1. At least two oral classroom presentations on an assigned topic. |
|--|---|

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

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- | | |
|--|---|
| <p>2. Outside speaking assignments which may include but are not limited to surveys, interviews, Cross Cultural Partners, or Listening and Speaking Center workshops.</p> <p>3. In class speaking practice in pairs and small groups. This may include but is not limited to discussions, information gap activities, interviews, and sharing of personal and cultural information.</p> <p>4. Practice listening to intermediate level materials for the purpose of comprehension, understanding, building academic vocabulary, and building knowledge.</p> <p>1. Listen to ESL software, which may include but is not limited to English Interactive 3.</p> <p>2. Listen to authentic and modified dialogues, conversations, discussions, and speeches from a variety of sources including but not limited to movies, Youtube videos, television commercials, television shows, movie trailers, television news broadcasts, radio broadcasts, and songs.</p> <p>5. Grammar, editing, and writing technique exercises and activities.</p> <p>1. Including but not limited to verb tense, sentence boundaries, sentence combining, adverb clauses, and modals.</p> <p>2. Focus is on sentence-level grammar exercises that build toward writing a group of topic-related sentences.</p> | <p>2. Outside speaking assignments which may include but are not limited to surveys, interviews, Cross Cultural Partners, or Listening and Speaking Center workshops.</p> <p>3. In-class speaking practice in pairs and small groups. This may include but is not limited to discussions, information gap activities, interviews, and sharing of personal and cultural information.</p> <p>4. Practice listening to intermediate level materials for the purpose of comprehension, understanding, building academic vocabulary, and building knowledge.</p> <p>1. Listen to ESL software, which may include but is not limited to English Interactive 3.</p> <p>2. Listen to authentic and modified dialogues, conversations, discussions, and speeches from a variety of sources including but not limited to movies, YouTube videos, television commercials, television shows, movie trailers, television news broadcasts, radio broadcasts, TED Talks, and songs.</p> <p>5. Grammar, editing, and writing technique exercises and activities.</p> <p>1. Including but not limited to verb tense, sentence boundaries, sentence combining, adverb clauses, and modals.</p> <p>2. Focus is on sentence-level grammar exercises that build toward writing paragraphs.</p> |
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Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

Methods **Methods of Evaluation**
of
Evaluation

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

1. In-class and take-home writing assignments to evaluate students' ability, understanding, and usage of level-specific grammar and vocabulary.
2. Quizzes, exercises, and writing assignments to evaluate comprehension of intermediate reading materials.
3. Oral presentations, interviews, and discussions to evaluate ability and proficiency in using standard American English.
4. Quizzes, exercises, and assignments to evaluate comprehension of intermediate level listening materials.
5. Quizzes, exercises, and assignments to evaluate proficiency in using level specific grammar.
6. At least one midterm and one final exam that test grammar,

**Methods
of
Evaluation**

1. In-class and take-home writing assignments to evaluate students' ability, understanding, and usage of intermediate-level grammar and vocabulary.
2. Quizzes, exercises, and writing assignments to evaluate comprehension of intermediate reading materials.
3. Oral presentations, interviews, and discussions to evaluate ability and proficiency in using standard American English.
4. Quizzes, exercises, and assignments to evaluate comprehension of intermediate-level listening materials.
5. Quizzes, exercises, and assignments to evaluate proficiency in using intermediate-level grammar.
6. At least one midterm and one final exam that test grammar,

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

listening, speaking, reading, and writing. Both must include in-class writing of a group of topic-related sentences.

listening, speaking, reading, and writing. Both must include in-class writing of a paragraph.

**Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Elbaum. Grammar in Context 2 (6th ed.) National Geographic Learning, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Elbaum. Grammar in Context 2 (6th ed.) National Geographic Learning, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Flores. What Every ESL Student Should Know. University of Michigan Press, 2008.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Flores. What Every ESL Student Should Know. University of Michigan Press, 2008.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Fuchs et al. Focus on Grammar 3 (5th ed). Pearson, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Fuchs et al. Focus on Grammar 3 (5th ed). Pearson, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Smith & Mare. Reading for Today: Issues (5th ed). National Geographic Learning, 2016.
Publisher	No value

Title	No value
Author	Smith & Mare. Reading for Today: Issues (5th ed). National Geographic Learning, 2016.
Publisher	No value

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

Date/Edition	No value
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ISBN	No value
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Date/Edition	No value
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ISBN	No value
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Title	English Grammar in Use
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Author	Raymond Murphy
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Publisher	Cambridge
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Date/Edition	2019/5th edition
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ISBN	9781108457651
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Suggested Reading List

No value

Reading List Atkinson, Dwight. Alternative Approaches to Second Language Acquisition (11th ed.). Routledge, 2011.

May include, but are not limited to No value

Reading List Brown, H. Douglas. Principles of Language Learning and Teaching (6th ed). Pearson Education ESL, 2014

May include, but are not limited to No value

Reading List Celce-Murcia, Marianne. Teaching English as a Second or Foreign Language (4th ed). Heinle & Heinle, 2013.

May include, but are not limited to No value

Reading List Folse, Keith. Vocabulary Myths: Applying Second Language Research to Classroom Teaching. University of Michigan Press, 2014.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Gass et al. Second Language Acquisition: An Introductory Course (4th edition). Routledge, 2013.

May include, but are not limited to No value

Reading List Jensen, Eric. Brain Based Learning (2nd ed.). Corwin Press, 2008.

May include, but are not limited to No value

Reading List Lemov. Teach Like a Champion. Jossey-Bass, 2010.

May include, but are not limited to No value

Reading List Nation. Learning Vocabulary in Another Language. Cambridge University Press, 2001.

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

May include, but are not limited to No value

Reading List Ortega, Lourdes. Understanding Second Language Acquisition. Routledge, 2013.

May include, but are not limited to No value

Reading List Sousa, David. How the Brain Learns (4th ed.). Corwin Press, 2011.

May include, but are not limited to No value

Learning Outcomes and Objectives

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

- Listen to, comprehend, and infer meaning from dialogues, conversations, discussions, and listening passages.
 - Speak appropriate American English in given situations.
 - Read, comprehend and analyze intermediate level reading passages.
 - Write a group of topic-related sentences using level-specific grammar and vocabulary.
 - Demonstrate level-appropriate sentence structure, grammar and vocabulary.
 - Expand vocabulary with emphasis on high-frequency words and words from the academic word list.
 - Discuss and analyze cross-cultural customs and attitudes, especially in contrast with the students' native customs and attitudes.
- Listen to, comprehend, and infer meaning from dialogues, conversations, discussions, and listening passages.
 - Speak appropriate intermediate-level American English in given situations.
 - Read, comprehend and analyze intermediate-level reading passages.
 - Write paragraphs using intermediate-level grammar and vocabulary.
 - Demonstrate intermediate-level sentence structure, grammar and vocabulary.
 - Expand vocabulary with emphasis on high-frequency words and words from the academic word list.
 - Discuss and analyze cross-cultural customs and attitudes, especially in contrast with the students' native customs and attitudes.

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

CSLOs Comprehend, analyze and respond to reading and listening intermediate materials.

Expected SLO Performance 0.0

CSLOs Comprehend, analyze and respond to reading and listening intermediate-level materials.

Expected SLO Performance 0.0

CSLOs Write a group of topic-related sentences using level specific grammar and vocabulary.

Expected SLO Performance 0.0

CSLOs Write a paragraph using intermediate-level specific grammar and vocabulary.

Expected SLO Performance 0.0

CSLOs Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking.

Expected SLO Performance 0.0

CSLOs Demonstrate understanding and usage of intermediate-level grammar and vocabulary in reading, writing, listening and speaking.

Expected SLO Performance 0.0

Course Outline



**Course
Content**

1. Listen to, comprehend, and infer meaning from dialogues, conversations, discussions, and listening passages.
 1. Demonstrate understanding of the main idea of dialogues, conversations, discussions, and selected listening passages.
 2. Demonstrate understanding of the important details of dialogues, conversations, discussions, and selected listening passages.
 3. Predict meaning from dialogues, conversations, discussions, and selected listening passages.
 4. Infer meaning from dialogues, conversations, discussions, and listening passages.
 5. Recognize targeted vocabulary words in dialogues, conversations, discussions and listening passages.
2. Speak appropriate American English in given situations.
 1. Use correct and appropriate grammar in a variety of speaking situations.
 1. Describing objects, people, and events.
 2. Explaining personal information and opinions.
 3. Giving and asking for directions.
 4. Expressing and checking understanding.
 5. Expressing preferences.
 6. Expressing possibilities.
 7. Expressing necessity.
 8. Expressing prohibition.
 9. Expressing requests.
 10. Delivering oral presentations on

1. Listen to, comprehend, and infer meaning from dialogues, conversations, discussions, and listening passages.
 1. Demonstrate understanding of the main idea of dialogues, conversations, discussions, and selected listening passages.
 2. Demonstrate understanding of the important details of dialogues, conversations, discussions, and selected listening passages.
 3. Predict meaning from dialogues, conversations, discussions, and selected listening passages.
 4. Infer meaning from dialogues, conversations, discussions, and listening passages.
 5. Recognize targeted vocabulary words in dialogues, conversations, discussions and listening passages.
2. Speak appropriate intermediate-level American English in given situations.
 1. Use correct and appropriate grammar in a variety of speaking situations.
 1. Explaining personal information and opinions.
 2. Giving and asking for advice.
 3. Expressing and checking understanding.
 4. Expressing possibilities.
 5. Expressing necessity.
 6. Expressing requests.
 7. Delivering oral presentations on assigned topics.
 8. Participating in informal conversations.

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

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- | | |
|---|---|
| <p>assigned topics.</p> <ol style="list-style-type: none">11. Participating in informal conversations.2. Practice and use correct pronunciation at the word and sentence levels.<ol style="list-style-type: none">1. Practice and use appropriate stress at the word and sentence level.2. Practice and use appropriate rhythm at the sentence level.3. Practice and use correct intonation at the sentence level, including correct intonation of yes/no and wh questions.4. Practice and use the correct pronunciation of vowel and consonant sounds, especially final /s/ and /d/ sounds and /th/ sounds.3. Read, comprehend and analyze intermediate level reading passages.<ol style="list-style-type: none">1. Practice and use pre-reading strategies.<ol style="list-style-type: none">1. Predict reading content by reading the title and subtitles, looking at the pictures, and reading the first sentence of each paragraph.2. Explain and discuss topic-related knowledge and experience prior to reading.2. Read level-appropriate materials that include vocabulary from the academic word list and reflect a variety of cultural, societal, and personal perspectives. | <ol style="list-style-type: none">2. Practice and use correct pronunciation at the word and sentence levels.<ol style="list-style-type: none">1. Practice and use appropriate stress at the word and sentence level.2. Practice and use appropriate rhythm at the sentence level.3. Practice and use correct intonation at the sentence level, including correct intonation of yes/no and wh questions.4. Practice and use the correct pronunciation of vowel and consonant sounds, especially final /s/ and /d/ sounds.3. Read, comprehend and analyze intermediate level reading passages.<ol style="list-style-type: none">1. Practice and use pre-reading strategies.<ol style="list-style-type: none">1. Predict reading content by reading the title and subtitles, looking at the pictures, and reading the first sentence of each paragraph.2. Explain and discuss topic-related knowledge and experience prior to reading.2. Read intermediate-level materials that include vocabulary from the academic word list and reflect a variety of cultural, societal, and personal perspectives.3. Identify and demonstrate understanding of the main idea, supporting details, and author's perspective. |
|---|---|

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

- | Changed Field | Current Version | Proposed Version |
|---------------|--|--|
| | <ol style="list-style-type: none">3. Identify and demonstrate understanding of the main idea, supporting details, and author's perspective.4. Demonstrate above comprehension by answering true/false questions, main idea questions, pronoun reference questions, and vocabulary-in-context questions.5. Demonstrate comprehension and analysis by engaging in such activities as class and small group discussion, sharing related personal experiences and knowledge, presentations, and short writing assignments, including summaries. | <ol style="list-style-type: none">4. Demonstrate above comprehension by answering true/false questions, main idea questions, pronoun reference questions, and vocabulary-in-context questions.5. Demonstrate comprehension and analysis by engaging in such activities as class and small group discussion, sharing related personal experiences and knowledge, presentations, and short writing assignments, including summaries. |
| | <ol style="list-style-type: none">4. Write a group of topic-related sentences using level-specific grammar and vocabulary.<ol style="list-style-type: none">1. Construct topic-related writing of 100-150 words in length. Writing assignments should relate to readings, listening assignments, and/or grammar instruction. Summary writing assignments should be included.2. Revise to improve content, structure, and mechanics by writing multiple drafts.3. Analyze peer writing in pairs and small groups for content, structure, mechanics, and vocabulary.5. Demonstrate level-appropriate sentence structure, grammar and vocabulary.<ol style="list-style-type: none">1. Demonstrate proficiency using simple present tense, present progressive tense, simple past tense, past progressive tense, and future.2. Demonstrate understanding of present perfect and present perfect progressive. | <ol style="list-style-type: none">4. Write a paragraph using intermediate-level grammar and vocabulary.<ol style="list-style-type: none">1. Construct topic-related writing of 150-200 words in length. Writing assignments should relate to readings, listening assignments, and/or grammar instruction. Summary writing assignments should be included.2. Revise to improve content, structure, and mechanics by writing multiple drafts.3. Analyze peer writing in pairs and small groups for content, structure, mechanics, and vocabulary.5. Demonstrate level-appropriate sentence structure, grammar and vocabulary.<ol style="list-style-type: none">1. Demonstrate proficiency using simple present tense, present progressive tense, simple past tense, past progressive tense, and future.2. Demonstrate understanding of present perfect and present perfect progressive.3. Demonstrate proficiency using modals of advice, |

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

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- | | |
|--|--|
| <ol style="list-style-type: none">3. Demonstrate proficiency using modals of advice, request, possibility/assumption, necessity, prohibition, and preferences.4. Demonstrate proficiency using adverb clauses (while, when, after, before, until, as soon as, although, even though, and because).5. Demonstrate proficiency in forming and using wh-questions.6. Construct sentences using FANBOYS (for, and, nor, but, or, yet, so) and semi-colon.7. Demonstrate proficiency using nouns, articles, and quantifiers.8. Demonstrate proficiency using adjectives, including participials, adverbs, and comparative and superlative adjectives and adverbs. <ol style="list-style-type: none">6. Expand vocabulary with emphasis on high-frequency words and words from the academic word list.<ol style="list-style-type: none">1. Practice guessing meaning from context.2. Practice dictionary skills.<ol style="list-style-type: none">1. Use the dictionary to identify meaning, count and non-count nouns, transitive and intransitive verbs, pronunciation key, register, and parts of speech.2. Use the dictionary to choose the appropriate definition for the given context.3. Recognize targeted vocabulary words in reading and listening assignments.4. Analyze words by discussing parts of speech, definitions, prefixes, synonyms, antonyms, roots, suffixes, register, related words, | <ol style="list-style-type: none">possibility, request, and necessity.4. Demonstrate proficiency using adverb clauses (while, when, after, before, until, as soon as, although, even though, and because).5. Demonstrate proficiency in forming and using wh-questions.6. Construct sentences using FANBOYS (for, and, nor, but, or, yet, so) and semi-colon.7. Demonstrate proficiency using nouns, articles, gerunds, infinitives, and quantifiers.8. Demonstrate proficiency using adjectives, including participials, adverbs, and comparative and superlative adjectives and adverbs. <ol style="list-style-type: none">6. Expand vocabulary with emphasis on high-frequency words and words from the academic word list.<ol style="list-style-type: none">1. Practice guessing meaning from context.2. Practice dictionary skills.<ol style="list-style-type: none">1. Use the dictionary to identify meaning, count and non-count nouns, transitive and intransitive verbs, pronunciation key, register, and parts of speech.2. Use the dictionary to choose the appropriate definition for the given context.3. Recognize targeted vocabulary words in reading and listening assignments.4. Analyze words by discussing parts of speech, definitions, prefixes, synonyms, antonyms, roots, suffixes, register, related words, connotations, and collocations. |
|--|--|

Changed	Field	Current Version	Proposed Version
		connotations, and collocations. 5. Demonstrate proficiency in pronunciation of targeted vocabulary words. 6. Use targeted vocabulary words in writing and speaking assignments. 7. Discuss and analyze cross-cultural customs and attitudes, especially in contrast with the students' native customs and attitudes. 1. Read and listen to level-appropriate materials that address cultural issues which may include but are not limited to the topics of family, society, business, holidays, education, politics, and social norms. 2. Demonstrate above comprehension by engaging in such activities as class and small group discussion, sharing related personal experiences and knowledge, writing assignments, and presentations.	5. Demonstrate proficiency in pronunciation of targeted vocabulary words. 6. Use targeted vocabulary words in writing and speaking assignments. 7. Discuss and analyze cross-cultural customs and attitudes, especially in contrast with the students' native customs and attitudes. 1. Read and listen to intermediate-level materials that address cultural issues which may include but are not limited to the topics of family, society, business, holidays, education, politics, and social norms. 2. Demonstrate above comprehension by engaging in such activities as class and small group discussion, sharing related personal experiences and knowledge, writing assignments, and presentations.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2LA	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	ESL 244	ESL 244
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	ESL	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	No Value
!	Emergency Approval	Hybrid	No Value

Changed	Questions	Current Version	Proposed Version
	! Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	! Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	! Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Ten hours lecture (120 hours total per quarter).	No Value
	! Noncredit Enhanced Funding Indicator	N	No Value
	! In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	238003	No Value
!	Account Code	1320	No Value
!	Program Code	493087	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Qualifying score on the English as a Second Language Placement Test; or ESL D234. (or ESL D434.) with a grade of C or better	Qualifying score on the English as a Second Language Placement Test; or ESL D234. (or ESL D434.) with a grade of C or better
	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):	(Restricted to students whose native language is not English.)	(Restricted to students whose native language is not English.)

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

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Course justification update
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives
!	Outline	No Value	Deleted content within course objective(s) Added content within course objectives(s) to address changes within the course and/or discipline Updated content within course objective(s)
	Other	No Value	No Value

Blue Form

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

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version
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Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
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**Objective 11:
Develop skills
to work with
radical
expressions.**

No Value

No Value

E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8: Use
inequalities to solve real world problems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore
arithmetic
sequences and
series.

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

Changed**Questions****Current Version****Proposed Version**

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

No Value

No Value

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

No Value

No Value

Changed**Questions****Current Version****Proposed Version**

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.

No Value

No Value

Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
!	Stage 2: Department Chair	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
			2/20/24	Linda Yee, Chair	Mode of delivery	Required	Add in person	
			2/20/24	Linda Yee, Chair	Assignments	Required	Change B.2. to "Include sentence and paragraph skills such as pronoun reference and transition signals"	
	Stage 3: Division Curriculum Representative	No Value	No Value					
!	Stage 4: Division Dean	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/7/24	Basic Course Information tab	Mode of Delivery/Attachments	Required	Hybrid and Online modalities are requested, but the forms are not attached. Please complete the forms, which can be found in the "Reference Materials" in eLumen, and resubmit with them attached. Thank you, -thomas	
	Stage 5: SLO Coordinator	No Value	No Value					

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit		
			5/7/24	Zack Judson	Matrix G	Required	Please update to the current Matrix G form	y	
	Stage 8: AVP - Instruction	No Value	No Value						
!	Stage 9: Articulation Officer	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	
			05/17/2024	Christa Steiner	Specifications-Primary Text	Required	Must be at least one primary textbook published within seven years of the course effective date (Fall 2025) to meet recency requirements	y	
	Stage 11: ESGC Faculty Coordinator	No Value	No Value						
	Stage 14: 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	ESLD244.
	Distance Education Approved	Yes

Changed	Field	Current Version
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000356402
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
06/03/2024

Summary of Changes



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

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 4: Division Dean
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 9: Articulation Officer
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?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none">eLumenData, eLumenData	<ul style="list-style-type: none">Kathy Flores
	Course ID (CB01A and CB01B)	ESLD444.	ESLD444.
	Course Control Number	CCC000620180	CCC000620180
	Course Title (CB02)	Intermediate English as a Second Language	Intermediate English as a Second Language
	Short Course Title	INTERMEDIATE ESL	INTERMEDIATE ESL
	TOP Code (CB03)	4930.87	4930.87 English as a Second Language–Integrated
	CIP Code	Second Language Learning	32.0109 Second Language Learning
	Department	ESL - Eng. as a Second Lang.	ESL - Eng. as a Second Lang.
!	Effective Term	Fall 2021	Fall 2021 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	<p>This course focuses on the development of English speaking, listening, reading, and writing skills with an emphasis on explicit, direct grammar instruction. Emphasis will be placed on vocabulary-building and writing. Pronunciation practice and discussion of cross-cultural topics are also included.</p>	<p>This course focuses on the development of English speaking, listening, reading, and writing skills with an emphasis on explicit, direct grammar instruction. Emphasis will be placed on vocabulary-building and writing. Pronunciation practice and discussion of cross-cultural topics are also included.</p>
!	Course Type (CB27)	No value	<ul style="list-style-type: none">Lower Division
!	Mode of Delivery	No value	<ul style="list-style-type: none">OnlineHybrid

Faculty Requirements

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

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a noncredit, basic skills course that belongs on the English as a Second Language Intermediate Level Noncredit Certificate of Competency. It provides the required intermediate-level foundation skills in reading, writing, grammar, and listening and speaking to prepare students for the next ESL levels. It is a basic skills course.	This is a noncredit, basic skills course that belongs on the English as a Second Language Intermediate Level Noncredit Certificate of Competency. It provides the required intermediate-level foundation skills in reading, writing, grammar, and listening and speaking to prepare students for the next ESL levels- <u>levels: ESL D255/ESL D455.</u> It is a basic skills course.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly ESL D344.)	(Formerly ESL D344.)


Stand-Alone Statement

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

CTE Course


Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</u>

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is a basic skills course.	Course is a basic skills course.
	Course Prior To College Level	Four levels below transfer.	Four levels below transfer.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)

Associated Programs

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

Associated Program English as a Second Language Intermediate Level

Award Type Certificate of Competency

Associated Program English as a Second Language Intermediate Level

Award Type Certificate of Competency

Associated Program English as a Second Language Intermediate Level

Award Type Certificate of Competency

Associated Program English as a Second Language Intermediate Level

Award Type Certificate of Competency

Associated Program English as a Second Language Intermediate Level (In Development)

Award Type Certificate of Competency

Associated Program English as a Second Language Intermediate Level (In Development)

Award Type Certificate of Competency

Transferability & Gen. Ed. Options**Changed Field****Current Version****Proposed Version**

Transfer Status (CB05) Not transferable

Not transferable

Course General Education Status (CB25) Y

Y

Transfer Status Not transferable

Not transferable

GE Information No value

No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	10	10
	Lecture Hours - Out of Class	20	20
	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	120	120
	Lecture Hours - Course In-Class (Contact) per Term	120	120
	Lecture Hours - Course Out-of-Class per Term	240	240
	Laboratory Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	120	120
	Total - Course Out-of-Class Hours	240	240
	Total Credit Units - Minimum Credit Units	0	0
	Total Credit Units - Maximum Credit Units	0	0

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Other Non-Credit Enhanced Funding.	Other Non-Credit Enhanced Funding.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	English as a Second Language (ESL).	English as a Second Language (ESL).
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	120	120
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

SKIP

Changed Field

Current Version

Proposed Version

SKIP

No Value

No Value

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
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
Other: Instruction based on current second language acquisition research, theory, methodology, and techniques.

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned readings
Discussion and problem solving performed in class
In-class quizzes
In-class exams
Homework
Guest speakers
Collaborative learning and small group exercises
Other: Instruction based on current second language acquisition research, theory, methodology, and techniques.



Assignments

- | | |
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| <ol style="list-style-type: none"> 1. Write sentences and groups of topic-related sentences. <ol style="list-style-type: none"> 1. Include a minimum of ten topic-related writing assignments. At least six of these writing assignments should be drafted pieces of writing which are 100-150 words in length. Instructors should read and give feedback on at least one draft of every drafted writing assignment before a final draft is graded. Final drafts should be grammatically accurate and should include correct usage of academic vocabulary. 2. Write sentences which answer questions from reading and listening passages. 3. Introduce summary writing by doing guided summary writing activities. 2. Read intermediate level texts, articles, and excerpts. <ol style="list-style-type: none"> 1. Include exercises to identify the main idea and important details of a reading. 2. Include pronoun reference exercises. 3. Include vocabulary exercises which teach students how to guess the meaning of new vocabulary words from context. 4. Include vocabulary exercises which allow students to learn and build their academic vocabulary. 3. Practice speaking appropriate American English. <ol style="list-style-type: none"> 1. At least two oral classroom presentations on an assigned topic. | <ol style="list-style-type: none"> 1. Write sentences and paragraphs. <ol style="list-style-type: none"> 1. Include a minimum of eight paragraph writing assignments. At least six of these writing assignments should be drafted pieces of writing which are 150-200 words in length. Instructors should read and give feedback on at least one draft of every drafted writing assignment before a final draft is graded. Final drafts should be grammatically accurate and should include correct usage of academic vocabulary. 2. Write sentences which answer questions from reading and listening passages. 3. Introduce summary writing by doing guided summary writing activities. 2. Read intermediate level texts, articles, and excerpts. <ol style="list-style-type: none"> 1. Include exercises to identify the main idea and important details of a reading. 2. Include pronoun reference and transition signal exercises. 3. Include vocabulary exercises which teach students how to guess the meaning of new vocabulary words from context. 4. Include vocabulary exercises which allow students to learn and build their academic vocabulary. 3. Practice speaking appropriate American English. <ol style="list-style-type: none"> 1. At least two oral classroom presentations on an assigned topic. |
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| <p>2. Outside speaking assignments which may include but are not limited to surveys, interviews, Cross Cultural Partners, or Listening and Speaking Center workshops.</p> <p>3. In class speaking practice in pairs and small groups. This may include but is not limited to discussions, information gap activities, interviews, and sharing of personal and cultural information.</p> <p>4. Practice listening to intermediate level materials for the purpose of comprehension, understanding, building academic vocabulary, and building knowledge.</p> <p>1. Listen to ESL software, which may include but is not limited to English Interactive 3.</p> <p>2. Listen to authentic and modified dialogues, conversations, discussions, and speeches from a variety of sources including but not limited to movies, Youtube videos, television commercials, television shows, movie trailers, television news broadcasts, radio broadcasts, and songs.</p> <p>5. Grammar, editing, and writing technique exercises and activities.</p> <p>1. Including but not limited to verb tense, sentence boundaries, sentence combining, adverb clauses, and modals.</p> <p>2. Focus is on sentence-level grammar exercises that build toward writing a group of topic-related sentences.</p> | <p>2. Outside speaking assignments which may include but are not limited to surveys, interviews, Cross Cultural Partners, or Listening and Speaking Center workshops.</p> <p>3. In class speaking practice in pairs and small groups. This may include but is not limited to discussions, information gap activities, interviews, and sharing of personal and cultural information.</p> <p>4. Practice listening to intermediate level materials for the purpose of comprehension, understanding, building academic vocabulary, and building knowledge.</p> <p>1. Listen to ESL software, which may include but is not limited to English Interactive 3.</p> <p>2. Listen to authentic and modified dialogues, conversations, discussions, and speeches from a variety of sources including but not limited to movies, YouTube videos, television commercials, television shows, movie trailers, television news broadcasts, radio broadcasts, TED Talks, and songs.</p> <p>5. Grammar, editing, and writing technique exercises and activities.</p> <p>1. Including but not limited to verb tense, sentence boundaries, sentence combining, adverb clauses, and modals.</p> <p>2. Focus is on sentence-level grammar exercises that build toward writing paragraphs.</p> |
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Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

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

1. In-class and take-home writing assignments to evaluate students' ability, understanding, and usage of level-specific grammar and vocabulary.
2. Quizzes, exercises, and writing assignments to evaluate comprehension of intermediate reading materials.
3. Oral presentations, interviews, and discussions to evaluate ability and proficiency in using standard American English.
4. Quizzes, exercises, and assignments to evaluate comprehension of intermediate level listening materials.
5. Quizzes, exercises, and assignments to evaluate proficiency in using level specific grammar.
6. At least one midterm and one final exam that test grammar,

**Methods
of
Evaluation**

1. In-class and take-home writing assignments to evaluate students' ability, understanding, and usage of intermediate-level grammar and vocabulary.
2. Quizzes, exercises, and writing assignments to evaluate comprehension of intermediate reading materials.
3. Oral presentations, interviews, and discussions to evaluate ability and proficiency in using standard American English.
4. Quizzes, exercises, and assignments to evaluate comprehension of intermediate level listening materials.
5. Quizzes, exercises, and assignments to evaluate proficiency in using intermediate-level grammar.
6. At least one midterm and one final exam that test grammar,

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

listening, speaking, reading, and writing. Both must include in-class writing of a group of topic-related sentences.

listening, speaking, reading, and writing. Both must include in-class writing of a paragraph.

**Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Elbaum. Grammar in Context 2 (6th ed.) National Geographic Learning, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Elbaum. Grammar in Context 2 (6th ed.) National Geographic Learning, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Flores. What Every ESL Student Should Know. University of Michigan Press, 2008.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Flores. What Every ESL Student Should Know. University of Michigan Press, 2008.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Fuchs et al. Focus on Grammar 3 (5th ed). Pearson, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Fuchs et al. Focus on Grammar 3 (5th ed). Pearson, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Smith & Mare. Reading for Today: Issues (5th ed). National Geographic Learning, 2016.
Publisher	No value

Title	No value
Author	Smith & Mare. Reading for Today: Issues (5th ed). National Geographic Learning, 2016.
Publisher	No value

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

Date/Edition	No value
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ISBN	No value
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Date/Edition	No value
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ISBN	No value
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Title	English Grammar in Use
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Author	Raymond Murphy
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Publisher	Cambridge
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Date/Edition	2019/5th edition
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ISBN	9781108457651
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Suggested Reading List

No value

Reading List Atkinson, Dwight. Alternative Approaches to Second Language Acquisition (11th ed.). Routledge, 2011.

May include, but are not limited to No value

Reading List Brown, H. Douglas. Principles of Language Learning and Teaching (6th ed). Pearson Education ESL, 2014

May include, but are not limited to No value

Reading List Celce-Murcia, Marianne. Teaching English as a Second or Foreign Language (4th ed). Heinle & Heinle, 2013.

May include, but are not limited to No value

Reading List Folse, Keith. Vocabulary Myths: Applying Second Language Research to Classroom Teaching. University of Michigan Press, 2014.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Gass et al. Second Language Acquisition: An Introductory Course (4th edition). Routledge, 2013.

May include, but are not limited to No value

Reading List Jensen, Eric. Brain Based Learning (2nd ed.). Corwin Press, 2008.

May include, but are not limited to No value

Reading List Lemov. Teach Like a Champion. Jossey-Bass, 2010.

May include, but are not limited to No value

Reading List Nation. Learning Vocabulary in Another Language. Cambridge University Press, 2001.

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

May include, but are not limited to No value

Reading List Ortega, Lourdes. Understanding Second Language Acquisition. Routledge, 2013.

May include, but are not limited to No value

Reading List Sousa, David. How the Brain Learns (4th ed.). Corwin Press, 2011.

May include, but are not limited to No value

Learning Outcomes and Objectives

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

- Listen to, comprehend, and infer meaning from dialogues, conversations, discussions, and listening passages.
 - Speak appropriate American English in given situations.
 - Read, comprehend and analyze intermediate level reading passages.
 - Write a group of topic-related sentences using level-specific grammar and vocabulary.
 - Demonstrate level-appropriate sentence structure, grammar and vocabulary.
 - Expand vocabulary with emphasis on high-frequency words and words from the academic word list.
 - Discuss and analyze cross-cultural customs and attitudes, especially in contrast with the students' native customs and attitudes.
- Listen to, comprehend, and infer meaning from dialogues, conversations, discussions, and listening passages.
 - Speak appropriate American English in given situations.
 - Read, comprehend and analyze intermediate level reading passages.
 - Write paragraphs using intermediate-level grammar and vocabulary.
 - Demonstrate intermediate-level sentence structure, grammar and vocabulary.
 - Expand vocabulary with emphasis on high-frequency words and words from the academic word list.
 - Discuss and analyze cross-cultural customs and attitudes, especially in contrast with the students' native customs and attitudes.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Comprehend, analyze and respond to reading and listening intermediate materials.

Expected SLO Performance 0.0

CSLOs Comprehend, analyze and respond to reading and listening intermediate materials.

Expected SLO Performance 0.0

CSLOs Write a group of topic-related sentences using level specific grammar and vocabulary.

Expected SLO Performance 0.0

CSLOs Write a paragraph using intermediate-level grammar and vocabulary.

Expected SLO Performance 0.0

CSLOs Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking.

Expected SLO Performance 0.0

CSLOs Demonstrate understanding and usage of intermediate-level grammar and vocabulary in reading, writing, listening and speaking.

Expected SLO Performance 0.0

Course Outline



**Course
Content**

1. Listen to, comprehend, and infer meaning from dialogues, conversations, discussions, and listening passages.
 1. Demonstrate understanding of the main idea of dialogues, conversations, discussions, and selected listening passages.
 2. Demonstrate understanding of the important details of dialogues, conversations, discussions, and selected listening passages.
 3. Predict meaning from dialogues, conversations, discussions, and selected listening passages.
 4. Infer meaning from dialogues, conversations, discussions, and listening passages.
 5. Recognize targeted vocabulary words in dialogues, conversations, discussions, and listening passages.
2. Speak appropriate American English in given situations.
 1. Use correct and appropriate grammar in a variety of speaking situations.
 1. Describing objects, people, and events.
 2. Explaining personal information and opinions.
 3. Giving and asking for directions.
 4. Expressing and checking understanding.
 5. Expressing preferences.
 6. Expressing possibilities.
 7. Expressing necessity.
 8. Expressing prohibition.
 9. Expressing requests.
 10. Delivering oral presentations on

1. Listen to, comprehend, and infer meaning from dialogues, conversations, discussions, and listening passages.
 1. Demonstrate understanding of the main idea of dialogues, conversations, discussions, and selected listening passages.
 2. Demonstrate understanding of the important details of dialogues, conversations, discussions, and selected listening passages.
 3. Predict meaning from dialogues, conversations, discussions, and selected listening passages.
 4. Infer meaning from dialogues, conversations, discussions, and listening passages.
 5. Recognize targeted vocabulary words in dialogues, conversations, discussions, and listening passages.
2. Speak appropriate American English in given situations.
 1. Use correct and appropriate grammar in a variety of speaking situations.
 1. Explaining personal information and opinions.
 2. Giving and asking for advice.
 3. Expressing and checking understanding.
 4. Expressing possibilities.
 5. Expressing necessity.
 6. Expressing requests.
 7. Delivering oral presentations on assigned topics.
 8. Participating in informal conversations.

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

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| assigned topics.
11. Participating in informal conversations.
2. Practice and use correct pronunciation at the word and sentence levels.
1. Practice and use appropriate stress at the word and sentence level.
2. Practice and use appropriate rhythm at the sentence level.
3. Practice and use correct intonation at the sentence level, including correct intonation of yes/no and wh questions.
4. Practice and use the correct pronunciation of vowel and consonant sounds, especially final /s/ and /d/ sounds and /th/ sounds.
3. Read, comprehend and analyze intermediate-level reading passages.
1. Practice and use pre-reading strategies.
1. Predict reading content by reading the title and subtitles, looking at the pictures, and reading the first sentence of each paragraph.
2. Explain and discuss topic-related knowledge and experience prior to reading.
2. Read level-appropriate materials that include vocabulary from the academic word list and reflect a variety of cultural, societal, and personal perspectives. | 2. Practice and use correct pronunciation at the word and sentence levels.
1. Practice and use appropriate stress at the word and sentence level.
2. Practice and use appropriate rhythm at the sentence level.
3. Practice and use correct intonation at the sentence level, including correct intonation of yes/no and wh questions.
4. Practice and use the correct pronunciation of vowel and consonant sounds, especially final /s/ and /d/ sounds.
3. Read, comprehend and analyze intermediate-level reading passages.
1. Practice and use pre-reading strategies.
1. Predict reading content by reading the title and subtitles, looking at the pictures, and reading the first sentence of each paragraph.
2. Explain and discuss topic-related knowledge and experience prior to reading.
2. Read intermediate-level materials that include vocabulary from the academic word list and reflect a variety of cultural, societal, and personal perspectives.
3. Identify and demonstrate understanding of the main idea, supporting details, and author's perspective. |
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| <ol style="list-style-type: none">3. Identify and demonstrate understanding of the main idea, supporting details, and author's perspective.4. Demonstrate above comprehension by answering true/false questions, main idea questions, pronoun reference questions, and vocabulary-in-context questions.5. Demonstrate comprehension and analysis by engaging in such activities as a class and small group discussion, sharing related personal experiences and knowledge, presentations, and short writing assignments, including summaries.4. Write a group of topic-related sentences using level-specific grammar and vocabulary.<ol style="list-style-type: none">1. Construct topic-related writing of 100-150 words in length. Writing assignments should relate to readings, listening assignments, and/or grammar instruction. Summary writing assignments should be included.2. Revise to improve content, structure, and mechanics by writing multiple drafts.3. Analyze peer writing in pairs and small groups for content, structure, mechanics, and vocabulary.5. Demonstrate level-appropriate sentence structure, grammar, and vocabulary.<ol style="list-style-type: none">1. Demonstrate proficiency using simple present tense, present progressive tense, simple past tense, past progressive tense, and future.2. Demonstrate understanding of present perfect and present perfect progressive. | <ol style="list-style-type: none">4. Demonstrate above comprehension by answering true/false questions, main idea questions, pronoun reference questions, and vocabulary-in-context questions.5. Demonstrate comprehension and analysis by engaging in such activities as a class and small group discussion, sharing related personal experiences and knowledge, presentations, and short writing assignments, including summaries.4. Write a paragraph using intermediate-level-grammar and vocabulary.<ol style="list-style-type: none">1. Construct topic-related writing of 150-200 words in length. Writing assignments should relate to readings, listening assignments, and/or grammar instruction. Summary writing assignments should be included.2. Revise to improve content, structure, and mechanics by writing multiple drafts.3. Analyze peer writing in pairs and small groups for content, structure, mechanics, and vocabulary.5. Demonstrate intermediate-level sentence structure, grammar, and vocabulary.<ol style="list-style-type: none">1. Demonstrate proficiency using simple present tense, present progressive tense, simple past tense, past progressive tense, and future.2. Demonstrate understanding of present perfect and present perfect progressive.3. Demonstrate proficiency using modals of advice, |
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Changed Field**Current Version****Proposed Version**

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| <ol style="list-style-type: none">3. Demonstrate proficiency using modals of advice, request, possibility/assumption, necessity, prohibition, and preferences.4. Demonstrate proficiency using adverb clauses (while, when, after, before, until, as soon as, although, even though, and because).5. Demonstrate proficiency in forming and using wh-questions.6. Construct sentences using FANBOYS (for, and, nor, but, or, yet, so) and semi-colon.7. Demonstrate proficiency using nouns, articles, and quantifiers.8. Demonstrate proficiency using adjectives, including participials, adverbs, and comparative and superlative adjectives and adverbs. <ol style="list-style-type: none">6. Expand vocabulary with emphasis on high-frequency words and words from the academic word list.<ol style="list-style-type: none">1. Practice guessing meaning from context.2. Practice dictionary skills.<ol style="list-style-type: none">1. Use the dictionary to identify meaning, count and non-count nouns, transitive and intransitive verbs, pronunciation key, register, and parts of speech.2. Use the dictionary to choose the appropriate definition for the given context.3. Recognize targeted vocabulary words in reading and listening assignments.4. Analyze words by discussing parts of speech, definitions, prefixes, synonyms, antonyms, roots, suffixes, register, related words, | <ol style="list-style-type: none">possibility, request, and necessity.4. Demonstrate proficiency using adverb clauses (while, when, after, before, until, as soon as, although, even though, and because).5. Demonstrate proficiency in forming and using wh-questions.6. Construct sentences using FANBOYS (for, and, nor, but, or, yet, so) and semi-colon.7. Demonstrate proficiency using nouns, articles, quantifiers, gerunds, and infinitives.8. Demonstrate proficiency using adjectives, including participials, adverbs, and comparative and superlative adjectives and adverbs. <ol style="list-style-type: none">6. Expand vocabulary with emphasis on high-frequency words and words from the academic word list.<ol style="list-style-type: none">1. Practice guessing meaning from context.2. Practice dictionary skills.<ol style="list-style-type: none">1. Use the dictionary to identify meaning, count and non-count nouns, transitive and intransitive verbs, pronunciation key, register, and parts of speech.2. Use the dictionary to choose the appropriate definition for the given context.3. Recognize targeted vocabulary words in reading and listening assignments.4. Analyze words by discussing parts of speech, definitions, prefixes, synonyms, antonyms, roots, suffixes, register, related words, connotations, and collocations. |
|--|--|

Changed	Field	Current Version	Proposed Version
		<p>connotations, and collocations.</p> <p>5. Demonstrate proficiency in pronunciation of targeted vocabulary words.</p> <p>6. Use targeted vocabulary words in writing and speaking assignments.</p> <p>7. Discuss and analyze cross-cultural customs and attitudes, especially in contrast with the students' native customs and attitudes.</p> <p>1. Read and listen to level-appropriate materials that address cultural issues which may include but are not limited to the topics of family, society, business, holidays, education, politics, and social norms.</p> <p>2. Demonstrate above comprehension by engaging in such activities as class and small group discussion, sharing related personal experiences and knowledge, writing assignments, and presentations.</p>	<p>5. Demonstrate proficiency in pronunciation of targeted vocabulary words.</p> <p>6. Use targeted vocabulary words in writing and speaking assignments.</p> <p>7. Discuss and analyze cross-cultural customs and attitudes, especially in contrast with the students' native customs and attitudes.</p> <p>1. Read and listen to intermeidate-level materials that address cultural issues which may include but are not limited to the topics of family, society, business, holidays, education, politics, and social norms.</p> <p>2. Demonstrate above comprehension by engaging in such activities as class and small group discussion, sharing related personal experiences and knowledge, writing assignments, and presentations.</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202222	No Value
!	Banner Division	2LA	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2021	No Value
	Sort ID (00 < 10; 0 < 100)	ESL 444	ESL 444
	Course Status	Substantial	Substantial
!	Course Status Code	A	No Value
!	Banner Department	ESL	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	Noncredit Enhanced	Noncredit Enhanced
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	T	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	A	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Ten hours lecture (120 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	Y	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	238003	No Value
!	Account Code	1320	No Value
!	Program Code	493087	No Value
!	Percent	100	No Value
	Curriculum Office Notes	Course number change appr. 5/12/20 (effect. F21).-mkct	Course number change appr. 5/12/20 (effect. F21).-mkct
!	Print/No Print to Catalog	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Qualifying score on the English as a Second Language Placement Test; or ESL D234. (or ESL D434.) with a grade of C or better	Qualifying score on the English as a Second Language Placement Test; or ESL D234. (or ESL D434.) with a grade of C or better
	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):	(Restricted to students whose native language is not English.)	(Restricted to students whose native language is not English.)

Changed	Questions	Current Version	Proposed Version
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	NONCREDIT: (This is a noncredit enhanced, basic skills course.)	NONCREDIT: (This is a noncredit enhanced, basic skills course.)
	General Course Statement(s) - Other:	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	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

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

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5:
Distinguish,
compare, and
evaluate the
multiplicity and
ambiguity of
perspectives.

No Value

No Value

B-Matrix Form

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

No Value

No Value

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

No Value

No Value

Objective 2: Develop
analytical ideas and
topics for essays.

No Value

No Value

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

No Value

No Value

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

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

**Objective 4:
Develop linear function models.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
--	---	----------	----------

	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
--	---	----------	----------

	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
--	--	----------	----------

	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
--	--	----------	----------

	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
--	--	----------	----------

	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
--	---	----------	----------

	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
--	---	----------	----------

E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8: Use
inequalities to solve real world problems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore
arithmetic
sequences and
series.

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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
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	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
--	---	----------	----------

	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value
--	--	----------	----------

De Anza GE Form

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

Changed**Questions****Current Version****Proposed Version**

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

No Value

No Value

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

No Value

No Value

Changed**Questions****Current Version****Proposed Version**

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.

No Value

No Value

Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version							
	Stage 2: Department Chair	No Value	No Value							
	Stage 3: Division Curriculum Representative	No Value	No Value							
!	Stage 4: Division Dean	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed		
			3/7/24	Basic Course Information Tab	Mode of Delivery/Attachments	Required	Hybrid and Online modalities are requested, but the forms are not attached. Please complete the forms, which can be found in the "Reference Materials" in eLumen, and resubmit with them attached. Thank you, -thomas			
			3/7/24	Units Tab	Weekly Student Hours	??	Should Out of Class hours be '20'? Verify with Curriculum Office			
	Stage 5: SLO Coordinator	No Value	No Value							

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
			5/2/24	Zack Judson	Matrix G	Required	Update to the most current Matrix G form. Then upload a pdf of that document.	y
	Stage 8: AVP - Instruction	No Value	No Value					
!	Stage 9: Articulation Officer	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			05/14/2024	Christa Steiner	Specifications-Primary Texts	Required	None of the textbooks listed are within 7 years of the start date of the class, which is a requirement	y
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					
	Stage 14: 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	ESLD444.
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
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	Curriculum Committee Approval Date	
--	---	--

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

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

	Course Control Number	CCC000620180
--	----------------------------------	--------------

Articulation

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

	Course Crosswalk CRS-NUMBER	
--	--	--

De Anza College
Change Report
06/04/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level

Section	Changed field
Curriculum Office	College Code
Curriculum Office	Course Characteristics
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Comments	Stage 7: Content Review Matrix Liaison
Stand-Alone Statement	Stand-Alone Statement

Section**Changed field**

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

General Information**Changed****Field****Current Version****Proposed Version****Faculty Initiator**

• eLumenData, eLumenData

• Lori Clinchard

Course ID (CB01A and CB01B)

HUMID077W

HUMID077W

Course Control Number

CCC000592175

CCC000592175

Course Title (CB02)

Special Projects in Humanities

Special Projects in Humanities

Short Course Title

SPEC PROJS IN HUMANITIES

SPEC PROJS IN HUMANITIES

TOP Code (CB03)

1599.00

1599.00 Other Humanities

CIP Code

Liberal Arts and Sciences, General Studies and Humanities, Other

24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other

Department

HUMI - Humanities

HUMI - Humanities




**Effective Term**

Fall 2021



Fall ~~2024~~ 2025**SAM Priority Code (CB09)**

Non-Occupational

Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	Individual and/or group projects in humanities that provide students with opportunities for increased depth of humanities scholarship and pedagogy.	Individual This course consists of <u>individual</u> and/or group projects in humanities that provide students with opportunities for increased depth of humanities scholarship and pedagogy.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Humanities
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - HUMANITIES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone, CSU transferable course. This special projects course allows for flexibility to address specific research interests and/or skills building for humanities students for which we do not already have specific curriculum. It allows for diversity in the lower division humanities curriculum not met by the rest of the course offerings.	This is a stand-alone, CSU transferable course. This special projects course allows for flexibility to address specific research interests and/or skills building for humanities students for which we do not already have specific curriculum. It allows for diversity in the lower division humanities curriculum not met by the rest of the course offerings.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Does the course have a Foothill equivalent?	No	No
--	---	----	----

	Foothill Faculty Consultation Name	No value	
--	------------------------------------	----------	--

	Foothill Course ID	No value	
--	--------------------	----------	--

Course Philosophy

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------

	Formerly Statement	No value	
--	--------------------	----------	--

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This stand-alone, special projects course is not a part of any certificate or degree program because it is a course designed for special circumstances. This course allows for students to work closely with individual faculty to address specific research interests and/or skills building for humanities students for which we do not already have specific curriculum. This course allows for diversity in the lower division humanities curriculum not met by the rest of the course offerings, and not a part of any particular certificate or degree program.</u>

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------



Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------



Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------

Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed	Field	Current Version	Proposed Version
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	Course is part of a program	No value	No value
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
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	Course General Education Status (CB25)	Y	Y
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	Transfer Status	Approved	Approved
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	GE Information	No value	No value
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Weekly Student Hours - Profile Name: Default Profile

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

	Laboratory Hours - Out of Class	0	0
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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	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

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	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

Changed	Field	Current Version	Proposed Version
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	Minimum Credit Units	1	1
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	Maximum Credit Units	1	1
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SKIP

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

Changed	Field	Current Version	Proposed Version
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Methods of Instruction

Methods of Instruction

Methods of Instruction Discussion of assigned reading
Field observation and field trips
Extended projects
Collaborative projects
Collaborative learning and small group exercises

Methods of Instruction Methods of Instruction

Methods of Instruction Discussion of assigned reading
Field observation and field trips
Homework and extended projects
Collaborative projects
Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none">1. To be determined in consultation with instructor. See 3, 4 and 5 of Special Project Contract.2. Examples such as assigned readings, viewing assignments, original research, reflective journals or essays, literature reviews, leadership of collaborative student activities, experiential direct interaction with the arts, participation in community events or organizations, oral conferences/conversations with the instructor or classmates or a major analytical research paper.	<ol style="list-style-type: none">1. To be determined in consultation with instructor. See 3, 4 and 5 of Special Project Contract.2. Examples such as assigned readings, viewing assignments, original research, reflective journals or essays, literature reviews, leadership of collaborative student activities, experiential direct interaction with arts and humanities, participation in community events or organizations, oral conferences/conversations with the instructor or classmates or a major analytical research paper.

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation** **Methods of
Evaluation**

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

1. To be determined in consultation with the instructor: written assignments in the form of journals, an analytical paper, a major experiential project, or a series of smaller experiential projects, to be evaluated based on ability to apply humanities focused critical inquiry to the chosen topic.
2. Regularly scheduled one-on-one conferences with the instructor, evaluated based on the student's progress in relation to the topic.

**Methods
of
Evaluation**

1. To be determined in consultation with the instructor: written assignments in the form of journals, an analytical paper, a major experiential project, or a series of smaller experiential projects, to be evaluated based on ability to apply humanities focused critical inquiry to the chosen topic.
2. Regularly scheduled one-on-one conferences with the instructor, evaluated based on the student's progress in relation to the topic.

Changed

Field

Current Version

Proposed Version



Essential Student Materials/Essential College Facilities

Essential Student Materials:
• None.
Essential College Facilities:
• None.

Essential Student Materials:
• None
Essential College Facilities:
• None

Examples of Primary Texts and References

Title	No value
Author	In consultation with the instructor, texts and required readings will be assigned as appropriate to the special project.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	In consultation with the instructor, texts and required readings will be assigned as appropriate to the special project.
Publisher	No value
Date/Edition	No value
ISBN	No value



Suggested Reading List

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

No value

Learning Outcomes and Objectives

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

- Student will complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract, such as...

- Student will complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract, such as...

CSLOs**CSLOs**

Synthesize critical thinking, imaginative, cooperative and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate capacity for personal, as well as social change.


Expected SLO Performance 0.0

CSLOs





Synthesize critical thinking, imaginative, cooperative and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate capacity for personal, as well as social change.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Student will complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract, such as...</p> <p>1. Student will complete experiential or research project or both in the humanities utilizing a multidisciplinary focus and critical inquiry to understand and seek solutions to problems.</p> <p>2. Student will develop and implement humanities teaching pedagogy in real-time classroom collaborative circumstances by providing leadership in student activities.</p>	<p>1. Student will complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract, such as...</p> <p>1. Student will complete experiential or research project or both in the humanities utilizing a multidisciplinary focus and critical inquiry to understand and seek solutions to problems.</p> <p>2. Student will synthesize and implement humanities-based approaches to learning, academically and/or experientially.</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2SS	No Value
	Catalog Term (21-22)	21-22	No Value
	5 Year Revision Year (2021)	2018	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	HUMI 077W	HUMI 077W
	Course Status	New Stand-Alone	New Stand-Alone
!	Course Status Code	A	No Value
!	Banner Department	HUMI	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	<p>! 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)</p>	N	No Value
	<p>! Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</p>	N	No Value
	<p>! Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</p>	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
	<p>! Noncredit Enhanced Funding Indicator</p>	N	No Value
	<p>! In Service Indicator</p>	N	No Value

Changed	Questions	Current Version	Proposed Version
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Sports/Physical Education Course Indicator

N

No Value



COA Code

C

No Value



Fund Code

114000

No Value



Organization Code

239003

No Value



Account Code

1320

No Value



Program Code

490300

No Value



Percent

100

No Value

Curriculum Office Notes

No Value

No Value



Print/No Print to Catalog

Yes

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):

No Value

No Value

Corequisite(s):

No Value

No Value

Advisory(ies):

No Value

No Value

Advisory(ies) - Other:

No Value

No Value

Limitation(s) on Enrollment:

(Consent of instructor and division dean and an approved Special Projects Contract is required.)

(Consent of instructor and division dean and an approved Special Projects Contract is required.)

Limitation(s) on Enrollment - Other:

(Not open to students with credit in HUMI D077X or HUMI D077Y.)

(Not open to students with credit in HUMI D077X or HUMI D077Y.)

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

Summary of Revisions			
Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 2:
Compose
essays drawn
from personal
experience
and assigned
texts.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

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

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

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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

For this Special Projects course, students will need to have express agreement of the instructor in order to register.

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

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

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**


No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

Changed	Questions	Current Version	Proposed Version				
	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed
			4/4/24	Zack JudsonH	Matrix Required	Complete Matrix H for the Special Project limitation on enrollment	Y
	Stage 8: AVP - Instruction	No Value	No Value				
	Stage 9: Articulation Officer	No Value	No Value				
	Stage 11: ESGC Faculty Coordinator	No Value	No Value				
	Stage 14: 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	HUMID077W
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
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	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
--	--------------------------------	-------------------------

	External Review Approval Date	Sep 1, 2018 12:00:00 AM
--	--	-------------------------

	Course Control Number	CCC000592175
--	--------------------------------------	--------------

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
06/04/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Comments	Stage 7: Content Review Matrix Liaison

Section**Changed field**

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?

General Information**Changed****Field****Current Version****Proposed Version****Faculty Initiator**

• eLumenData, eLumenData

• Lori Clinchard

Course ID (CB01A and CB01B)

HUMID077X

HUMID077X

Course Control Number

CCC000592176

CCC000592176

Course Title (CB02)

Special Projects in Humanities

Special Projects in Humanities

Short Course Title

SPEC PROJS IN HUMANITIES

SPEC PROJS IN HUMANITIES

TOP Code (CB03)

1599.00

1599.00 Other Humanities

CIP Code

Liberal Arts and Sciences, General Studies and Humanities, Other

24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other

Department

HUMI - Humanities

HUMI - Humanities




**Effective Term**

Fall 2021



Fall ~~2021~~ 2025**SAM Priority Code (CB09)**

Non-Occupational

Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	Individual and/or group projects in humanities that provide students with opportunities for increased depth of humanities scholarship and pedagogy.	Individual This course consists of <u>individual</u> and/or group projects in humanities that provide students with opportunities for increased depth of humanities scholarship and pedagogy.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Humanities
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - HUMANITIES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone, CSU transferable course. This special projects course allows for flexibility to address specific research interests and/or skills building for humanities students for which we do not already have specific curriculum. It allows for diversity in the lower division humanities curriculum not met by the rest of the course offerings.	This is a stand-alone, CSU transferable course. This special projects course allows for flexibility to address specific research interests and/or skills building for humanities students for which we do not already have specific curriculum. It allows for diversity in the lower division humanities curriculum not met by the rest of the course offerings.

Foothill Equivalency

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

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

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

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This stand-alone, special projects course is not a part of any certificate or degree program because it is a course designed for special circumstances. This course allows for students to work closely with individual faculty to address specific research interests and/or skills building for humanities students for which we do not already have specific curriculum. This course allows for diversity in the lower division humanities curriculum not met by the rest of the course offerings, and not a part of any particular certificate or degree program.</u>

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed	Field	Current Version	Proposed Version
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	Course is part of a program	No value	No value
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
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	Course General Education Status (CB25)	Y	Y
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	Transfer Status	Approved	Approved
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	GE Information	No value	No value
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Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	0	0
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	Lecture Hours - Out of Class	0	0
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	Laboratory Hours - In Class	6	6
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	Laboratory Hours - Out of Class	0	0
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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	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	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	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

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

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

Changed	Field	Current Version	Proposed Version
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Methods of Instruction

Methods of Instruction

Methods of Instruction Discussion of assigned reading
 Field observation and field trips
 Extended projects
 Collaborative projects
 Collaborative learning and small group exercises

Methods of Instruction Methods of Instruction

Methods of Instruction Discussion of assigned reading
 Field observation and field trips
 Extended projects
 Collaborative projects
 Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none">1. To be determined in consultation with instructor. See 3, 4 and 5 of Special Project Contract.2. Examples such as assigned readings, viewing assignments, original research, reflective journals or essays, literature reviews, leadership of collaborative student activities, experiential direct interaction with the arts, participation in community events or organizations, oral conferences/conversations with the instructor or classmates or a major analytical research paper.	<ol style="list-style-type: none">1. To be determined in consultation with instructor. See 3, 4 and 5 of Special Project Contract.2. Examples such as assigned readings, viewing assignments, original research, reflective journals or essays, literature reviews, leadership of collaborative student activities, experiential direct interaction with the arts, participation in community events or organizations, oral conferences/conversations with the instructor or classmates or a major analytical research paper.

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation** **Methods of
Evaluation**

Changed Field

Current Version

Proposed Version

**Methods
of
Evaluation**

1. To be determined in consultation with the instructor: written assignments in the form of journals, an analytical paper, a major experiential project, or a series of smaller experiential projects, to be evaluated based on ability to apply humanities focused critical inquiry to the chosen topic.
2. Regularly scheduled one-on-one conferences with the instructor, evaluated based on the student's progress in relation to the topic.

**Methods
of
Evaluation**

1. To be determined in consultation with the instructor: written assignments in the form of journals, an analytical paper, a major experiential project, or a series of smaller experiential projects, to be evaluated based on ability to apply humanities focused critical inquiry to the chosen topic.
2. Regularly scheduled one-on-one conferences with the instructor, evaluated based on the student's progress in relation to the topic.

Changed

Field

Current Version

Proposed Version



Essential Student Materials/Essential College Facilities

Essential Student Materials:
• None.
Essential College Facilities:
• None.

Essential Student Materials:
• None
Essential College Facilities:
• None

Examples of Primary Texts and References

Title	No value
Author	In consultation with the instructor, texts and required readings will be assigned as appropriate to the special project.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	In consultation with the instructor, texts and required readings will be assigned as appropriate to the special project.
Publisher	No value
Date/Edition	No value
ISBN	No value



Suggested Reading List

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

No value

Learning Outcomes and Objectives

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

- Student will complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract, such as...

- Student will complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract, such as...

**CSLOs****CSLOs**

Synthesize critical thinking, imaginative, cooperative and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate capacity for personal, as well as social change.

Expected SLO Performance 0.0

CSLOs





Demonstrate critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Student will complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract, such as...</p> <p>1. Student will complete experiential or research project or both in the humanities utilizing a multidisciplinary focus and critical inquiry to understand and seek solutions to problems.</p> <p>2. Student will develop and implement humanities teaching pedagogy in real-time classroom collaborative circumstances by providing leadership in student activities.</p>	<p>1. Student will complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract, such as...</p> <p>1. Student will complete experiential or research project or both in the humanities utilizing a multidisciplinary focus and critical inquiry to understand and seek solutions to problems.</p> <p>2. Student will develop and implement humanities teaching pedagogy in real-time classroom collaborative circumstances by providing leadership in student activities.</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2SS	No Value
	Catalog Term (21-22)	21-22	No Value
	5 Year Revision Year (2021)	2018	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	HUMI 077X	HUMI 077X
	Course Status	New Stand-Alone	New Stand-Alone
!	Course Status Code	A	No Value
!	Banner Department	HUMI	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	HUMI 77W	HUMI 77W
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	<p>! 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)</p>	N	No Value
	<p>! Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</p>	N	No Value
	<p>! Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</p>	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
	<p>! Noncredit Enhanced Funding Indicator</p>	N	No Value
	<p>! In Service Indicator</p>	N	No Value

Changed	Questions	Current Version	Proposed Version
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!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239003	No Value
!	Account Code	1320	No Value
!	Program Code	490300	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in HUMI D077W or HUMI D077Y.)	(Not open to students with credit in HUMI D077W or HUMI D077Y.)

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

Summary of Revisions			
Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

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

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

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

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

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

Changed	Questions	Current Version	Proposed Version
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**Objective 9:
Explore the use
of variables in
expressions
and evaluate
algebraic
expressions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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

For this Special Projects course, students will need to have express agreement of the instructor in order to register.

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

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

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**


No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

Changed	Questions	Current Version	Proposed Version				
	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed
			4/4/24	Zack JudsonH	Matrix Required	Complete Matrix H for your limitation on enrollment	
	Stage 8: AVP - Instruction	No Value	No Value				
	Stage 9: Articulation Officer	No Value	No Value				
	Stage 11: ESGC Faculty Coordinator	No Value	No Value				
	Stage 14: 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	HUMID077X
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000592176
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
06/04/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Comments	Stage 7: Content Review Matrix Liaison

Section**Changed field**

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?

General Information**Changed****Field****Current Version****Proposed Version****Faculty Initiator**

• eLumenData, eLumenData

• Lori Clinchard

Course ID (CB01A and CB01B)

HUMID077Y

HUMID077Y

Course Control Number

CCC000592177

CCC000592177

Course Title (CB02)

Special Projects in Humanities

Special Projects in Humanities

Short Course Title

SPEC PROJS IN HUMANITIES

SPEC PROJS IN HUMANITIES

TOP Code (CB03)

1599.00

1599.00 Other Humanities

CIP Code

Liberal Arts and Sciences, General Studies and Humanities, Other

24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other

Department

HUMI - Humanities

HUMI - Humanities




**Effective Term**

Fall 2021



Fall ~~2021~~ 2025**SAM Priority Code (CB09)**

Non-Occupational

Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	Individual and/or group projects in humanities that provide students with opportunities for increased depth of humanities scholarship and pedagogy.	Individual This course consists of <u>individual</u> and/or group projects in humanities that provide students with opportunities for increased depth of humanities scholarship and pedagogy.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Humanities
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - HUMANITIES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone, CSU transferable course. This special projects course allows for flexibility to address specific research interests and/or skills building for humanities students for which we do not already have specific curriculum. It allows for diversity in the lower division humanities curriculum not met by the rest of the course offerings.	This is a stand-alone, CSU transferable course. This special projects course allows for flexibility to address specific research interests and/or skills building for humanities students for which we do not already have specific curriculum. It allows for diversity in the lower division humanities curriculum not met by the rest of the course offerings.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Does the course have a Foothill equivalent?	No	No
--	--	----	----

	Foothill Faculty Consultation Name	No value	
--	---	----------	--

	Foothill Course ID	No value	
--	---------------------------	----------	--

Course Philosophy

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

Formerly Statement

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

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This stand-alone, special projects course is not a part of any certificate or degree program because it is a course designed for special circumstances. This course allows for students to work closely with individual faculty to address specific research interests and/or skills building for humanities students for which we do not already have specific curriculum. This course allows for diversity in the lower division humanities curriculum not met by the rest of the course offerings, and not a part of any particular certificate or degree program.</u>

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------

Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	9	9
	Laboratory Hours - Out of Class	0	0

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	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	108	108
	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	108	108
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

Changed	Field	Current Version	Proposed Version
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	Minimum Credit Units	3	3
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	Maximum Credit Units	3	3
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SKIP

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

Changed	Field	Current Version	Proposed Version
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Methods of Instruction

Methods of Instruction

Methods of Instruction Discussion of assigned reading
 Field observation and field trips
 Extended projects
 Collaborative projects
 Collaborative learning and small group exercises

Methods of Instruction

Methods of Instruction

Methods of Instruction Discussion of assigned reading
 Field observation and field trips
 Extended projects
 Collaborative projects
 Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none">1. To be determined in consultation with instructor. See 3, 4 and 5 of Special Project Contract.2. Examples such as assigned readings, viewing assignments, original research, reflective journals or essays, literature reviews, leadership of collaborative student activities, experiential direct interaction with the arts, participation in community events or organizations, oral conferences/conversations with the instructor or classmates or a major analytical research paper.	<ol style="list-style-type: none">1. To be determined in consultation with instructor. See 3, 4 and 5 of Special Project Contract.2. Examples such as assigned readings, viewing assignments, original research, reflective journals or essays, literature reviews, leadership of collaborative student activities, experiential direct interaction with the arts, participation in community events or organizations, oral conferences/conversations with the instructor or classmates or a major analytical research paper.

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation** **Methods of
Evaluation**

Changed Field

Current Version

Proposed Version

**Methods
of
Evaluation**

1. To be determined in consultation with the instructor: written assignments in the form of journals, an analytical paper, a major experiential project, or a series of smaller experiential projects, to be evaluated based on ability to apply humanities focused critical inquiry to the chosen topic.
2. Regularly scheduled one-on-one conferences with the instructor, evaluated based on the student's progress in relation to the topic.

**Methods
of
Evaluation**

1. To be determined in consultation with the instructor: written assignments in the form of journals, an analytical paper, a major experiential project, or a series of smaller experiential projects, to be evaluated based on ability to apply humanities focused critical inquiry to the chosen topic.
2. Regularly scheduled one-on-one conferences with the instructor, evaluated based on the student's progress in relation to the topic.

Changed

Field

Current Version

Proposed Version



Essential Student Materials/Essential College Facilities

Essential Student Materials:
• None.
Essential College Facilities:
• None.

Essential Student Materials:
• None
Essential College Facilities:
• None

Examples of Primary Texts and References

Title	No value
Author	In consultation with the instructor, texts and required readings will be assigned as appropriate to the special project.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	In consultation with the instructor, texts and required readings will be assigned as appropriate to the special project.
Publisher	No value
Date/Edition	No value
ISBN	No value



Suggested Reading List

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

No value

Learning Outcomes and Objectives

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

- Student will complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract, such as...

- Student will complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract, such as...

**CSLOs****CSLOs**

Synthesize critical thinking, imaginative, cooperative and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate capacity for personal, as well as social change.

Expected SLO Performance 0.0

CSLOs





Demonstrate critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Student will complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract, such as...</p> <p>1. Student will complete experiential or research project or both in the humanities utilizing a multidisciplinary focus and critical inquiry to understand and seek solutions to problems.</p> <p>2. Student will develop and implement humanities teaching pedagogy in real-time classroom collaborative circumstances by providing leadership in student activities.</p>	<p>1. Student will complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract, such as...</p> <p>1. Student will complete experiential or research project or both in the humanities utilizing a multidisciplinary focus and critical inquiry to understand and seek solutions to problems.</p> <p>2. Student will develop and implement humanities teaching pedagogy in real-time classroom collaborative circumstances by providing leadership in student activities.</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2SS	No Value
	Catalog Term (21-22)	21-22	No Value
	5 Year Revision Year (2021)	2018	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	HUMI 077Y	HUMI 077Y
	Course Status	New Stand-Alone	New Stand-Alone
!	Course Status Code	A	No Value
!	Banner Department	HUMI	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	HUMI 77W	HUMI 77W
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	<p>! 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)</p>	N	No Value
	<p>! Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</p>	N	No Value
	<p>! Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</p>	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
	<p>! Noncredit Enhanced Funding Indicator</p>	N	No Value
	<p>! In Service Indicator</p>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239003	No Value
!	Account Code	1320	No Value
!	Program Code	490300	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	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:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in HUMI D077W or HUMI D077X.)	(Not open to students with credit in HUMI D077W or HUMI D077X.)

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

Summary of Revisions			
Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 2:
Compose
essays drawn
from personal
experience
and assigned
texts.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

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

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

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

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

E-Matrix Form

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

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

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

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

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

Changed	Questions	Current Version	Proposed Version
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**Objective 9:
Explore the use
of variables in
expressions
and evaluate
algebraic
expressions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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

For this Special Projects course, students will need to have express agreement of the instructor in order to register.

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

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

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**


No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

Changed	Questions	Current Version	Proposed Version				
	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed
			4/4/24	Zack JudsonH	Matrix Required	Complete Matrix H for your limitation on enrollment	
	Stage 8: AVP - Instruction	No Value	No Value				
	Stage 9: Articulation Officer	No Value	No Value				
	Stage 11: ESGC Faculty Coordinator	No Value	No Value				
	Stage 14: 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	HUMID077Y
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000592177
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
 11/26/2024



Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Prerequisite(s):
Req/Adv	Advisory(ies):
Req/Adv	Advisory(ies) - Other:
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

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	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	Curriculum Office Notes
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
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.
G-Matrix Form	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

Section	Changed field
Comments	Stage 2: Department Chair
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning
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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Shannon Hassett 	<ul style="list-style-type: none"> Yvonne Mills Bernardo, Sheryl
	Course ID (CB01A and CB01B)	PARAD085.	PARAD085.
	Course Control Number	CCC000024930	CCC000024930
	Course Title (CB02)	Intellectual Property Law	Intellectual Property Law
	Short Course Title	INTELLECTUAL PROPERTY LAW	INTELLECTUAL PROPERTY LAW
	TOP Code (CB03)	1402.00	1402.00 Paralegal
	CIP Code	Legal Assistant/Paralegal	22.0302 Legal Assistant/Paralegal
	Department	PARA - Paralegal Studies	PARA - Paralegal Studies
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	Overview of the law of intellectual property, including trade secrets, trademarks, patents and copyrights and examination of the role of the paralegal in this area.	Overview This course provides an overview of the law of intellectual property, including trade secrets, trademarks, patents and copyrights, copyrights, and examination of examines the role of the paralegal in this area.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> In person ONLY 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification


Changed	Field	Current Version	Proposed Version
	Course Justification	This course is in a CTE program. It was developed in response to the advisory board reporting a need for a course in intellectual property. This course belongs on the certificate and degree programs in Paralegal Studies. The course is CSU transferable. This is a course that was developed to fulfill a special need for training in an area of law that the local legal labor market specializes in.	This course is in a CTE program. It was developed in response to the advisory board reporting a need for a <u>an introductory</u> course in intellectual property. This course belongs on the certificate and degree programs in Paralegal Studies. The course is CSU transferable. This is a course that <u>it</u> was developed to fulfill a special need for training in an area of law that the local legal labor market specializes in <u>in</u> . <u>This course belongs on the certificate and degree programs in Paralegal Studies. The course is CSU transferable.</u>

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

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

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


CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

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

Associated Programs

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

Changed	Field	Current Version	Proposed Version
	Award Type	Certificate of Achievement-Advanced (COA-A)	Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

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

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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
	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.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units


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

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <hr/> <p>Methods of Instruction Lecture and visual aids In-class exploration of Internet sites Homework and extended projects Discussion of assigned reading</p>	<p>Methods of Instruction Methods of Instruction</p> <hr/> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Viewing, analysis, critique of assigned videos Written reports and essays Homework and extended projects Collaborative learning and small group exercises Collaborative projects Discussion and problem-solving performed in class and/or through online course delivery Guest speakers Quiz and examination review performed in class and/or through online course delivery</p>

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

1. Oral
 1. Small group/class discussions and analysis of hypothetical legal problems
 2. Individual and/or small group presentations of assignments and projects
2. Written
 1. Midterms
 2. In class and take-home written assignments
 3. Objective, short essay final examination
3. Reading and Library
 1. Assigned readings and research from text and other references, including Internet materials
 2. Assigned readings from case reporters and codes

1. Oral
 1. Small group/class discussions and analysis of hypothetical legal problems and current course related topics
 2. Individual and/or small group presentations of assignments and projects
2. Written
 1. Objective and essay quizzes
 2. Drafting documents and forms related to the legal practice of intellectual property
 3. Analyze documents, laws, and codes related to intellectual property
 4. In class and take-home written assignments
 5. Objective and/or essay final examination
3. Reading and Library
 1. Assigned readings and research from text and other references, including Internet materials
 2. Assigned readings from case reporters, codes, and regulations
 3. Assigned video viewing

Changed Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Oral and written assignments that will be evaluated on the ability of the student to show an understanding of intellectual property and role of the paralegal in the protecting of intellectual property and in disputes surrounding it
2. Midterms and one final exam evaluated on the ability of the student to demonstrate an understanding of the law concerning intellectual property and means to protect it

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Oral and written assignments that will be evaluated on the ability of the student to show an understanding of intellectual property and role of the paralegal in the protecting of intellectual property and in disputes surrounding it
2. Quizzes, examinations, oral and written and creative presentations demonstrating the ability of student understanding of the law concerning intellectual property and means to protect it
3. Examination of modes of securing intellectual property rights



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None

Changed Field

Current Version

Proposed Version



**Examples of
Primary Texts and
References**

Title	No value
Author	Bouchoux, Deborah, "Intellectual Property: The Law of Trademarks, Copyrights, Patents and Trade Secrets", 5th Edition, New York: Cengage, 2018
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Intellectual Property: The Law of Trademarks, Copyrights, Patents and Trade Secrets
Author	Bouchoux, Deborah
Publisher	Cengage
Date/Edition	2024/6th Edition
ISBN	9780357767474



Suggested Reading List

No value

Reading List "Patents, Copyright & Trademark: an Intellectual Property Desk Reference", 14th Edition, Richard Stim, Editor, Berkeley: Nolo Press, 2016.

May include, but are not limited to No value

Reading List United States Copyright Office (<http://www.loc.gov/copyright/>)

May include, but are not limited to No value

Reading List United States Patent and Trademark Office <http://www.uspto.gov/>)

May include, but are not limited to No value

Reading List California Secretary of State Office (<http://www.sos.ca.gov>)

May include, but are not limited to No value

Reading List California codes (<http://www.leginfo.ca.gov/calaw.html>)

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Federal law and case law (http://www.findlaw.com)</p>	
		<p>May include, but are not limited to No value</p>	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Distinguish types of Intellectual Property • Explain general legal principles protecting all types of Intellectual Property • Locate statutes and case law governing Intellectual Property • Describe trade secrets and the process for protecting them • Outline the procedures to obtain and maintain trademarks under California and Federal law • Outline the procedures to obtain and maintain United States patents • Outline the procedures to obtain and maintain common law and United States copyrights • Describe the process for handling Intellectual Property disputes • Assess cultural, gender, age and other factors relevant to protect Intellectual Property 	<ul style="list-style-type: none"> • Distinguish types of Intellectual Property • Explain general legal principles protecting all types of Intellectual Property • Locate statutes and case law governing Intellectual Property • Describe trade secrets and the process for protecting them • Outline the procedures to obtain and maintain trademarks under California and Federal law • Outline the procedures to obtain and maintain United States patents • Outline the procedures to obtain and maintain common law and United States copyrights • Describe the process for handling Intellectual Property disputes • Assess cultural, gender, age and other factors relevant to protect Intellectual Property

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

CSLOs Demonstrate an understanding of the various types of Intellectual Property, including the general legal principles of each.

Expected SLO Performance 0.0

CSLOs Demonstrate an understanding of the various types of Intellectual Property, including the general legal principles of each.

Expected SLO Performance 0.0

CSLOs Outline the appropriate procedures required for each form of Intellectual Property.

Expected SLO Performance 0.0

CSLOs Outline the appropriate procedures required for each form of Intellectual Property.

Expected SLO Performance 0.0

CSLOs Identify and use the appropriate governing laws.

Expected SLO Performance 0.0

CSLOs Identify and use the appropriate governing laws.

Expected SLO Performance 0.0

Course Outline



Course Content

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Distinguish types of Intellectual Property <ol style="list-style-type: none"> 1. Trade Secrets 2. Trademarks and Service Marks 3. Copyrights 4. Patents 5. Other intellectual property 2. Explain general legal principles protecting all types of Intellectual Property <ol style="list-style-type: none"> 1. Historical protection of Intellectual Property 2. Constitutional provisions 3. Contract provisions 4. Statutory provisions 3. Locate statutes and case law governing Intellectual Property <ol style="list-style-type: none"> 1. California Law <ol style="list-style-type: none"> 1. California statutes 2. California regulations 3. California cases 2. Federal Law <ol style="list-style-type: none"> 1. Federal statutes 2. Federal regulations 3. Federal cases 4. Describe trade secrets and the process for protecting them <ol style="list-style-type: none"> 1. Definition of trade secrets 2. Protection of trade secrets 5. Outline the procedures to obtain and maintain trademarks under California and Federal law <ol style="list-style-type: none"> 1. California law <ol style="list-style-type: none"> 1. Legal Requirements and Procedures 2. Forms and Fees 2. Federal law <ol style="list-style-type: none"> 1. Legal Requirements and Procedures 2. Forms and Fees 6. Outline the procedures to obtain and maintain United States patents <ol style="list-style-type: none"> 1. Procedures for each type of patent 2. Forms and Fees 7. Outline the procedures to obtain and maintain common law and United States copyrights <ol style="list-style-type: none"> 1. Protectible rights and types of copyright 2. Copyright creation, ownership and transfer | <ol style="list-style-type: none"> 1. Distinguish types of Intellectual Property <ol style="list-style-type: none"> 1. Trade Secrets 2. Trademarks and Service Marks 3. Copyrights 4. Patents 2. Explain general legal principles protecting all types of Intellectual Property <ol style="list-style-type: none"> 1. Historical protection of Intellectual Property 2. Constitutional provisions 3. Contract provisions 4. Statutory provisions 3. Locate statutes and case law governing Intellectual Property <ol style="list-style-type: none"> 1. California Law <ol style="list-style-type: none"> 1. California statutes 2. California regulations 3. California cases 2. Federal Law <ol style="list-style-type: none"> 1. Federal statutes 2. Federal regulations 3. Federal cases 4. Describe trade secrets and the process for protecting them <ol style="list-style-type: none"> 1. Definition of trade secrets 2. Protection of trade secrets 5. Outline the procedures to obtain and maintain trademarks under California and Federal law <ol style="list-style-type: none"> 1. California law <ol style="list-style-type: none"> 1. Legal Requirements and Procedures 2. Forms and Fees 2. Federal law <ol style="list-style-type: none"> 1. Legal Requirements and Procedures 2. Forms and Fees 6. Outline the procedures to obtain and maintain United States patents <ol style="list-style-type: none"> 1. Procedures for each type of patent 2. Forms and Fees 7. Outline the procedures to obtain and maintain common law and United States copyrights <ol style="list-style-type: none"> 1. Protectible rights and types of copyright 2. Copyright creation, ownership and transfer 3. Legal requirements and ownership rights and |
|--|--|

Changed	Field	Current Version	Proposed Version
		3. Legal requirements and ownership rights and responsibilities 8. Describe the process for handling Intellectual Property disputes <ol style="list-style-type: none"> 1. Civil and criminal statutes 2. Remedies, punishment and sanctions 3. Preparation for trial or informal and alternative dispute resolution 9. Assess cultural, gender, age and other factors relevant to protect Intellectual Property <ol style="list-style-type: none"> 1. The paralegal role in obtaining factual information 2. The client interview 3. Understanding the client 	responsibilities 8. Describe the process for handling Intellectual Property disputes <ol style="list-style-type: none"> 1. Civil and criminal statutes 2. Remedies, punishment and sanctions 3. Preparation for trial or informal and alternative dispute resolution 9. Assess cultural, gender, age and other factors relevant to protect Intellectual Property <ol style="list-style-type: none"> 1. The paralegal role in obtaining factual information 2. The client interview 3. Understanding the client
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
!	Prerequisite(s):	ADMJ D095. or PARA D095. or POLI D095. (either course may be taken concurrently) - Effective Fall 2023 ADMJ D009. or PARA D009. or POLI D009. (either course may be taken concurrently) - Effective Fall 2024	No Value
	Corequisite(s):	No Value	No Value
!	Advisory(ies):	EWRT D001A or EWRT D01AH or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
!	Advisory(ies) - Other:	No Value	ADMJ D009., PARA D009. or POLI D009.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2SS	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	PARA 085	PARA 085
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	PARA	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239011	No Value
!	Account Code	1320	No Value
!	Program Code	140200	No Value
!	Percent	100	No Value
!	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc Course number change to requisites/advisories appr. 6/20/23 (effect. F24); F24 eLumen version could not be created due to F25 existing version.mkct 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
!	Specifications	No Value	<p>Updated methods of instruction to reflect how course content is taught</p> <p>Updated assignments to align with SLO's and/or course objectives</p> <p>Aligned methods of evaluation with SLO's and/or course objectives</p> <p>Updated textbooks and references to reflect current publications</p>
	Outline	No Value	No Value
	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
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value



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

No Value

Students will compose clear, organized, in-depth writing assignments for different audiences in the legal field. Their assignments will include legal memos internally to managing attorneys; and external pleadings, legal memos, reports sent to external audiences such as courts, administrative agencies, legal organizations, and clients. These assignments will be evaluated (just like the methods of evaluation in ENGL C1000) to see if students have the ability to analyze critically, discuss, and respond effectively to discourse and diverse legal topics.

Changed	Questions	Current Version	Proposed Version
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	<p>Students will compose clear, organized assignments for different audiences in the legal field that are tailored toward their specific interests in intellectual property. They will read diverse texts regarding patents, trademarks and copyrights, and will write numerous legal essays with varied purposes including an analysis of intellectual property in the current legal field and technical world that will critically, discuss, and respond effectively to the rapidly changing legal and technological world (similar to ENGL C1000 methods of evaluation). This type of legal writing will be taught to students throughout the quarter as if students have beginner/introductory knowledge of the law as it is taught when a legal assistant is entry level at a new legal position.</p>
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	<p>Students will compose clear, organized writing assignments using different legal citations using blue book format and MLA guidelines tailored toward different audiences in the legal field (for example lawyers, judges, administrative agencies, court professionals). Students will submit legal citations with all writing responses with a legal authorities page and table of contents to organize their research (addresses ENGL C1000 outline regarding MLA guidelines). This type of legal writing will be taught to students throughout the quarter as if students have beginner/introductory knowledge of the law as it is taught when a legal assistant is entry level at a new legal position.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</p>	<p>No Value</p>	<p>Students will write like real-life paralegals in this course. All work submitted will be grammatical correct and spell checked. Students will practice filling out court forms and preparing actual legal filings, therefore they must be proofread and error free. Their writings will provide coherence, be clear and organized. This addresses the skills from ENGL C1000 Outline regarding syntactically varied sentences that are free of mechanical errors. This type of legal writing will be taught to students throughout the quarter as if students have beginner/introductory knowledge of the law as it is taught when a legal assistant is entry level at a new legal position.</p>
	<p>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</p>	<p>No Value</p>	<p>Students will compose clear, organized, in-depth writing assignments for different audiences in the legal field. Their assignments will include legal arguments in the form of legal briefs sent to external audiences such as courts, administrative agencies, and legal organizations. These assignments will address ENGL C1000 outline regarding distinguishing, comparing and evaluating different legal perspectives and arguments to strategically learn how to advocate for future clients in the field. Students will compare different points of view to emulate adverse counsel and their managing counsel. This type of legal writing will be taught to students throughout the quarter as if students have beginner/introductory knowledge of the law as it is taught when a legal assistant is entry level at a new legal position.</p>

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value
	<p>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 7:
Demonstrate writing
as a multi-step
process including
attention to planning
and revision.**

No Value

No Value

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

No Value

No Value

**Objective 9:
Demonstrate
appropriate
grammar usage and
mechanics.**

No Value

No Value

C-Matrix Form

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

No Value

No Value

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

D-Matrix Form

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	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
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**Objective 4:
Develop linear
function models
to solve
problems.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 7:
Develop
quadratic
function models
to solve
problems.**

No Value

No Value

**Objective 8: Use
inequalities to
solve real world
problems.**

No Value

No Value

**Objective 9:
Explore
arithmetic
sequences and
series.**

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
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Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

ADMJ 95 or PARA 95 or POLI 95 will be moved to advisory from prerequisite. PARA 85 does not require prior legal knowledge from ADMJ 95 or PARA 95 or POLI 95. It is merely helpful, but all legal concepts from PARA 85 will be introductory.

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

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
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	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2:
Department
Chair

No Value

Description stays same. SLO's, textbook, units, prerequisite for English stays same, ADMJ 9 or PARA 9 or POLI 9 is advisory. (See matrix A&G)



Stage 3:
Division
Curriculum
Representative

No Value

Date	Name - Role OR Part - Field	Type of Edit	Initiator - Indicate Edit "Y" When Completed
3/19/24	RG - Div Rep Course description	Needs to be a complete sentence	Y

Stage 4:
Division Dean

No Value

No Value

Stage 5: SLO
Coordinator

No Value

No Value

Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed	
			Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
	Stage 7: Content Review Matrix Liaison	No Value						incomplete - zj 6/26
			4/4/24	Zack Judson	Matrix G	Required	Complete and upload Matrix G for your prerequisite	incomplete - zj 9/18 incomplete - zj 10/15 incomplete - zj 6/26 incomplete - zj 9/18 incomplete - zj 10/15
			4/4/24	zj	Matrix A	Required	Complete Matrix A for your English advisory	note - even if you remove your advisory you need to complete the first field in Matrix A explaining what curricular changes have led to the advisory no longer being necessary.
			10/29/24	Zack Judson	Matrix A and Matrix G	Required	Even if you are removing requisites you are required to fill out a field under both of these tabs justifying why these requisites are no longer necessary	Y (Matrix A&G have been redone. English now prereq, ADMJ 9 or PARA 9 or POLI 9 now advisory.)

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
			Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
!	Stage 8: Dean of Online Learning	No Value						
			11/07/24	Gabriela Nocito	Basic Information - Proposal Details - Attachments	Required	Please attach the Course Hybrid Delivery Request form.	Y
			11/07/24	Gabriela Nocito	Basic Information - Proposal Details - Attachments	Required	Please attach the Course Online Delivery Request form.	Y
			11/07/24	Gabriela Nocito	Specifications - Suggested Reading List	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	Y
			11/15/24	Gabriela Nocito	Basic Information - Proposal Details - Attachments (Online)	Required	Please attach the Course Online Delivery Request form. Only the Hybrid one was attached.	Y
			11/15/24	Gabriela Nocito	Basic Information - Proposal Details - Attachments (Hybrid)	Required	Please correct the percentage in the Hybrid form. Hybrid courses cannot be 100% Online.	Y
			11/21/24	Gabriela Nocito	Basic Information - Proposal Details - Attachments (Hybrid)	Required	Please adjust the percentage for in-person time vs. online. Per guidelines: Hybrid courses can have up to 50% of the meeting time be online. Therefore, % Online should not exceed 50%. % Face-to-Face should not be *lower* than 50%.	Y
			11/22/24	Gabriela Nocito	Basic Information - Proposal Details - Attachments (Online)	Required	Please adjust the percentage for in-person time vs. online. Additional information was sent via email.	Y - Changed Online form to 51/49%

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

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

Changed	Field	Current Version
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	Curriculum ID	PARAD085.
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000024930
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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Changed	Field	Current Version
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	Course Crosswalk CRS- NUMBER	
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De Anza College
Change Report
03/29/2024



Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Section	Changed field
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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• Rich Booher
	Course ID (CB01A and CB01B)	PHILD077.	PHILD077.
	Course Control Number	CCC000603978	CCC000603978
	Course Title (CB02)	Special Projects in Philosophy	Special Projects in Philosophy
	Short Course Title	SPEC PROJECTS IN PHILOSOPHY	SPEC PROJECTS IN PHILOSOPHY
	TOP Code (CB03)	1509.00	1509.00 Philosophy
	CIP Code	Philosophy	38.0101 Philosophy
	Department	PHIL - Philosophy	PHIL - Philosophy
	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	Specific reading, writing or study projects within the discipline of Philosophy.	Specific reading, writing or study projects within <u>This course allows students to work on an individual project under the discipline guidance of Philosophy: a faculty member. Students may pursue a project on a philosophical topic, figure, or text. These are typically topics, figures, or texts that are not covered in other courses, though one may study material covered in another course in greater depth.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

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

Course Justification

Changed

Field

Current Version

Proposed Version

**Course
Justification**

This variable unit course is an elective. It is a stand-alone course and fills elective requirements for major preparation requirement in the discipline of Philosophy for at least one CSU. This special projects course allows for flexibility to address philosophical issues of special interest for which we do not already have specific curriculum. It allows for diversity and depth in the lower division philosophy curriculum not met by the rest of the course offerings.

This ~~variable unit~~ course is an elective. It is a stand-alone course and fills an elective requirements requirement for major preparation requirement in the discipline of Philosophy for at least one CSU. This special projects course allows for flexibility to address philosophical issues of special interest for which we do not already have specific curriculum. It allows for diversity and depth in the lower division philosophy curriculum not met by the rest of the course offerings.

Foothill Equivalency

Changed

Field

Current Version

Proposed Version

**Does the
course have a
Foothill
equivalent?**

No

No

**Foothill
Faculty
Consultation
Name**

No value

**Foothill
Course ID**

No value

Course Philosophy

Changed

Field

Current Version

Proposed Version

**Course
Philosophy**

No value

Formerly Statement

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

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	<p><u>This course does not fit into a GE or certificate program because it is an independent study course with variable material, depending on the interest of the student. This course offers students the opportunity to explore issues of interest to them. It is intended for students who have an interest in philosophy and want to study topics that are not covered in other courses, as well as topics that are not covered in as much depth as is possible in a directed study course.</u></p>
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CTE Course

Changed	Field	Current Version	Proposed Version
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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Is this an honors/non-honors course?

No value

No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

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

Changed	Field	Current Version	Proposed Version
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

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

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

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

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

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


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

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

Specifications											
Changed	Field	Current Version	Proposed Version								
	Methods of Instruction	<table border="1"> <thead> <tr> <th>Methods of Instruction</th> <th></th> </tr> </thead> <tbody> <tr> <td>Methods of Instruction</td> <td>Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects</td> </tr> </tbody> </table>	Methods of Instruction		Methods of Instruction	Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects	<table border="1"> <thead> <tr> <th>Methods of Instruction</th> <th>Methods of Instruction</th> </tr> </thead> <tbody> <tr> <td>Methods of Instruction</td> <td>Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects Homework and extended projects</td> </tr> </tbody> </table>	Methods of Instruction	Methods of Instruction	Methods of Instruction	Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects Homework and extended projects
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Methods of Instruction	Methods of Instruction										
Methods of Instruction	Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects Homework and extended projects										

Changed	Field	Current Version	Proposed Version								
!	Assignments	1. To be determined in consultation with instructor. See 3, 4 and 5 of Special Project Contract.	1. Written assignments 2. Creative projects								
!	Methods of Evaluation	<table border="1"> <tr> <td data-bbox="568 388 795 556">Methods of Evaluation</td> <td data-bbox="795 388 1039 556"></td> </tr> <tr> <td data-bbox="568 556 795 1669">Methods of Evaluation</td> <td data-bbox="795 556 1039 1669"> 1. Written final examination and/or paper, to be evaluated on the student's grasp of the theories and core concepts related to the study of philosophy and the student's selected topic. If appropriate, the student's ability to develop and defend an original philosophical position will also be evaluated. </td> </tr> </table>	Methods of Evaluation		Methods of Evaluation	1. Written final examination and/or paper, to be evaluated on the student's grasp of the theories and core concepts related to the study of philosophy and the student's selected topic. If appropriate, the student's ability to develop and defend an original philosophical position will also be evaluated.	<table border="1"> <tr> <td data-bbox="1039 388 1218 556">Methods of Evaluation</td> <td data-bbox="1218 388 1518 556">Methods of Evaluation</td> </tr> <tr> <td data-bbox="1039 556 1218 1669">Methods of Evaluation</td> <td data-bbox="1218 556 1518 1669"> 1. Essay or creative project demonstrating the student's grasp of the theories and core concepts related to the student's selected topic. The student's ability to develop and defend an original philosophical position will also be evaluated. </td> </tr> </table>	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation	1. Essay or creative project demonstrating the student's grasp of the theories and core concepts related to the student's selected topic. The student's ability to develop and defend an original philosophical position will also be evaluated.
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Methods of Evaluation	Methods of Evaluation										
Methods of Evaluation	1. Essay or creative project demonstrating the student's grasp of the theories and core concepts related to the student's selected topic. The student's ability to develop and defend an original philosophical position will also be evaluated.										
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • None. 	Essential Student Materials: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • None 								

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

Title	No value
Author	To be determined in consultation with the instructor. See Sections 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	To be determined in consultation with the instructor. See Sections 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

**Suggested Reading List**

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

No value

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

- Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.

- Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract.

Changed	Field	Current Version	Proposed Version
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CSLOs

CSLOs Employ philosophical methods in the analysis of complex source texts.

Expected SLO Performance 0.0

CSLOs Employ philosophical methods in the analysis of complex source texts.

Expected SLO Performance 0.0

CSLOs Articulate and defend original philosophical positions on a complex issue.

Expected SLO Performance 0.0

CSLOs Articulate and defend original philosophical positions on a complex issue.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
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Course Content




1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.
 1. Research literature in the relevant philosophical subfield, including both philosophical theory and relevant empirical research where applicable.
 2. Produce scholarly work that applies philosophical research and methods to the selected topic

1. Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract.
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Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2SS	No Value
	Catalog Term (21-22)	21-22	No Value
	5 Year Revision Year (2021)	2018	No Value
	Effective Quarter	Fall	No Value
	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	PHIL 077	PHIL 077
	Course Status	New Stand-Alone	New Stand-Alone
	Course Status Code	A	No Value
	Banner Department	PHIL	No Value
	Course Level	DU	No Value
	College Code	DA	No Value
	Course Characteristics	Special Projects	No Value


Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	Cross-Listed/Related Course ID's	No Value	No Value
	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Emergency Approval	No	No Value
	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
	Noncredit Enhanced Funding Indicator	N	No Value
	In Service Indicator	N	No Value
	Sports/Physical Education Course Indicator	N	No Value
	COA Code	C	No Value
	Fund Code	114000	No Value
	Organization Code	239010	No Value
	Account Code	1320	No Value
	Program Code	150900	No Value

Changed	Questions	Current Version	Proposed Version
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2019 to 2018 per redistribution) 	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2019 to 2018 per redistribution)
!	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:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in PHIL D077X or PHIL D077Y.)	(Not open to students with credit in PHIL D077X or PHIL D077Y.)
	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

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
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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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Create syntactically varied sentences that are free of mechanical errors.

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value
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C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	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
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Changed	Questions	Current Version	Proposed Version
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	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
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	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
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

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

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

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

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

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

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

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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

Student must obtain permission of the instructor and complete a Special Projects contract.

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

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

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

**Stage 7:
Content
Review Matrix
Liaison**

No Value

No Value

**Stage 8: AVP -
Instruction**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: 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	PHILD077.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000603978

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
03/29/2024



Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Section	Changed field
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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• Rich Booher
	Course ID (CB01A and CB01B)	PHILD077X	PHILD077X
	Course Control Number	CCC000618413	CCC000618413
	Course Title (CB02)	Special Projects in Philosophy	Special Projects in Philosophy
	Short Course Title	SPEC PROJECTS IN PHILOSOPHY	SPEC PROJECTS IN PHILOSOPHY
	TOP Code (CB03)	1509.00	1509.00 Philosophy
	CIP Code	Philosophy	38.0101 Philosophy
	Department	PHIL - Philosophy	PHIL - Philosophy
	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	Specific reading, writing or study projects within the discipline of Philosophy.	Specific reading, writing or study projects within <u>This course allows students to work on an individual project under the discipline guidance of Philosophy: a faculty member. Students may pursue a project on a philosophical topic, figure, or text. These are typically topics, figures, or texts that are not covered in other courses, though one may study material covered in another course in greater depth.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Philosophy
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHILOSOPHY

Course Justification			

Changed	Field	Current Version	Proposed Version
	Course Justification	This variable unit course is an elective. It is a stand-alone course and fills elective requirements for major preparation requirement in the discipline of Philosophy for at least one CSU. This special projects course allows for flexibility to address philosophical issues of special interest for which we do not already have specific curriculum. It allows for diversity and depth in the lower division philosophy curriculum not met by the rest of the course offerings.	This variable unit course is an elective. It is a stand-alone course and fills <u>an</u> elective requirements <u>requirement</u> for major preparation requirement in the discipline of Philosophy for at least one CSU. This special projects course allows for flexibility to address philosophical issues of special interest for which we do not already have specific curriculum. It allows for diversity and depth in the lower division philosophy curriculum not met by the rest of the course offerings.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

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

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	<u>This course does not fit into a GE or certificate program because it is an independent study course with variable material, depending on the interest of the student. This course offers students the opportunity to explore issues of interest to them. It is intended for students who have an interest in philosophy and want to study topics that are not covered in other courses, as well as topics that are not covered in as much depth as is possible in a directed study course.</u>
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CTE Course

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

Changed	Field	Current Version	Proposed Version
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Is this an honors/non-honors course?

No value

No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

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

Changed	Field	Current Version	Proposed Version
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

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

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

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

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

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

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

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

Changed	Field	Current Version	Proposed Version
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Methods of Instruction

Methods of Instruction

Methods of Instruction Discussion of assigned reading
Collaborative learning and small group exercises
Collaborative projects

Methods of Instruction

Methods of Instruction

Methods of Instruction Discussion of assigned reading
Collaborative learning and small group exercises
Collaborative projects
Homework and extended projects

Changed	Field	Current Version	Proposed Version								
!	Assignments	1. To be determined in consultation with instructor. See 3, 4 and 5 of Special Project Contract.	1. Written assignments 2. Creative projects								
!	Methods of Evaluation	<table border="1"> <tr> <td data-bbox="568 388 779 556">Methods of Evaluation</td> <td data-bbox="779 388 1039 556"></td> </tr> <tr> <td data-bbox="568 556 779 1669">Methods of Evaluation</td> <td data-bbox="779 556 1039 1669"> 1. Written final examination and/or paper, to be evaluated on the student's grasp of the theories and core concepts related to the study of philosophy and the student's selected topic. If appropriate, the student's ability to develop and defend an original philosophical position will also be evaluated. </td> </tr> </table>	Methods of Evaluation		Methods of Evaluation	1. Written final examination and/or paper, to be evaluated on the student's grasp of the theories and core concepts related to the study of philosophy and the student's selected topic. If appropriate, the student's ability to develop and defend an original philosophical position will also be evaluated.	<table border="1"> <tr> <td data-bbox="1039 388 1218 556">Methods of Evaluation</td> <td data-bbox="1218 388 1518 556">Methods of Evaluation</td> </tr> <tr> <td data-bbox="1039 556 1218 1669">Methods of Evaluation</td> <td data-bbox="1218 556 1518 1669"> 1. Essay or creative project demonstrating the student's grasp of the theories and core concepts related to the student's selected topic. The student's ability to develop and defend an original philosophical position will also be evaluated. </td> </tr> </table>	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation	1. Essay or creative project demonstrating the student's grasp of the theories and core concepts related to the student's selected topic. The student's ability to develop and defend an original philosophical position will also be evaluated.
Methods of Evaluation											
Methods of Evaluation	1. Written final examination and/or paper, to be evaluated on the student's grasp of the theories and core concepts related to the study of philosophy and the student's selected topic. If appropriate, the student's ability to develop and defend an original philosophical position will also be evaluated.										
Methods of Evaluation	Methods of Evaluation										
Methods of Evaluation	1. Essay or creative project demonstrating the student's grasp of the theories and core concepts related to the student's selected topic. The student's ability to develop and defend an original philosophical position will also be evaluated.										
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • None. 	Essential Student Materials: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • None 								

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

Title	No value
Author	To be determined in consultation with the instructor. See Sections 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	To be determined in consultation with the instructor. See Sections 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

**Suggested Reading List**

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

No value

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

- Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.

- Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract.

Changed	Field	Current Version	Proposed Version
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CSLOs

CSLOs Employ philosophical methods in the analysis of complex source texts.

Expected SLO Performance 0.0

CSLOs Employ philosophical methods in the analysis of complex source texts.

Expected SLO Performance 0.0

CSLOs Articulate and defend original philosophical positions on a complex issue.

Expected SLO Performance 0.0

CSLOs Articulate and defend original philosophical positions on a complex issue.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
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Course Content




1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.
 1. Research literature in the relevant philosophical subfield, including both philosophical theory and relevant empirical research where applicable.
 2. Produce scholarly work that applies philosophical research and methods to the selected topic

1. Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract.
 1. Research literature in the relevant philosophical subfield, including both philosophical theory and relevant empirical research where applicable.
 2. Produce scholarly work that applies philosophical research and methods to the selected topic

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2SS	No Value
	Catalog Term (21-22)	21-22	No Value
	5 Year Revision Year (2021)	2018	No Value
	Effective Quarter	Fall	No Value
	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	PHIL 077X	PHIL 077X
	Course Status	New Stand-Alone	New Stand-Alone
	Course Status Code	A	No Value
	Banner Department	PHIL	No Value
	Course Level	DU	No Value
	College Code	DA	No Value
	Course Characteristics	Special Projects	No Value


Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	PHIL 77	PHIL 77
	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Emergency Approval	No	No Value
	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
	Noncredit Enhanced Funding Indicator	N	No Value
	In Service Indicator	N	No Value
	Sports/Physical Education Course Indicator	N	No Value
	COA Code	C	No Value
	Fund Code	114000	No Value
	Organization Code	239010	No Value
	Account Code	1320	No Value
	Program Code	150900	No Value

Changed	Questions	Current Version	Proposed Version
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2019 to 2018 per redistribution) 	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2019 to 2018 per redistribution)
!	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:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in PHIL D077. or PHIL D077Y.)	(Not open to students with credit in PHIL D077. or PHIL D077Y.)
	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

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
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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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Create
syntactically
varied
sentences that
are free of
mechanical
errors.**

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value
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C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	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
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Changed	Questions	Current Version	Proposed Version
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	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
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	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
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	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

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

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

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

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

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

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

Changed	Questions	Current Version	Proposed Version
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**Objective 9:
Explore the use
of variables in
expressions
and evaluate
algebraic
expressions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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

Student must obtain permission of the instructor and complete a Special Projects contract.

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

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

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

**Stage 7:
Content
Review Matrix
Liaison**

No Value

No Value

**Stage 8: AVP -
Instruction**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: 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	PHILD077X
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000618413

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
03/29/2024



Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Section	Changed field
Comments	Stage 3: Division Curriculum Representative
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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• Rich Booher
	Course ID (CB01A and CB01B)	PHILD077Y	PHILD077Y
	Course Control Number	CCC000611925	CCC000611925
	Course Title (CB02)	Special Projects in Philosophy	Special Projects in Philosophy
	Short Course Title	SPEC PROJECTS IN PHILOSOPHY	SPEC PROJECTS IN PHILOSOPHY
	TOP Code (CB03)	1509.00	1509.00 Philosophy
	CIP Code	Philosophy	38.0101 Philosophy
	Department	PHIL - Philosophy	PHIL - Philosophy
	Effective Term	Fall 2021	Fall 2021 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	Specific reading, writing or study projects within the discipline of Philosophy.	Specific reading, writing or study projects within <u>This course allows students to work on an individual project under the discipline guidance of Philosophy: a faculty member. Students may pursue a project on a philosophical topic, figure, or text. These are typically topics, figures, or texts that are not covered in other courses, though one may study material covered in another course in greater depth.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Philosophy
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - PHILOSOPHY

Course Justification			

Changed	Field	Current Version	Proposed Version
	Course Justification	This variable unit course is an elective. It is a stand-alone course and fills elective requirements for major preparation requirement in the discipline of Philosophy for at least one CSU. This special projects course allows for flexibility to address philosophical issues of special interest for which we do not already have specific curriculum. It allows for diversity and depth in the lower division philosophy curriculum not met by the rest of the course offerings.	This variable unit course is an elective. It is a stand-alone course and fills <u>an</u> elective requirements <u>requirement</u> for major preparation requirement in the discipline of Philosophy for at least one CSU. This special projects course allows for flexibility to address philosophical issues of special interest for which we do not already have specific curriculum. It allows for diversity and depth in the lower division philosophy curriculum not met by the rest of the course offerings.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

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

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	<u>This course does not fit into a GE or certificate program because it is an independent study course with variable material, depending on the interest of the student. This course offers students the opportunity to explore issues of interest to them. It is intended for students who have an interest in philosophy and want to study topics that are not covered in other courses, as well as topics that are not covered in as much depth as is possible in a directed study course.</u>
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CTE Course

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

Changed	Field	Current Version	Proposed Version
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Is this an honors/non-honors course?

No value

No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------



Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

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

Changed	Field	Current Version	Proposed Version
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

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

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	9	9
	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	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	108	108
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

Speciality Hours

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

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
--	-------------------------------------	----------------	----------------

	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
--	------------------------------------	----------------------------	----------------------------

	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
--	--	----------------	----------------

	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
--	---------------------------------------	-----------------	-----------------

	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
--	--	--------------------------	--------------------------

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

Credit Units


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

	Total Lecture Hours per Term	-	0
--	-------------------------------------	---	---

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	108	108
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

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

Specifications											
Changed	Field	Current Version	Proposed Version								
	Methods of Instruction	<table border="1"> <thead> <tr> <th>Methods of Instruction</th> <th></th> </tr> </thead> <tbody> <tr> <td>Methods of Instruction</td> <td>Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects</td> </tr> </tbody> </table>	Methods of Instruction		Methods of Instruction	Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects	<table border="1"> <thead> <tr> <th>Methods of Instruction</th> <th>Methods of Instruction</th> </tr> </thead> <tbody> <tr> <td>Methods of Instruction</td> <td>Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects Homework and extended projects</td> </tr> </tbody> </table>	Methods of Instruction	Methods of Instruction	Methods of Instruction	Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects Homework and extended projects
Methods of Instruction											
Methods of Instruction	Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects										
Methods of Instruction	Methods of Instruction										
Methods of Instruction	Discussion of assigned reading Collaborative learning and small group exercises Collaborative projects Homework and extended projects										

Changed	Field	Current Version	Proposed Version								
!	Assignments	1. To be determined in consultation with instructor. See 3, 4 and 5 of Special Project Contract.	1. Written assignments 2. Creative projects								
!	Methods of Evaluation	<table border="1"> <tr> <td data-bbox="568 388 779 556">Methods of Evaluation</td> <td data-bbox="779 388 1039 556"></td> </tr> <tr> <td data-bbox="568 556 779 1669">Methods of Evaluation</td> <td data-bbox="779 556 1039 1669">1. Written final examination and/or paper, to be evaluated on the student's grasp of the theories and core concepts related to the study of philosophy and the student's selected topic. If appropriate, the student's ability to develop and defend an original philosophical position will also be evaluated.</td> </tr> </table>	Methods of Evaluation		Methods of Evaluation	1. Written final examination and/or paper, to be evaluated on the student's grasp of the theories and core concepts related to the study of philosophy and the student's selected topic. If appropriate, the student's ability to develop and defend an original philosophical position will also be evaluated.	<table border="1"> <tr> <td data-bbox="1039 388 1218 556">Methods of Evaluation</td> <td data-bbox="1218 388 1518 556">Methods of Evaluation</td> </tr> <tr> <td data-bbox="1039 556 1218 1669">Methods of Evaluation</td> <td data-bbox="1218 556 1518 1669">1. Essay or creative project demonstrating the student's grasp of the theories and core concepts related to the student's selected topic. The student's ability to develop and defend an original philosophical position will also be evaluated.</td> </tr> </table>	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation	1. Essay or creative project demonstrating the student's grasp of the theories and core concepts related to the student's selected topic. The student's ability to develop and defend an original philosophical position will also be evaluated.
Methods of Evaluation											
Methods of Evaluation	1. Written final examination and/or paper, to be evaluated on the student's grasp of the theories and core concepts related to the study of philosophy and the student's selected topic. If appropriate, the student's ability to develop and defend an original philosophical position will also be evaluated.										
Methods of Evaluation	Methods of Evaluation										
Methods of Evaluation	1. Essay or creative project demonstrating the student's grasp of the theories and core concepts related to the student's selected topic. The student's ability to develop and defend an original philosophical position will also be evaluated.										
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • None. 	Essential Student Materials: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • None 								

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

Title	No value
Author	To be determined in consultation with the instructor. See Sections 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	To be determined in consultation with the instructor. See Sections 3 and 4 of Special Project Contract.
Publisher	No value
Date/Edition	No value
ISBN	No value

**Suggested Reading List**

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

No value

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

- Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.

- Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract.

Changed	Field	Current Version	Proposed Version
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CSLOs

CSLOs Employ philosophical methods in the analysis of complex source texts.

Expected SLO Performance 0.0

CSLOs Employ philosophical methods in the analysis of complex source texts.

Expected SLO Performance 0.0

CSLOs Articulate and defend original philosophical positions on a complex issue.

Expected SLO Performance 0.0

CSLOs Articulate and defend original philosophical positions on a complex issue.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
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Course Content




1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.
 1. Research literature in the relevant philosophical subfield, including both philosophical theory and relevant empirical research where applicable.
 2. Produce scholarly work that applies philosophical research and methods to the selected topic

1. Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract.
 1. Research literature in the relevant philosophical subfield, including both philosophical theory and relevant empirical research where applicable.
 2. Produce scholarly work that applies philosophical research and methods to the selected topic

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2SS	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	PHIL 077Y	PHIL 077Y
	Course Status	New Stand-Alone	New Stand-Alone
!	Course Status Code	A	No Value
!	Banner Department	PHIL	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	Special Projects	No Value


Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	PHIL 77	PHIL 77
	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Emergency Approval	No	No Value
	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
	Noncredit Enhanced Funding Indicator	N	No Value
	In Service Indicator	N	No Value
	Sports/Physical Education Course Indicator	N	No Value
	COA Code	C	No Value
	Fund Code	114000	No Value
	Organization Code	239010	No Value
	Account Code	1320	No Value
	Program Code	150900	No Value

Changed	Questions	Current Version	Proposed Version
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2019 to 2018 per redistribution) 	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2019 to 2018 per redistribution)
!	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:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in PHIL D077. or PHIL D077X.)	(Not open to students with credit in PHIL D077. or PHIL D077X.)
	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

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
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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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Create
syntactically
varied
sentences that
are free of
mechanical
errors.**

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value
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C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	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
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Changed	Questions	Current Version	Proposed Version
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	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
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	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
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	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

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

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

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

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

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

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

Changed	Questions	Current Version	Proposed Version
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**Objective 9:
Explore the use
of variables in
expressions
and evaluate
algebraic
expressions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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

Student must obtain permission of the instructor and complete a Special Projects contract.

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>No Value</p>
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>No Value</p>	<p>No Value</p>

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

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value
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Comments

Changed	Questions	Current Version	Proposed Version
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	<p>Stage 2: Department Chair</p>	No Value	No Value
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	<p>Stage 3: Division Curriculum Representative</p>	No Value	<p>Name - Part Type DateRole - of Edit OR FieldEdit Tab</p>	<p>Initiator - Indicate "Y" When Completed</p>
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	<p>Stage 4: Division Dean</p>	No Value	No Value
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	<p>Stage 5: SLO Coordinator</p>	No Value	No Value
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	<p>Stage 7: Content Review Matrix Liaison</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Stage 8: AVP - Instruction	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: 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	PHILD077Y
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000611925

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
12/13/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
CO	Hybrid Approval Date (MM/DD/YYYY)

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Ashley Egbert 	<ul style="list-style-type: none"> Ashley Egbert Nguyen, Vinh Bambhania, Doli Bourgoub, Hassan
	Course ID (CB01A and CB01B)	MATHD002B	MATHD002B
	Course Control Number	CCC000095015	CCC000095015
	Course Title (CB02)	Linear Algebra	Linear Algebra
	Short Course Title	LINEAR ALGEBRA	LINEAR ALGEBRA
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Linear algebra and selected topics of mathematical analysis.	Linear algebra and selected topics of mathematical analysis.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - MATHEMATICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course meets a general education requirement for De Anza and Cal-GETC. This is UC and CSU transferable. This course satisfies the mathematics proficiency requirement for an AA degree and is a required core course for the AS-T degree in Mathematics. This is the second course in a sequence of two courses beyond the calculus sequence. This course emphasizes concepts in linear algebra. The content in this course is required for advanced courses in mathematics and the sciences.</p>	<p>This course meets a general education requirement for De Anza and Cal-GETC. This is UC and CSU transferable. This course satisfies the mathematics proficiency requirement for an AA degree and is a required core course for the AS-T degree in Mathematics. This is the second course in a sequence of two courses beyond the calculus sequence. This course emphasizes concepts in linear algebra. The content in this course is required for advanced courses in mathematics and the sciences.</p>

Stand-Alone Statement

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

Course Philosophy

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

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

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

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

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

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	MATH F002B	MATH F002B
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	Does the course have a Foothill equivalent?	Yes	Yes
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More Options

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

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

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Economics for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Economics for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

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

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

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

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

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

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

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

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

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

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

Changed Field

Current Version

Proposed Version

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

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

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

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

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

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

Associated Program	Associate in Arts in Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Associate in Arts in Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

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

Associated Program Mathematics for Transfer (In Development)

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

Associated Program Mathematics for Transfer (In Development)

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

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

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

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

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

Associated Program Associate in Science in Mathematics for Transfer

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

Associated Program Associate in Science in Mathematics for Transfer

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

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

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

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

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

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

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

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

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

Changed	Field	Current Version	Proposed Version
		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

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)	B	B
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
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GE Information

System/Institution	C-ID	System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> MATH - Approved. 	Area(s)	<ul style="list-style-type: none"> MATH - Approved.
-	C-ID MATH 250	-	C-ID MATH 250
System/Institution	Cal-GETC	System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA2X - Approved. 	Area(s)	<ul style="list-style-type: none"> CA2X - Approved.
-	No value	-	No value
System/Institution	De Anza GE	System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G2X - Approved. 	Area(s)	<ul style="list-style-type: none"> 2G2X - Approved.
-	No value	-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	5	5
	Lecture Hours - Out of Class	10	10
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.

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

Credit Units

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

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

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



Methods of Instruction

Methods of Instruction	
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving as a class activity Collaborative learning and small group exercises Collaborative projects Use of various technologies including graphing utilities and computer labs Quiz and examination review performed in class Homework and extended projects Guest speakers Problem solving and exploration activities using applications software Problem solving and exploration activities using courseware

Methods of Instruction	
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving as a class activity Collaborative learning and small group exercises Collaborative projects Use of various technologies including graphing utilities and computer labs Quiz and examination review performed in class Homework and extended projects Guest speakers Problem solving and exploration activities using applications software Problem solving and exploration activities using courseware

Assignments

1. Required readings from text
2. Problem-solving exercises some including technology
3. A selection of homework/quizzes, group projects, exploratory worksheets.
4. Optional project synthesizing various concepts and skills from course content

1. Required readings from text
2. Problem-solving exercises some including technology
3. A selection of homework/quizzes, group projects, exploratory worksheets.
4. Optional project synthesizing various concepts and skills from course content

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of
Evaluation

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

1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion and accuracy in order to assess student's comprehension and ability to communicate orally or in writing of course content.
2. Projects (optional) Projects may be used to enhance the student's understanding of topics studied in the course in group or individual formats where communicating their understanding orally through classroom on presentation or in writing. The evaluation to be based comprehension of course content.
3. At least Three exams without projects, or at least two one-

**Methods
of
Evaluation**

1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion and accuracy in order to assess student's comprehension and ability to communicate orally or in writing of course content.
2. Projects (optional) Projects may be used to enhance the student's understanding of topics studied in the course in group or individual formats where communicating their understanding orally through classroom on presentation or in writing. The evaluation to be based comprehension of course content.
3. At least Three exams without projects, or at least two one-

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

hour exams with projects are required. In these evaluations the student is expected to provide complete and accurate solutions to problems that include both theory and application by integrating methods and techniques studied in the course.

4. A final examination in which the student is expected to display comprehension of course content and be able to choose methods and techniques appropriate to the various problems covered by content in the course outline.

hour exams with projects are required. In these evaluations the student is expected to provide complete and accurate solutions to problems that include both theory and application by integrating methods and techniques studied in the course.

4. A final examination in which the student is expected to display comprehension of course content and be able to choose methods and techniques appropriate to the various problems covered by content in the course outline.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None.

Essential College Facilities:

- None.

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

Title	No value
Author	* Anton, Howard. "Elementary Linear Algebra, Applications Version", 12th edition, 2014, John Wiley
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	David C. Lay, "Linear Algebra And Its Applications", 5th Edition, Addison Wesley Publisher, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Larson, Edwards and Flavo, "Elementary Linear Algebra", 8th Edition, Houghton Mifflin Publisher, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	A First Course in Linear Algebra
Author	Ken Kuttler
Publisher	LibreText
Date/Edition	2023
ISBN	No value

Title	Elementary Linear Algebra
Author	Larson, Edwards and Flavo
Publisher	Houghton Mifflin
Date/Edition	2017/8th Edition
ISBN	No value

Title	Introduction to Linear Algebra
Author	Strang, Gilbert
Publisher	Wellesley-Cambridge Press
Date/Edition	2023/6th edition
ISBN	No value

Title	Elementary Linear Algebra, Applications Version
Author	Anton, Howard
Publisher	John Wiley
Date/Edition	2014/12th edition
ISBN	No value

Changed Field

Current Version

Proposed Version

ISBN No value

Title Linear Algebra And
Its Applications

Author David C. Lay

Publisher Addison Wesley

Date/Edition 2023/6th Edition

ISBN No value



Suggested Reading List

No value

Reading List Anton, Howard. "Elementary Linear Algebra", 10th edition, New York, NY: John Wiley and Sons, Inc., 2010

May include, but are not limited to No value

Reading List Foley, James D. "Introduction to Computer Graphics", Addison-Wesley, 3rd edition (Supplement for computer graphics applications)

May include, but are not limited to No value

Reading List Goodaire, Edgar G. "Linear Algebra: A Pure and Applied First Course", Prentice Hall, 2017

May include, but are not limited to No value

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

Reading List Joseph, George G. "The crest of Peacock", Princeton University Press, 2000
(Supplement to non-European history of Linear Algebra)

May include, but are not limited to No value

Reading List Kolman, Bernard and Hill, David R., "Elementary Linear Algebra", 9th edition, Saunders College Publishing, 2007 (Only for instructors; thorough exposition; the most recent edition)

May include, but are not limited to No value

Reading List Strang, Gilbert. "Linear Algebra and its Applications", 4th edition, Saunders College Publishing, 2006.

May include, but are not limited to No value

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

Reading List Gilbert, Strange Introduction to Linear Algebra, 4th edition, Wellesley-Cambridge Press, 2009.

May include, but are not limited to No value

Reading List Carlson, David, et al, editors. Resources for Teaching Linear Algebra. Mathematical Association of America, 1997.

May include, but are not limited to No value

Reading List Carlson, David; Johnson, Charles R.; Lay, David C.; Porter, Duane A., editors. Linear Algebra Gems: Assets for Undergraduate Mathematics. Mathematical Association of America, 2002.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none">• Solve and analyze systems of linear equations using matrices and matrix theory• Investigate special matrices and matrix operations including powers and factorization• Develop understanding and use of n-dimensional vectors and vector operations• Define and investigate vector spaces and vector sub-spaces and find their bases and dimensions• Establish understanding of linear transformations and their geometry and find their matrix representation• Define eigenvalues and eigenvectors and use them to diagonalize square matrices and solve related problems• Utilize methods of linear algebra to solve application problems selected from engineering, science and related fields• Prove basic results in linear algebra using appropriate proof-writing techniques	<ul style="list-style-type: none">• Solve and analyze systems of linear equations using matrices and matrix theory• Investigate special matrices and matrix operations including powers and factorization• Develop understanding and use of n-dimensional vectors and vector operations• Define and investigate vector spaces and vector sub-spaces and find their bases and dimensions• Establish understanding of linear transformations and their geometry and find their matrix representation• Define eigenvalues and eigenvectors and use them to diagonalize square matrices and solve related problems• Utilize methods of linear algebra to solve application problems selected from engineering, science and related fields• Prove basic results in linear algebra using appropriate proof-writing techniques

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

CSLOs	Construct and evaluate linear systems/models to solve application problems.
Expected SLO Performance	0.0

CSLOs	Construct and evaluate linear systems/models to solve application problems.
Expected SLO Performance	0.0

CSLOs	Solve problems by deciding upon and applying appropriate algorithms/concepts from linear algebra.
Expected SLO Performance	0.0

CSLOs	Solve problems by deciding upon and applying appropriate algorithms/concepts from linear algebra.
Expected SLO Performance	0.0

CSLOs	Apply theoretical principles of linear algebra to define properties of linear transformations, matrices and vector spaces.
Expected SLO Performance	0.0

CSLOs	Apply theoretical principles of linear algebra to define properties of linear transformations, matrices and vector spaces.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Solve and analyze systems of linear equations using matrices and matrix theory</p> <ol style="list-style-type: none"> 1. Convert systems of equations to matrix equations and produce augmented and coefficient matrices. 2. Use row operations to put matrices into row echelon and row reduced echelon forms 3. Apply the row echelon form of a matrix to classify a system of linear equations as consistent/inconsistent, dependent/independent. 4. Use row reduced form of augmented matrices to write solutions in vector and parametric forms. 5. Examine the condition number of a matrix and determine its affect on the inaccuracy of approximate solutions to linear systems 6. Investigate and solve problems from geometry, science, engineering as well as problems that explore multi-cultural perspectives and problems from fields of interest to students <p>2. Investigate special matrices and matrix operations including powers and factorization</p> <ol style="list-style-type: none"> 1. Find sums, scalar multiples of matrices 2. Find products of matrices using point by point, column and row multiplication methods 3. Find the transpose of a matrix 	<p>1. Solve and analyze systems of linear equations using matrices and matrix theory</p> <ol style="list-style-type: none"> 1. Convert systems of equations to matrix equations and produce augmented and coefficient matrices. 2. Use row operations to put matrices into row echelon and row reduced echelon forms 3. Apply the row echelon form of a matrix to classify a system of linear equations as consistent/inconsistent, dependent/independent. 4. Use row reduced form of augmented matrices to write solutions in vector and parametric forms. 5. Examine the condition number of a matrix and determine its affect on the inaccuracy of approximate solutions to linear systems 6. Investigate and solve problems from geometry, science, engineering as well as problems that explore multi-cultural perspectives and problems from fields of interest to students <p>2. Investigate special matrices and matrix operations including powers and factorization</p> <ol style="list-style-type: none"> 1. Find sums, scalar multiples of matrices 2. Find products of matrices using point by point, column and row multiplication methods 3. Find the transpose of a matrix 4. Define and compute the inverse of a square matrix

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

- | Changed Field | Current Version | Proposed Version |
|---------------|--|---|
| | <ol style="list-style-type: none">4. Define and compute the inverse of a square matrix5. Solve systems of equations using the inverse of the coefficient matrix and establish conditions for its invertibility6. Define and investigate basic properties of triangular, diagonal and symmetric matrices7. Define the determinant of a square matrix and study the properties of determinants including triangular, diagonal and invertible matrices8. Find determinants of square matrices using cofactor expansion, row and column operations9. Define and use elementary matrices and use them to factor square matrices into a product of lower and upper triangular matrices and to find the inverse of a matrix10. Use determinants to solve and analyze square systems of equations11. Solve systems of linear equations using LU factorization and forward and backward substitution. (Optional) | <ol style="list-style-type: none">5. Solve systems of equations using the inverse of the coefficient matrix and establish conditions for its invertibility6. Define and investigate basic properties of triangular, diagonal and symmetric matrices7. Define the determinant of a square matrix and study the properties of determinants including triangular, diagonal and invertible matrices8. Find determinants of square matrices using cofactor expansion, row and column operations9. Define and use elementary matrices and use them to factor square matrices into a product of lower and upper triangular matrices and to find the inverse of a matrix10. Use determinants to solve and analyze square systems of equations11. Solve systems of linear equations using LU factorization and forward and backward substitution. (Optional) |
| | <ol style="list-style-type: none">3. Develop understanding and use of n-dimensional vectors and vector operations<ol style="list-style-type: none">1. Explore n-dimensional vectors and basic vector operations<ol style="list-style-type: none">1. Find the magnitude of a vector2. Define and compute direction vectors | <ol style="list-style-type: none">3. Develop understanding and use of n-dimensional vectors and vector operations<ol style="list-style-type: none">1. Explore n-dimensional vectors and basic vector operations<ol style="list-style-type: none">1. Find the magnitude of a vector2. Define and compute direction vectors3. Find sums and differences and |

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

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|---------------|--|--|
| | <ol style="list-style-type: none">3. Find sums and differences and scalar multiples of vectors4. Define and find inner and cross product of vectors5. Use vector inner product to determine angles between two vectors and orthogonality | <ol style="list-style-type: none">scalar multiples of vectors4. Define and find inner product of vectors5. Use vector inner product to determine angles between two vectors and orthogonality |
| | <ol style="list-style-type: none">2. Apply the algebra of 2D and 3D vectors to study lines and planes in 3D space.<ol style="list-style-type: none">1. Find the equation of a plane2. Find the equation of a line3. Define vector projection and find the projection of one vector onto another4. Find the distance between a point and a plane5. Find the distance between a point and a line | <ol style="list-style-type: none">2. Apply the algebra of 2D and 3D vectors to study lines and planes in 3D space.<ol style="list-style-type: none">1. Find the equation of a plane2. Find the equation of a line3. Define vector projection and find the projection of one vector onto another4. Find the distance between a point and a plane5. Find the distance between a point and a line |
| | <ol style="list-style-type: none">4. Define and investigate vector spaces and vector sub-spaces and find their bases and dimensions<ol style="list-style-type: none">1. Develop an understanding of Euclidean n-dimensional space, norm, Cauchy-Schwartz and triangle inequalities2. Investigate general linear spaces and subspaces such as but not limited to the space of continuous functions3. Define linear dependence and independence of | <ol style="list-style-type: none">4. Define and investigate vector spaces and vector sub-spaces and find their bases and dimensions<ol style="list-style-type: none">1. Develop an understanding of Euclidean n-dimensional space, norm, Cauchy-Schwartz and triangle inequalities2. Investigate general linear spaces and subspaces such as but not limited to the space of continuous functions3. Define linear dependence and independence of vectors in general vector |

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

Changed Field	Current Version	Proposed Version
	<p>vectors in general vector space setting and determine linearity by</p> <ol style="list-style-type: none"> 1. use of the definition 2. use of the Wronskian <ol style="list-style-type: none"> 4. Find bases and dimensions of vector spaces. 5. Express vectors as a linear combinations of a set of basis vectors 6. Change basis and investigate change of bases matrices. 7. Use the Gram-Schmidt process to produce an orthonormal set of vectors. 8. Solve problems using basis and orthonormal basis of general vector spaces 9. Apply the Gram-Schmidt process to investigate special polynomials (like Legendre) (optional) <ol style="list-style-type: none"> 5. Establish understanding of linear transformations and their geometry and find their matrix representation <ol style="list-style-type: none"> 1. Define linear transformations on general vector spaces and find their domains and ranges 2. Interpret linear transformations in 2-and 3-space as geometric operations such as but not limited to translations, rotations, dilation, reflections, and projections on vector subspaces 3. Study one to one and onto linear transformations 	<p>space setting and determine linearity by</p> <ol style="list-style-type: none"> 1. use of the definition 2. use of the Wronskian <ol style="list-style-type: none"> 4. Find bases and dimensions of vector spaces. 5. Express vectors as a linear combinations of a set of basis vectors 6. Change basis and investigate change of bases matrices. 7. Use the Gram-Schmidt process to produce an orthonormal basis for a vector subspace and find the QR factorization of a matrix. 8. Solve problems using basis and orthonormal basis of general vector spaces 9. Apply the Gram-Schmidt process to investigate special polynomials (like Legendre) (optional) <ol style="list-style-type: none"> 5. Establish understanding of linear transformations and their geometry and find their matrix representation <ol style="list-style-type: none"> 1. Define linear transformations on general vector spaces and find their domains and ranges 2. Interpret linear transformations in 2-and 3-space as geometric operations such as but not limited to translations, rotations, dilation, reflections, and projections on vector subspaces 3. Study one to one and onto linear

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

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| 4. Construct matrices of general linear transformations using non-standard bases. | 5. Define the four fundamental subspaces of linear transformations | 6. Investigate and find nullity and rank of linear transformations | 7. Construct bases of the four fundamental subspaces of a matrix and use them to solve problems in 2- and 3-space | 8. Find composition and inverse of linear transformations and use them to find images of vectors in 2- and 3-space |
| 6. Define eigenvalues and eigenvectors and use them to diagonalize square matrices and solve related problems | | | | |
| 1. Define eigenvalues and eigenvectors of a matrix and explore their geometric interpretation. | 2. Use the characteristic equation to find the eigenvalues of a matrix | 3. Find the eigenvectors of a matrix | 4. Determine the geometric and algebraic multiplicities of eigenvalues | 5. Find the eigenspace of a matrix |
| 6. Investigate conditions for both diagonalization and orthogonal diagonalization of a matrix | 7. Use standard procedures to both diagonalize and orthogonally diagonalize matrices | | | |
- | | | | | | |
|---|---|--|--|---|--|
| transformations | 4. Construct matrices of general linear transformations using non-standard bases. | 5. Define the four fundamental subspaces of linear transformations | 6. Investigate and find nullity and rank of linear transformations | 7. Construct bases of the four fundamental subspaces of a matrix and use them to solve problems in 2- and 3-space | 8. Find composition and inverse of linear transformations and use them to find images of vectors in 2- and 3-space |
| 6. Define eigenvalues and eigenvectors and use them to diagonalize square matrices and solve related problems | | | | | |
| 1. Define eigenvalues and eigenvectors of a matrix and explore their geometric interpretation. | 2. Use the characteristic equation to find the eigenvalues of a matrix | 3. Find the eigenvectors of a matrix | 4. Determine the geometric and algebraic multiplicities of eigenvalues | 5. Find the eigenspace of a matrix | 6. Investigate conditions for both diagonalization and orthogonal diagonalization of a matrix |
| 7. Use standard procedures to both diagonalize and orthogonally diagonalize matrices | | | | | |

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| | <p>8. Choose application problems from areas such as dynamical systems, Markov chains, cryptography, and game theory as well as problems that explore multi-cultural perspectives and problems from fields of interest to students</p> <p>7. Utilize methods of linear algebra to solve application problems selected from engineering, science and related fields</p> <ol style="list-style-type: none">1. Iterative methods for solving linear systems such as Gauss-Seidel method.2. The power method for finding eigenvalues of a matrix and its application to internet search engines.3. Use of projection matrices for the general least squares approximations.4. Transform equations of general quadric surfaces into standard forms <p>8. Prove basic results in linear algebra using appropriate proof-writing techniques</p> <ol style="list-style-type: none">1. Linear dependence and independence2. Linearity3. Properties of subspaces4. Properties of eigenvalues and eigenvectors5. injectivity (One to one) and surjectivity (onto) of functions and linear operators6. Other proofs of statements, as deemed necessary, to improve students understanding of course content. | <p>8. Define singular value of a matrix and find the singular value decomposition (SVD) of a matrix, and apply the SVD to simplify Quadratic Forms and to solve constrained optimization problems. (optional)</p> <p>9. Choose application problems from areas such as dynamical systems, Markov chains, cryptography, and game theory as well as problems that explore multi-cultural perspectives and problems from fields of interest to students</p> <p>7. Utilize methods of linear algebra to solve application problems selected from engineering, science and related fields</p> <ol style="list-style-type: none">1. Use iterative methods to solve problems in Discrete Dynamical Systems.2. The power method for finding eigenvalues of a Markov matrix and its application in Discrete Dynamical System.3. Use of projection matrices for the general least squares approximations.4. Transform equations of general quadric surfaces into standard forms <p>8. Prove basic results in linear algebra using appropriate proof-writing techniques</p> <ol style="list-style-type: none">1. Linear dependence and independence2. Linearity3. Properties of subspaces4. Properties of eigenvalues and eigenvectors5. injection (One to one) and surjection (onto) of |

Changed	Field	Current Version	Proposed Version
			functions and linear operators 6. Other proofs of statements, as deemed necessary, to improve students understanding of course content.
	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
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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
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Prerequisite(s):

MATH D001D or MATH D01DH (with a grade of C or better)

MATH D001D or MATH D01DH (with a grade of C or better)

Corequisite(s):

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Blank area for the A-Matrix Form.

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Create syntactically varied sentences that are free of mechanical errors.

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value



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

No Value

Assignments A. Required readings from text B. Problem-solving exercises some including technology

Changed	Questions	Current Version	Proposed Version
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Methods of Evaluation A. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion and accuracy in order to assess student's comprehension and ability to communicate orally or in writing of course content.
	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	Outline H. Prove basic results in linear algebra using appropriate proof-writing techniques
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore
functions.**

No Value

No Value

**Objective 4:
Develop linear
function
models.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Solve problems
involving
operations with
signed
numbers.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

**Stage 7:
Content
Review Matrix
Liaison**

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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	Sort ID (00 < 10; 0 < 100)	MATH 002B	MATH 002B
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	Course Status	Non-substantial	Non-substantial
--	----------------------	-----------------	-----------------

	Course Characteristics	NA	NA
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	Cross-Listed/Related Course Information	NA	NA
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	Cross-Listed/Related Course ID's	No Value	No Value
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	DL Approval Date (MM/DD/YYYY)	No Value	No Value
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	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	No Value
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Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -ae 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -ae

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	MATHD002B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000095015

Articulation

Changed	Field	Current Version

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
12/13/2024



Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Ashley Egbert 	<ul style="list-style-type: none"> Ashley Egbert Nguyen, Vinh Bambhania, Doli Bourgoub, Hassan
	Course ID (CB01A and CB01B)	MATHD02BH	MATHD02BH
	Course Control Number	CCC000592258	CCC000592258
	Course Title (CB02)	Linear Algebra - HONORS	Linear Algebra - HONORS
	Short Course Title	LINEAR ALGEBRA - HONORS	LINEAR ALGEBRA - HONORS
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Linear algebra and selected topics of mathematical analysis. As an honors course the students will be expected to complete extra assignments to gain deeper insight into linear algebra.	Linear algebra and selected topics of mathematical analysis. As an honors course the students will be expected to complete extra assignments to gain deeper insight into linear algebra.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Mathematics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - MATHEMATICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course meets a general education requirement for De Anza and Cal-GETC. This course satisfies the mathematics proficiency requirement for an AA degree and is a required core course for the AS-T degree in Mathematics. This is the second course in a sequence of two courses beyond the calculus sequence. This course emphasizes concepts in linear algebra. The content in this course is required for advanced courses in mathematics and the sciences. This course is the honors version of linear algebra and as a result includes more advanced assignments and assessments.</p>	<p><u>This course is transferable to CSU and/or UC.</u> This course meets a general education <u>educational</u> requirement for De Anza and Cal-GETC. This course satisfies the mathematics proficiency requirement for an AA degree and is a required core course for the AS-T degree in Mathematics. This is the second course in a sequence of two courses beyond the calculus sequence. This course emphasizes concepts in linear algebra. <u>Linear Algebra.</u> The content in this course is required for advanced courses in mathematics and the sciences. This course is the honors version of linear algebra and as a result includes more advanced assignments and assessments. <u>sciences.</u></p>

Stand-Alone Statement

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

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

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

Honors/Non-honors Course

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

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

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

Changed	Field	Current Version	Proposed Version
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	Foothill Course ID	MATH F002B	MATH F002B
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	Does the course have a Foothill equivalent?	Yes	Yes
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	Foothill Faculty Consultation Name	No value	
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More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Economics for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Economics for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

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

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

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

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

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

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

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

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

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

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

Changed Field

Current Version

Proposed Version

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

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

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

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

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

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

Associated Program	Associate in Arts in Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Associate in Arts in Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Economics for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Changed Field

Current Version

Proposed Version

<p>Associated Program Mathematics for Transfer (In Development)</p>	<p>Associated Program Mathematics for Transfer (In Development)</p>
<p>Award Type Associate in Science for Transfer (A.S.-T.) Degree</p>	<p>Award Type Associate in Science for Transfer (A.S.-T.) Degree</p>
<p>Associated Program Liberal Arts (Science, Math and Engineering Emphasis) (In Development)</p>	<p>Associated Program Liberal Arts (Science, Math and Engineering Emphasis) (In Development)</p>
<p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Associate in Science in Mathematics for Transfer</p>	<p>Associated Program Associate in Science in Mathematics for Transfer</p>
<p>Award Type Associate in Science for Transfer (A.S.-T.) Degree</p>	<p>Award Type Associate in Science for Transfer (A.S.-T.) Degree</p>
<p>Associated Program Liberal Arts (Science, Math and Engineering Emphasis)</p>	<p>Associated Program Liberal Arts (Science, Math and Engineering Emphasis)</p>
<p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Liberal Arts (Science, Math and Engineering Emphasis)</p>	<p>Associated Program Liberal Arts (Science, Math and Engineering Emphasis)</p>
<p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Award Type Associate in Arts (A.A.) Degree</p>

Changed	Field	Current Version	Proposed Version
		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

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)	B	B
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
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GE Information

System/Institution	C-ID	System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> MATH - Approved. 	Area(s)	<ul style="list-style-type: none"> MATH - Approved.
-	C-ID MATH 250	-	C-ID MATH 250
System/Institution	Cal-GETC	System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA2X - Approved. 	Area(s)	<ul style="list-style-type: none"> CA2X - Approved.
-	No value	-	No value
System/Institution	De Anza GE	System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G2X - Approved. 	Area(s)	<ul style="list-style-type: none"> 2G2X - Approved.
-	No value	-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	5	5
	Lecture Hours - Out of Class	10	10
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.

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

Credit Units

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

Changed	Field	Current Version	Proposed Version
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	Maximum Credit Units		
--	---------------------------------	--	--

		5	
--	--	---	--

			5
--	--	--	---

SKIP

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

			No Value
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Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving as a class activity
Collaborative learning and small group exercises
Collaborative projects
Use of various technologies including graphing utilities and computer labs
Quiz and examination review performed in class
Homework and extended projects
Guest speakers
Problem solving and exploration activities using applications software
Problem solving and exploration activities using courseware

Methods of Instruction

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Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving as a class activity
Collaborative learning and small group exercises
Collaborative projects
Use of various technologies including graphing utilities and computer labs
Quiz and examination review performed in class
Homework and extended projects
Guest speakers
Problem solving and exploration activities using applications software
Problem solving and exploration activities using courseware

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none">1. Required readings from text2. Problem-solving exercises some including technology3. A selection of homework/quizzes, group projects, exploratory worksheets.4. Optional project synthesizing various concepts and skills from course content5. In addition, the honors project assignment should include completion of additional sets of advanced problems that require a deeper understanding of the topics and/or a written research report (10 to 15 pages).	<ol style="list-style-type: none">1. Required readings from text2. Problem-solving exercises some including technology3. A selection of homework/quizzes, group projects, exploratory worksheets.4. Optional project synthesizing various concepts and skills from course content5. In addition, the honors project assignment should include completion of additional sets of advanced problems that require a deeper understanding of the topics and/or a written research report (10 to 15 pages).

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of
Evaluation

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

1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion and accuracy in order to assess student's comprehension and ability to communicate orally or in writing of course content.
2. Projects (optional) Projects may be used to enhance the student's understanding of topics studied in the course in group or individual formats where communicating their understanding orally through classroom presentation or in writing. The evaluation to be based comprehension of course content.
3. At least three one-hour exams without projects, or at

**Methods
of
Evaluation**

1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion and accuracy in order to assess student's comprehension and ability to communicate orally or in writing of course content.
2. Projects (optional) Projects may be used to enhance the student's understanding of topics studied in the course in group or individual formats where communicating their understanding orally through classroom presentation or in writing. The evaluation to be based comprehension of course content.
3. At least three one-hour exams without projects, or at

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

least two one-hour exams with projects are required. In these evaluations the student is expected to provide complete and accurate solutions to problems that include both theory and application by integrating methods and techniques studied in the course.

4. A final examination in which the student is expected to display comprehension of course content and be able to choose methods and techniques appropriate to the various problems covered by content in the course outline.

5. The honors project will be evaluated based on depth of understanding and mastery of advanced techniques

least two one-hour exams with projects are required. In these evaluations the student is expected to provide complete and accurate solutions to problems that include both theory and application by integrating methods and techniques studied in the course.

4. A final examination in which the student is expected to display comprehension of course content and be able to choose methods and techniques appropriate to the various problems covered by content in the course outline.

5. The honors project will be evaluated based on depth of understanding and mastery of advanced techniques

Changed Field

Current Version

Proposed Version

employed
within the
project.

employed
within the
project.

**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None.

Essential College Facilities:

- None.



Examples of Primary Texts and References

Title	No value
Author	* Anton, Howard. "Elementary Linear Algebra, Applications Version", 11th edition, 2014, John Wiley
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	David C. Lay, "Linear Algebra And Its Applications", 5th Edition, Addison Wesley Publisher, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Larson, Edwards and Flavo, "Elementary Linear Algebra", 8th Edition, Houghton Mifflin Publisher, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	A First Course in Linear Algebra
Author	Ken Kuttler
Publisher	LibreText
Date/Edition	2023
ISBN	No value

Title	Linear Algebra And Its Applications
Author	David C. Lay
Publisher	Addison Wesley
Date/Edition	2023/6th Edition
ISBN	No value

Title	Elementary Linear Algebra
Author	Larson, Edwards and Flavo, "Elementary Linear Algebra", 8th Edition, Houghton Mifflin Publisher, 2017.
Publisher	Houghton Mifflin
Date/Edition	2017/8th Edition
ISBN	No value

Title	Introduction to Linear Algebra
Author	Strang, Gilbert
Publisher	
Date/Edition	
ISBN	

Changed Field

Current Version

Proposed Version

Publisher Wellesley-
Cambridge Press

Date/Edition 2023/6th edition

ISBN No value

Title Elementary Linear
Algebra,
Applications
Version

Author Anton, Howard

Publisher John Wiley

Date/Edition 2014/12th edition

ISBN No value



Suggested Reading List

No value

Reading List Anton, Howard. "Elementary Linear Algebra", 11th edition, New York, NY: John Wiley and Sons, Inc., 2014

May include, but are not limited to No value

Reading List Foley, James D. "Introduction to Computer Graphics", Addison-Wesley, 3rd edition (Supplement for computer graphics applications)

May include, but are not limited to No value

Reading List Goodaire, Edgar G. "Linear Algebra: A Pure and Applied First Course", Prentice Hall, 2017

May include, but are not limited to No value

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

Reading List Joseph, George G. "The crest of Peacock", Princeton University Press, 2000
(Supplement to non-European history of Linear Algebra)

May include, but are not limited to No value

Reading List Kolman, Bernard and Hill, David R., "Elementary Linear Algebra", 9th edition, Saunders College Publishing, 2007 (Only for instructors; thorough exposition; the most recent edition)

May include, but are not limited to No value

Reading List Strang, Gilbert. "Linear Algebra and its Applications", 4th edition, Saunders College Publishing, 2006.

May include, but are not limited to No value

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

Reading List Gilbert, Strange Introduction to Linear Algebra, 4th edition, Wellesley-Cambridge Press, 2009.

May include, but are not limited to No value

Reading List Carlson, David, et al, editors. Resources for Teaching Linear Algebra. Mathematical Association of America, 1997.

May include, but are not limited to No value

Reading List Carlson, David; Johnson, Charles R.; Lay, David C.; Porter, Duane A., editors. Linear Algebra Gems: Assets for Undergraduate Mathematics. Mathematical Association of America, 2002.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none">• Solve and analyze systems of linear equations using matrices and matrix theory• Investigate special matrices and matrix operations including powers and factorization• Develop understanding and use of n-dimensional vectors and vector operations• Define and investigate vector spaces and vector sub-spaces and find their bases and dimensions• Establish understanding of linear transformations and their geometry and find their matrix representation• Define eigenvalues and eigenvectors and use them to diagonalize square matrices and solve related problems• Utilize methods of linear algebra to solve application problems selected from engineering, science and related fields• Prove basic results in linear algebra using appropriate proof-writing techniques• Analyze the theory and application of Linear Algebra through projects, extended reading, or programming and computational problems.	<ul style="list-style-type: none">• Solve and analyze systems of linear equations using matrices and matrix theory• Investigate special matrices and matrix operations including powers and factorization• Develop understanding and use of n-dimensional vectors and vector operations• Define and investigate vector spaces and vector sub-spaces and find their bases and dimensions• Establish understanding of linear transformations and their geometry and find their matrix representation• Define eigenvalues and eigenvectors and use them to diagonalize square matrices and solve related problems• Utilize methods of linear algebra to solve application problems selected from engineering, science and related fields• Prove basic results in linear algebra using appropriate proof-writing techniques• Analyze the theory and application of Linear Algebra through projects, extended reading, or programming and computational problems.

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

CSLOs	Construct and evaluate linear systems/models to solve application problems.
Expected SLO Performance	0.0

CSLOs	Construct and evaluate linear systems/models to solve application problems.
Expected SLO Performance	0.0

CSLOs	Solve problems by deciding upon and applying appropriate algorithms/concepts from linear algebra.
Expected SLO Performance	0.0

CSLOs	Solve problems by deciding upon and applying appropriate algorithms/concepts from linear algebra.
Expected SLO Performance	0.0

CSLOs	Apply theoretical principles of linear algebra to define properties of linear transformations, matrices and vector spaces.
Expected SLO Performance	0.0

CSLOs	Apply theoretical principles of linear algebra to define properties of linear transformations, matrices and vector spaces.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Solve and analyze systems of linear equations using matrices and matrix theory</p> <ol style="list-style-type: none"> 1. Convert systems of equations to matrix equations and produce augmented and coefficient matrices. 2. Use row operations to put matrices into row echelon and row reduced echelon forms 3. Apply the row echelon form of a matrix to classify a system of linear equations as consistent/inconsistent, dependent/independent. 4. Use row reduced form of augmented matrices to write solutions in vector and parametric forms. 5. Examine the condition number of a matrix and determine its affect on the inaccuracy of approximate solutions to linear systems 6. Investigate and solve problems from geometry, science, engineering as well as problems that explore multi-cultural perspectives and problems from fields of interest to students <p>2. Investigate special matrices and matrix operations including powers and factorization</p> <ol style="list-style-type: none"> 1. Find sums, scalar multiples of matrices 2. Find products of matrices using point by point, column and row multiplication methods 3. Find the transpose of a matrix 	<p>1. Solve and analyze systems of linear equations using matrices and matrix theory</p> <ol style="list-style-type: none"> 1. Convert systems of equations to matrix equations and produce augmented and coefficient matrices. 2. Use row operations to put matrices into row echelon and row reduced echelon forms 3. Apply the row echelon form of a matrix to classify a system of linear equations as consistent/inconsistent, dependent/independent. 4. Use row reduced form of augmented matrices to write solutions in vector and parametric forms. 5. Examine the condition number of a matrix and determine its affect on the inaccuracy of approximate solutions to linear systems 6. Investigate and solve problems from geometry, science, engineering as well as problems that explore multi-cultural perspectives and problems from fields of interest to students <p>2. Investigate special matrices and matrix operations including powers and factorization</p> <ol style="list-style-type: none"> 1. Find sums, scalar multiples of matrices 2. Find products of matrices using point by point, column and row multiplication methods 3. Find the transpose of a matrix 4. Define and compute the inverse of a square matrix

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

- | Changed Field | Current Version | Proposed Version |
|---------------|--|---|
| | <ol style="list-style-type: none">4. Define and compute the inverse of a square matrix5. Solve systems of equations using the inverse of the coefficient matrix and establish conditions for its invertibility6. Define and investigate basic properties of triangular, diagonal and symmetric matrices7. Define the determinant of a square matrix and study the properties of determinants including triangular, diagonal and invertible matrices8. Find determinants of square matrices using cofactor expansion, row and column operations9. Define and use elementary matrices and use them to factor square matrices into a product of lower and upper triangular matrices and to find the inverse of a matrix10. Use determinants to solve and analyze square systems of equations11. Solve systems of linear equations using LU factorization and forward and backward substitution. (Optional) | <ol style="list-style-type: none">5. Solve systems of equations using the inverse of the coefficient matrix and establish conditions for its invertibility6. Define and investigate basic properties of triangular, diagonal and symmetric matrices7. Define the determinant of a square matrix and study the properties of determinants including triangular, diagonal and invertible matrices8. Find determinants of square matrices using cofactor expansion, row and column operations9. Define and use elementary matrices and use them to factor square matrices into a product of lower and upper triangular matrices and to find the inverse of a matrix10. Use determinants to solve and analyze square systems of equations11. Solve systems of linear equations using LU factorization and forward and backward substitution. (Optional) |
| | <ol style="list-style-type: none">3. Develop understanding and use of n-dimensional vectors and vector operations<ol style="list-style-type: none">1. Explore n-dimensional vectors and basic vector operations<ol style="list-style-type: none">1. Find the magnitude of a vector2. Define and compute direction vectors | <ol style="list-style-type: none">3. Develop understanding and use of n-dimensional vectors and vector operations<ol style="list-style-type: none">1. Explore n-dimensional vectors and basic vector operations<ol style="list-style-type: none">1. Find the magnitude of a vector2. Define and compute direction vectors3. Find sums and differences and |

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

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|---------------|--|--|
| | <ol style="list-style-type: none">3. Find sums and differences and scalar multiples of vectors4. Define and find inner and cross product of vectors5. Use vector inner product to determine angles between two vectors and orthogonality | <ol style="list-style-type: none">scalar multiples of vectors4. Define and find inner and cross product of vectors5. Use vector inner product to determine angles between two vectors and orthogonality |
| | <ol style="list-style-type: none">2. Apply the algebra of 2D and 3D vectors to study lines and planes in 3D space.<ol style="list-style-type: none">1. Find the equation of a plane2. Find the equation of a line3. Define vector projection and find the projection of one vector onto another4. Find the distance between a point and a plane5. Find the distance between a point and a line | <ol style="list-style-type: none">2. Apply the algebra of 2D and 3D vectors to study lines and planes in 3D space.<ol style="list-style-type: none">1. Find the equation of a plane2. Find the equation of a line3. Define vector projection and find the projection of one vector onto another4. Find the distance between a point and a plane5. Find the distance between a point and a line |
| | <ol style="list-style-type: none">4. Define and investigate vector spaces and vector sub-spaces and find their bases and dimensions<ol style="list-style-type: none">1. Develop an understanding of Euclidean n-dimensional space, norm, Cauchy-Schwartz and triangle inequalities2. Investigate general linear spaces and subspaces such as but not limited to the space of continuous functions3. Define linear dependence and independence of | <ol style="list-style-type: none">4. Define and investigate vector spaces and vector sub-spaces and find their bases and dimensions<ol style="list-style-type: none">1. Develop an understanding of Euclidean n-dimensional space, norm, Cauchy-Schwartz and triangle inequalities2. Investigate general linear spaces and subspaces such as but not limited to the space of continuous functions3. Define linear dependence and independence of vectors in general vector |

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

	vectors in general vector space setting and determine linearity by <ol style="list-style-type: none">1. use of the definition2. use of the Wronskian	space setting and determine linearity by <ol style="list-style-type: none">1. use of the definition2. use of the Wronskian
	4. Find bases and dimensions of vector spaces.	4. Find bases and dimensions of vector spaces.
	5. Express vectors as a linear combinations of a set of basis vectors	5. Express vectors as a linear combinations of a set of basis vectors
	6. Change basis and investigate change of bases matrices.	6. Change basis and investigate change of bases matrices.
	7. Use the Gram-Schmidt process to produce an orthonormal set of vectors.	7. Use the Gram-Schmidt process to produce an orthonormal set of vectors.
	8. Solve problems using basis and orthonormal basis of general vector spaces	8. Solve problems using basis and orthonormal basis of general vector spaces
	9. Apply the Gram-Schmidt process to investigate special polynomials (like Legendre) (optional)	9. Apply the Gram-Schmidt process to investigate special polynomials (like Legendre) (optional)
	5. Establish understanding of linear transformations and their geometry and find their matrix representation <ol style="list-style-type: none">1. Define linear transformations on general vector spaces and find their domains and ranges2. Interpret linear transformations in 2-and 3-space as geometric operations such as but not limited to translations, rotations, dilation, reflections, and projections on vector subspaces3. Study one to one and onto linear transformations	5. Establish understanding of linear transformations and their geometry and find their matrix representation <ol style="list-style-type: none">1. Define linear transformations on general vector spaces and find their domains and ranges2. Interpret linear transformations in 2-and 3-space as geometric operations such as but not limited to translations, rotations, dilation, reflections, and projections on vector subspaces3. Study one to one and onto linear transformations

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

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|---|--|--|---|--|
| 4. Construct matrices of general linear transformations using non-standard bases. | 5. Define the four fundamental subspaces of linear transformations | 6. Investigate and find nullity and rank of linear transformations | 7. Construct bases of the four fundamental subspaces of a matrix and use them to solve problems in 2- and 3-space | 8. Find composition and inverse of linear transformations and use them to find images of vectors in 2- and 3-space |
|
 | | | | |
| 6. Define eigenvalues and eigenvectors and use them to diagonalize square matrices and solve related problems | | | | |
| 1. Define eigenvalues and eigenvectors of a matrix and explore their geometric interpretation. | | | | |
| 2. Use the characteristic equation to find the eigenvalues of a matrix | | | | |
| 3. Find the eigenvectors of a matrix | | | | |
| 4. Determine the geometric and algebraic multiplicities of eigenvalues | | | | |
| 5. Find the eigenspace of a matrix | | | | |
| 6. Investigate conditions for both diagonalization and orthogonal diagonalization of a matrix | | | | |
| 7. Use standard procedures to both diagonalize and orthogonally diagonalize matrices | | | | |

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

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| | <p>8. Choose application problems from areas such as dynamical systems, Markov chains, cryptography, and game theory as well as problems that explore multi-cultural perspectives and problems from fields of interest to students</p> <p>7. Utilize methods of linear algebra to solve application problems selected from engineering, science and related fields</p> <ol style="list-style-type: none">1. Iterative methods for solving linear systems such as Gauss-Seidel method.2. The power method for finding eigenvalues of a matrix and its application to internet search engines.3. Use of projection matrices for the general least squares approximations.4. Transform equations of general quadric surfaces into standard forms <p>8. Prove basic results in linear algebra using appropriate proof-writing techniques</p> <ol style="list-style-type: none">1. Linear dependence and independence2. Linearity3. Properties of subspaces4. Properties of eigenvalues and eigenvectors5. injectivity (One to one) and surjectivity (onto) of functions and linear operators6. Other proofs of statements, as deemed necessary, to improve students understanding of course content. | <p>8. Define singular value of a matrix and find the singular value decomposition (SVD) of a matrix, and apply the SVD to simplify Quadratic Forms and to solve constrained optimization problems. (optional)</p> <p>9. Choose application problems from areas such as dynamical systems, Markov chains, cryptography, and game theory as well as problems that explore multi-cultural perspectives and problems from fields of interest to students</p> <p>7. Utilize methods of linear algebra to solve application problems selected from engineering, science and related fields</p> <ol style="list-style-type: none">1. Use iterative methods to solve problems in Discrete Dynamical Systems.2. The power method for finding eigenvalues of a Markov matrix and its application in Discrete Dynamical System.3. Use of projection matrices for the general least squares approximations.4. Transform equations of general quadric surfaces into standard forms <p>8. Prove basic results in linear algebra using appropriate proof-writing techniques</p> <ol style="list-style-type: none">1. Linear dependence and independence2. Linearity3. Properties of subspaces4. Properties of eigenvalues and eigenvectors5. injection (One to one) and surjection (onto) of |

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

9. Analyze the theory and application of Linear Algebra through projects, extended reading, or programming and computational problems.
1. Typical problem solving topics may include any of the following:
 1. Numeric analysis of the efficiency and error for algorithms covered
 2. Volume of solids of revolution about lines that are not horizontal or vertical
 2. Typical applied projects may include any of the following:
 1. Derivation of some of the formulas in statistics and probability
 2. Applications of integral calculus in other disciplines such as biology chemistry, and economics.
 3. Details and history of the proofs for some of the main theorems in integral calculus

- functions and linear operators
6. Other proofs of statements, as deemed necessary, to improve students understanding of course content.
 9. Analyze the theory and application of Linear Algebra through projects, extended reading, or programming and computational problems.
 1. Typical problem solving topics may include any of the following:
 1. Numeric analysis of the efficiency and error for algorithms covered
 2. Volume of solids of revolution about lines that are not horizontal or vertical
 2. Typical applied projects may include any of the following:
 1. Derivation of some of the formulas in statistics and probability
 2. Applications of integral calculus in other disciplines such as biology chemistry, and economics.
 3. Details and history of the proofs for some of the main theorems in integral calculus

**Lab
Component
in this
Course**

No

No

Changed	Field	Current Version	Proposed Version
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	Lab Outline	No value	No value
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Blue Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):

MATH D001D or MATH D01DH (with a grade of C or better)

MATH D001D or MATH D01DH (with a grade of C or better)

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:

(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)

(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)

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

A-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
!	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	<p>Assignments A. Required readings from text B. Problem-solving exercises some including technology</p>
!	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Methods of Evaluation A. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion and accuracy in order to assess student's comprehension and ability to communicate orally or in writing of course content.</p>
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
!	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	<p>Outline H. Prove basic results in linear algebra using appropriate proof-writing techniques</p>

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

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Develop linear
function
models.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 9:
Develop
quadratic
function
models to
solve
problems.**

No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 4:
Develop linear
function
models to
solve
problems.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Solve problems
involving
operations with
signed
numbers.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

H-Matrix Form

Changed Questions **Current Version** **Proposed Version**

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

No Value

No Value



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

No Value

Consent of Honors Coordinator.

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

**Stage 7:
Content
Review Matrix
Liaison**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Stage 8: Dean of Online Learning	No Value	No Value
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	Stage 9: Articulation Officer	No Value	No Value
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	Stage 10: De Anza General Education	No Value	No Value
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	Stage 13: Curriculum Committee	No Value	No Value
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CO

Changed	Questions	Current Version	Proposed Version
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	Sort ID (00 < 10; 0 < 100)	MATH 002BH	MATH 002BH
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	Course Status	New	New
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	Course Characteristics	Honors	Honors
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	Cross-Listed/Related Course Information	NA	NA
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	Cross-Listed/Related Course ID's	No Value	No Value
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	DL Approval Date (MM/DD/YYYY)	No Value	No Value
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	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	10/27/2020
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Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -ae 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -ae

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	MATHD02BH
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000592258

Articulation

Changed	Field	Current Version

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	


	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
 12/13/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Prerequisite(s):
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Ashley Egbert 	<ul style="list-style-type: none"> Ashley Egbert Yarahmadi, Fatemeh Nguyen, Vinh
	Course ID (CB01A and CB01B)	MATHD023.	MATHD023.
	Course Control Number	CCC000015920	CCC000015920
	Course Title (CB02)	Engineering Statistics	Engineering Statistics
	Short Course Title	ENGINEERING STATISTICS	ENGINEERING STATISTICS
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General

Changed	Field	Current Version	Proposed Version
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	This course provides a comprehensive introduction to probabilistic and statistical modeling for students in engineering, economics, finance and related disciplines in the mathematical sciences. It exposes students to a variety of applications requiring decision making in the face of uncertainty. Topics covered include the collection and analysis of information, making use of graphical and numerical techniques, discrete, continuous, cumulative, and joint probability distribution functions and use of statistical inference, experimental design, and equation fitting, when appropriate. Many of the applications require the use of technology (computers and graphic calculators). Computer simulations are used to illustrate difficult topics and provide visualization of advanced theoretical results (e.g. the Central Limit Theorem).	This course provides a comprehensive introduction to probabilistic and statistical modeling for students in engineering, economics, finance and related disciplines in the mathematical sciences. It exposes students to a variety of applications requiring decision making in the face of uncertainty. Topics covered include the collection and analysis of information, making use of graphical and numerical techniques, discrete, continuous, cumulative, and joint probability distribution functions and use of statistical inference, experimental design, and equation fitting, when appropriate. Many of the applications require the use of technology (computers and graphic calculators). Computer simulations are used to illustrate difficult topics and provide visualization of advanced theoretical results (e.g. the Central Limit Theorem).
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	No value	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Mathematics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - MATHEMATICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and Cal-GETC. This course satisfies the mathematics proficiency requirement for the Liberal Arts for Mathematics, Science and Engineering AA degree. This course is calculus-based, making it more appropriate for students in engineering, economics, finance and related disciplines in the mathematical sciences.	<u>This course is transferable to CSU and UC.</u> This course meets a general education requirement for De Anza and Cal-GETC. This course satisfies the mathematics proficiency requirement for the Liberal Arts for Mathematics, Science and Engineering AA degree. <u>CalGETC.</u> This course is calculus-based, making it more appropriate for students in engineering, economics, finance and related disciplines in the mathematical sciences.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass

Changed	Field	Current Version	Proposed Version
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	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
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	Repeatability Statement	No value	
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UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
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	If yes, identify the lower-division UC course and campus.	No value	
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	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
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	If yes, identify the UC/CSU campus, course and major.	No value	
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	Will the course be UC transferable?	Yes	Yes
--	--	-----	-----

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)
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Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)
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Changed	Field	Current Version	Proposed Version
	Award Type	Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (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

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)	B	B																								
	Transfer Status	Approved	Approved																								
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td>• CA2X - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2G2X - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	• CA2X - Approved.	-	No value	System/Institution	De Anza GE	Area(s)	• 2G2X - Approved.	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td>• CA2X - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2G2X - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	• CA2X - Approved.	-	No value	System/Institution	De Anza GE	Area(s)	• 2G2X - Approved.	-	No value
System/Institution	Cal-GETC																										
Area(s)	• CA2X - Approved.																										
-	No value																										
System/Institution	De Anza GE																										
Area(s)	• 2G2X - Approved.																										
-	No value																										
System/Institution	Cal-GETC																										
Area(s)	• CA2X - Approved.																										
-	No value																										
System/Institution	De Anza GE																										
Area(s)	• 2G2X - Approved.																										
-	No value																										

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	5	5
	Lecture Hours - Out of Class	10	10
	Laboratory Hours - In Class	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours			
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options			
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	180	180
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5

Changed	Field	Current Version	Proposed Version
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	Minimum Credit Units	5	5
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	Maximum Credit Units	5	5
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SKIP

Changed	Field	Current Version	Proposed Version
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	SKIP	No Value	No Value
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Specifications

Changed	Field	Current Version	Proposed Version
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Methods of Instruction

Methods of Instruction

Methods of Instruction

- Lecture and visual aids
- Discussion of assigned reading
- Discussion and problem solving performed in class
- In-class exploration of Internet sites
- Quiz and examination review performed in class
- Homework and extended projects
- Guest speakers
- Collaborative learning and small group exercises
- Collaborative projects
- Activities which involve students in formal exercises of data collection and analysis
- Problem solving and exploration activities using applications software
- Problem solving and exploration activities using courseware

Methods of Instruction

Methods of Instruction of Instruction

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- Collaborative projects
- Activities which involve students in formal exercises of data collection and analysis
- Problem solving and exploration activities using applications software
- Problem solving and exploration activities using courseware

Changed Field**Current Version****Proposed Version****Assignments**

1. Required readings from the text.
2. Problem solving exercises that include written explanations of concepts and justification of conclusions.
3. Technology based projects/activities that include written descriptions of methods and results, and justification of conclusions. These technology based projects/activities may be based upon real, simulated or collected data.

1. Required readings from the text.
2. Problem solving exercises that include written explanations of concepts and justification of conclusions.
3. Technology based projects/activities that include written descriptions of methods and results, and justification of conclusions. These technology based projects/activities may be based upon real, simulated or collected data.
4. Collaborative activities requiring conversation in small groups.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Problem solving exercises (homework) and/or quizzes will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format.
2. A minimum of two one hour examinations composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
3. Technology based projects/activities that make use of graphing calculators or computers addressing randomness, variation, and simulation will be evaluated for accuracy, completeness, and proper use of techniques and methods discussed in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
4. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.

Methods of Evaluation

Methods of Evaluation

Changed Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Problem solving exercises (homework) and/or quizzes will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format. 2. A minimum of two one hour examinations composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format. 3. Technology based projects/activities that make use of graphing calculators or computers addressing randomness,

Changed Field

Current Version

Proposed Version

variation, and simulation will be evaluated for accuracy, completeness, and proper use of techniques and methods discussed in class. Questions may also require the student to communicate ideas and conclusions in short essay format.

4. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.

5. Classroom participation and interaction in the discussion of the subject matter in small groups. This may include discussion of real-world statistics applications.

Changed Field**Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Calculator with appropriate statistical functions

Essential College Facilities:

- Availability of computer laboratory with appropriate statistical software

Essential Student Materials:

- Calculator with appropriate statistical functions

Essential College Facilities:

- Availability of computer laboratory with appropriate statistical software

**Examples of Primary Texts and References**

Title	No value
Author	*Devore, Jay. "Probability and Statistics for Engineering and the Sciences." 9th ed. Belmont, CA: Cengage, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Ross, Sheldon M. "Introduction to Probability and Statistics for Engineers and Scientists." 5th ed. San Diego, CA: Elsevier Academic Press 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Introduction to Probability and Statistics for Engineers and Scientists
Author	Ross, Sheldon M.
Publisher	Elsevier Academic Press
Date/Edition	2020/ 6th Edition
ISBN	9780128243466 9



Suggested Reading List

No value

Reading List	Scheaffer, Richard L. and McClave, James T. "Probability and Statistics for Engineers." 5th ed. Belmont, CA: Brooks/Cole Cengage 2011.
May include, but are not limited to	No value

Reading List	Stigler, Stephen M. "The History of Statistics, The Measurement of Uncertainty before 1900." Harvard University Press, 1986.
May include, but are not limited to	No value

Reading List	Soler, Frank. "Statistics: Understanding Uncertainty ." 4th ed. Cupertino, CA: Associated Research Publishers, 2016
May include, but are not limited to	No value

Reading List	Montgomery, George C. "Engineering Statistics." 6th ed. New York, NY. Wiley, 2014.
May include, but are not limited to	No value

Reading List	Hillier, Frederic S. and Lieberman, Gerald J. "Introduction to Operations Research." 10th ed. McGraw Hill, 2015.
May include, but are not limited to	No value

Changed Field

Current Version

Proposed Version

<p>Reading List</p>	<p>Blackwell, David; Girshick, M. A. "Theory of Games and Statistical Decisions, Reprint of the 1954" (John Wiley and sons) edition. Dover Publications, Inc., New York, 1979.</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>https://dasl.datadescription.com/, This web site contains a variety of real data sets cross referenced by subject and statistics topic</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>https://www.census.gov/library/publications/time-series/statistical_abstracts.html, The Statistical Abstract of the United States. This site contains a wealth of information about the United States.</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>http://www.infoplease.com/ipa/A0762181.html, This site gives estimates/predictions of the world population by decade as well as ten-year growth rates for 1950-2050.</p>
<p>May include, but are not limited to</p>	<p>No value</p>
<p>Reading List</p>	<p>https://www.macrotrends.net/1319/dow-jones-100-year-historical-chart, This site gives the Dow Jones averages.</p>
<p>May include, but are not limited to</p>	<p>No value</p>

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List <https://www.siam.org/>, Society for Industrial and Applied Mathematics

May include, but are not limited to No value

Reading List <http://mathforum.org/library/topics/history/>, Math Forum - Internet Mathematics Library

May include, but are not limited to No value

Reading List <http://www.astr.ua.edu/4000WS/discipline.shtml>, List of famous women in STEM fields

May include, but are not limited to No value

Reading List <https://www.nsf.gov/statistics/>, National Center for Science and Engineering Statistics

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed Field**Current Version****Proposed Version****Course Objectives**

-
- | | |
|---|---|
| <ul style="list-style-type: none">• Employ descriptive statistical techniques and graphical statistical methods in order to analyze and classify data.• Demonstrate an understanding of stochastic processes. Use probability to model and understand randomness.• Examine and simulate probability distributions to help predict the outcome of modeled experiments and interpret the meaning of such predictions.• Estimate parameters by constructing point estimates and confidence intervals.• Demonstrate sufficient understanding of distribution theory to derive and justify the use of different distributions in order to formulate appropriate hypotheses tests and calculate the corresponding error probabilities.• Demonstrate familiarity with statistical methodologies in fitting equations to data.• Use and apply statistical concepts and methods in a variety of engineering, financial, medical, and scientific applications | <ul style="list-style-type: none">• Employ descriptive statistical techniques and graphical statistical methods in order to analyze and classify data.• Demonstrate an understanding of stochastic processes. Use probability to model and understand randomness.• Examine and simulate probability distributions to help predict the outcome of modeled experiments and interpret the meaning of such predictions.• Estimate parameters by constructing point estimates and confidence intervals.• Demonstrate sufficient understanding of distribution theory to derive and justify the use of different distributions in order to formulate appropriate hypotheses tests and calculate the corresponding error probabilities.• Demonstrate familiarity with statistical methodologies in fitting equations to data.• Use and apply statistical concepts and methods in a variety of engineering, financial, medical, and scientific applications |
|---|---|
-

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.

Expected SLO Performance 0.0

CSLOs Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.

Expected SLO Performance 0.0

CSLOs Use calculus based mathematics to construct, analyze, apply, and simulate probability and sampling distributions in theory and applications, and to justify appropriate statistical analyses and inferential methods.

Expected SLO Performance 0.0

CSLOs Use calculus based mathematics to construct, analyze, apply, and simulate probability and sampling distributions in theory and applications, and to justify appropriate statistical analyses and inferential methods.

Expected SLO Performance 0.0

CSLOs Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.

Expected SLO Performance 0.0

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Expected SLO Performance 0.0

Course Outline

Course Content

- | | | |
|--|--|--|
| <ol style="list-style-type: none"> 1. Employ descriptive statistical techniques and graphical statistical methods in order to analyze and classify data. <ol style="list-style-type: none"> 1. Review basic statistical concepts, including <ol style="list-style-type: none"> 1. Language conventions 2. Variability in samples 3. Types of data 2. Summarize data using common numerical descriptive measures <ol style="list-style-type: none"> 1. Measures of the center of data: mean, median, mode 2. Measures of the variation of data: range, variance, standard deviation 3. Measures of the location of data: quartile, percentile, interquartile (IQR) range, z-score 3. Construct and interpret graphical representations of data, including <ol style="list-style-type: none"> 1. Stem-and-leaf displays 2. Box-and-Whisker displays 3. Histograms 4. Probability plots 4. Apply other representations of information, such as data transformations 5. Examine common sampling methods and determine when to apply them, including <ol style="list-style-type: none"> 1. Simple random 2. Stratified 3. Cluster 4. Systematic 2. Demonstrate an understanding of stochastic processes. Use probability to model and understand randomness. <ol style="list-style-type: none"> 1. Examine different schools of thought underlying the definition of probability 2. Formulate and apply basic laws of probability 3. Calculate conditional probability and apply Bayes' theorem 4. Apply probability laws for independent events <ol style="list-style-type: none"> 1. Determine if events are independent using appropriate probabilities 2. Calculate joint probabilities for independent events 5. Calculate permutations and combinations 3. Examine and simulate probability distributions to help predict the outcome of modeled experiments and interpret the meaning of such predictions. | <ol style="list-style-type: none"> 1. Employ descriptive statistical techniques and graphical statistical methods in order to analyze and classify data. <ol style="list-style-type: none"> 1. Review basic statistical concepts, including <ol style="list-style-type: none"> 1. Language conventions 2. Variability in samples 3. Types of data 2. Summarize data using common numerical descriptive measures <ol style="list-style-type: none"> 1. Measures of the center of data: mean, median, mode 2. Measures of the variation of data: range, variance, standard deviation 3. Measures of the location of data: quartile, percentile, interquartile (IQR) range, z-score 3. Construct and interpret graphical representations of data, including <ol style="list-style-type: none"> 1. Stem-and-leaf displays 2. Box-and-Whisker displays 3. Histograms 4. Probability plots 4. Apply other representations of information, such as data transformations 5. 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Examine common sampling methods and determine when to apply them, including <ol style="list-style-type: none"> 1. Simple random 2. Stratified 3. Cluster 4. Systematic 2. Demonstrate an understanding of stochastic processes. Use probability to model and understand randomness. <ol style="list-style-type: none"> 1. Examine different schools of thought underlying the definition of probability 2. Formulate and apply basic laws of probability 3. Calculate conditional probability and apply Bayes' theorem 4. Apply probability laws for independent events <ol style="list-style-type: none"> 1. Determine if events are independent using appropriate probabilities 2. Calculate joint probabilities for independent events 5. Calculate permutations and combinations 3. Examine and simulate probability distributions to help predict the outcome of modeled experiments and interpret the meaning of such predictions. |
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- | Current Version | Proposed Version |
|--|--|
| <ol style="list-style-type: none"> 1. Examine discrete probability distributions <ol style="list-style-type: none"> 1. Discrete random variables 2. Bernoulli trials 3. Binomial, Poisson, Geometric, Hypergeometric, Pascal distributions: Moments, inter-connections and applications 4. Joint distributions 2. Examine continuous probability distributions <ol style="list-style-type: none"> 1. Continuous random variables 2. Uniform and Normal Distributions: Moments and applications 3. Normal Approximation to the Binomial (optional) 4. Gamma distribution and related distributions: Exponential, Student-t, and Chi-Square 3. Investigate and apply Central Limit Theorem <ol style="list-style-type: none"> 1. Linear functions of independent random variables 2. Distribution of the sum of random variables 3. Distribution of the average of random variables 4. Formulate simulation models and perform simulations <ol style="list-style-type: none"> 1. Random number generation and Monte Carlo techniques 2. Inverse probability distributions 3. Empirical probability distributions 4. Verification of results 4. Estimate parameters by constructing point estimates and confidence intervals. <ol style="list-style-type: none"> 1. Calculate point estimates and determine properties of point estimates, including <ol style="list-style-type: none"> 1. Moment estimators 2. Maximum likelihood estimators 3. Biased vs. unbiased estimators 4. Minimum variance unbiased estimators 2. Formulate, calculate and interpret confidence interval estimates <ol style="list-style-type: none"> 1. Calculate tolerance limits or error bounds for <ol style="list-style-type: none"> 1. Single Mean 2. Single Proportion 3. Single variance/standard deviation | <ol style="list-style-type: none"> 1. Examine discrete probability distributions <ol style="list-style-type: none"> 1. Discrete random variables 2. Bernoulli trials 3. Binomial, Poisson, Geometric, Hypergeometric, Pascal distributions: Moments, inter-connections and applications 4. Joint distributions 2. Examine continuous probability distributions <ol style="list-style-type: none"> 1. Continuous random variables 2. Uniform and Normal Distributions: Moments and applications 3. Normal Approximation to the Binomial (optional) 4. Gamma distribution and related distributions: Exponential, Student-t, and Chi-Square 3. Investigate and apply Central Limit Theorem <ol style="list-style-type: none"> 1. Linear functions of independent random variables 2. Distribution of the sum of random variables 3. Distribution of the average of random variables 4. Formulate simulation models and perform simulations <ol style="list-style-type: none"> 1. Random number generation and Monte Carlo techniques 2. Inverse probability distributions 3. Empirical probability distributions 4. Verification of results 4. Estimate parameters by constructing point estimates and confidence intervals. <ol style="list-style-type: none"> 1. Calculate point estimates and determine properties of point estimates, including <ol style="list-style-type: none"> 1. Moment estimators 2. Maximum likelihood estimators 3. Biased vs. unbiased estimators 4. Minimum variance unbiased estimators 2. Formulate, calculate and interpret confidence interval estimates <ol style="list-style-type: none"> 1. Calculate tolerance limits or error bounds for <ol style="list-style-type: none"> 1. Single Mean 2. Single Proportion 3. Single variance/standard deviation |

- | | |
|---|---|
| <ul style="list-style-type: none"> 2. Interpret confidence interval estimates 3. Investigate effects of changing sample sizes and confidence levels 4. Estimate required sample sizes 5. Demonstrate sufficient understanding of distribution theory to derive and justify the use of different distributions in order to formulate appropriate hypotheses tests and calculate the corresponding error probabilities. <ul style="list-style-type: none"> 1. Formulate null and alternative hypotheses 2. Calculate and interpret Type I/Type II error probabilities and p-values 3. Conduct tests of simple and compound hypotheses 6. Demonstrate familiarity with statistical methodologies in fitting equations to data. <ul style="list-style-type: none"> 1. Fit Linear Models to data <ul style="list-style-type: none"> 1. Apply the method of Least Squares to multivariate data 2. Check assumptions and make inferences 3. Assess the adequacy of the fitted model 4. Calculate and interpret the correlation coefficient and the coefficient of determination 5. Identify outliers 2. Formulate and apply appropriate Analysis of Variance (ANOVA) tests <ul style="list-style-type: none"> 1. One way ANOVA 2. 2 way ANOVA including factorial designs 7. Use and apply statistical concepts and methods in a variety of engineering, financial, medical, and scientific applications <ul style="list-style-type: none"> 1. Reliability of components 2. Quality Control for manufacturing processes 3. Waiting times or arrival rates 4. Return on Investment (ROI) on an investment portfolio: maximizing expected returns, minimizing variance and volatility 5. Airline reservations 6. Choosing one candidate among many by statistically applying a variety of election criteria 7. Maximizing profits; determining the best selling brand name as a function of shelf placement, store location, and hours of operation 8. Analyzing medical treatments | <ul style="list-style-type: none"> 2. Interpret confidence interval estimates 3. Investigate effects of changing sample sizes and confidence levels 4. Estimate required sample sizes 5. Demonstrate sufficient understanding of distribution theory to derive and justify the use of different distributions in order to formulate appropriate hypotheses tests and calculate the corresponding error probabilities. <ul style="list-style-type: none"> 1. Formulate null and alternative hypotheses 2. Calculate and interpret Type I/Type II error probabilities and p-values 3. Conduct tests of simple and compound hypotheses 6. Demonstrate familiarity with statistical methodologies in fitting equations to data. <ul style="list-style-type: none"> 1. Fit Linear Models to data <ul style="list-style-type: none"> 1. Apply the method of Least Squares to multivariate data 2. Check assumptions and make inferences 3. Assess the adequacy of the fitted model 4. Calculate and interpret the correlation coefficient and the coefficient of determination 5. Identify outliers 2. Formulate and apply appropriate Analysis of Variance (ANOVA) tests <ul style="list-style-type: none"> 1. One way ANOVA 2. 2 way ANOVA including factorial designs 7. Use and apply statistical concepts and methods in a variety of engineering, financial, medical, and scientific applications <ul style="list-style-type: none"> 1. Reliability of components 2. Quality Control for manufacturing processes 3. Waiting times or arrival rates 4. Return on Investment (ROI) on an investment portfolio: maximizing expected returns, minimizing variance and volatility 5. Airline reservations 6. Choosing one candidate among many by statistically applying a variety of election criteria 7. Maximizing profits; determining the best selling brand name as a function of shelf placement, store location, and hours of operation 8. Analyzing medical treatments |
|---|---|

Changed	Field	Current Version	Proposed Version
		1. Comparing effectiveness or safety of treatment vs placebo, or comparing more than one treatment 2. Determining the most efficient combination of medical treatments to achieve a certain cure rate	1. Comparing effectiveness or safety of treatment vs placebo, or comparing more than one treatment 2. Determining the most efficient combination of medical treatments to achieve a certain cure rate
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):

MATH D001C or MATH D01CH (with a grade of C or better)

MATH D001B or MATH D01BH (with a grade of C or better)

Corequisite(s):

No Value

No Value

Advisory(ies):

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

No Value

Limitation(s) on Enrollment:

No Value

No Value

Limitation(s) on Enrollment - Other:

No Value

No Value

Entrance Skills(s):

No Value

No Value

Entrance Skill(s) - Other:

No Value

No Value

General Course Statement(s):

(See general education pages for the requirements this course meets.)

(See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
!	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	<p>Assignments B. Problem solving exercises that include written explanations of concepts and justification of conclusions. C. Technology based projects/activities that include written descriptions of methods and results, and justification of conclusions. These technology based projects/activities may be based upon real, simulated or collected data Methods of Evaluation: B. A minimum of two one hour examinations composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format. C. Technology based projects/activities that make use of graphing calculators or computers addressing randomness, variation, and simulation will be evaluated for accuracy, completeness, and proper use of techniques and methods discussed in class. Questions may also require the student to communicate ideas and conclusions in short essay format.</p>

Changed	Questions	Current Version	Proposed Version
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Outline A. Employ descriptive statistical techniques and graphical statistical methods in order to analyze and classify data. C. Examine and simulate probability distributions to help predict the outcome of modeled experiments and interpret the meaning of such predictions. E. Demonstrate sufficient understanding of distribution theory to derive and justify the use of different distributions in order to formulate appropriate hypotheses tests and calculate the corresponding error probabilities. G. Use and apply statistical concepts and methods in a variety of engineering, financial, medical, and scientific applications Methods of Evaluation: Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</p>	No Value	No Value
	<p>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</p>	No Value	No Value
	<p>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

No Value

Objective 3: Explore functions.

No Value

No Value

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
	<p>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</p>	No Value	No Value
	<p>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</p>	No Value	No Value
	<p>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models to solve problems.</p>	No Value	No Value
	<p>Objective 5: Use systems of two linear equations to solve real-world problems.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	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
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	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
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	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
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	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
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	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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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
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed Questions Current Version Proposed Version

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Stage 10: De Anza General Education	No Value	No Value
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	Stage 13: Curriculum Committee	No Value	No Value
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CO

Changed	Questions	Current Version	Proposed Version
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	Sort ID (00 < 10; 0 < 100)	MATH 023	MATH 023
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	Course Status	Non-substantial	Non-substantial
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	Course Characteristics	NA	NA
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	Cross-Listed/Related Course Information	NA	NA
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	Cross-Listed/Related Course ID's	No Value	No Value
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	DL Approval Date (MM/DD/YYYY)	No Value	No Value
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	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
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	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -ae 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -ae
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Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	Curriculum ID	MATHD023.
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
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Changed	Field	Current Version
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2025 12:00:00 AM
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	External Review Approval Date	Sep 1, 2020 12:00:00 AM
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	Course Control Number	CCC000015920
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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