





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	Discipline 2
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

<b>Section</b>	<b>Changed field</b>
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
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
	<b>Faculty Initiator</b>	<ul style="list-style-type: none"><li>eLumenData, eLumenData</li></ul>	<ul style="list-style-type: none"><li>Mary Pape</li></ul>
	<b>Course ID (CB01A and CB01B)</b>	CISD082W	CISD082W
	<b>Course Control Number</b>	CCC000536708	CCC000536708
	<b>Course Title (CB02)</b>	Current Topics in Computer Information Systems	Current Topics in Computer Information Systems
	<b>Short Course Title</b>	CURRENT TOPICS IN CIS	CURRENT TOPICS IN CIS
	<b>TOP Code (CB03)</b>	0701.00	0701.00 Information Technology, General
	<b>CIP Code</b>	Computer and Information Sciences, General	11.0101 Computer and Information Sciences, General
	<b>Department</b>	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Possibly Occupational	Possibly Occupational
	<b>Course Description</b>	A planned program of exposure to fundamental concepts and applications of selected Computer Information Systems topics. Concepts and theories as applied to the specific topic.	A planned program of exposure to fundamental concepts and applications of selected Computer Information Systems topics. Concepts and theories as applied to the specific topic.
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"><li>Lower Division</li></ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"><li>NA</li></ul>	<ul style="list-style-type: none"><li>Online</li></ul>

## Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"><li>• Computer Science</li></ul>
	Discipline 2	No value	<ul style="list-style-type: none"><li>• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)</li></ul>
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"><li>• FHDA FSA - CIS</li></ul>

## Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is CSU transferable and is a stand-alone course. Students will have the opportunity to understand, analyze, apply, and use the latest technology, which will often give students the opportunity to explore a niche in technology that they may pursue in later academic work and/or give that student an advantage when pursuing employment in the area of computer information systems.	This <u>CTE</u> course is CSU transferable and is a stand-alone course. Students will have the opportunity to understand, analyze, apply, and use the latest technology, which will often give students the opportunity to explore a niche in technology that they may pursue in later academic work and/or give that student an advantage when pursuing employment in the area of computer information systems.

## Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	<b>Does the course have a Foothill equivalent?</b>	No	No



Changed	Field	Current Version	Proposed Version
	<b>Foothill Faculty Consultation Name</b>	No value	
	<b>Foothill Course ID</b>	No value	


<b>Course Philosophy</b>			
Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	No value	

<b>Formerly Statement</b>			
Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

<b>Stand-Alone Statement</b>			
Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	<u>By the very nature of technology, demands for new skill sets are constantly emerging. This course allows the department to teach current subject matter with short lead time and allow us to “test the waters” as to the numbers of students interested in a particular course. The topics of the course deepen the knowledge of the transfer student and broaden the employability of those already with careers in technology.</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
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	No value	

<b>Associated Programs</b>			
Changed	Field	Current Version	Proposed Version
	<b>Course is part of a program</b>	No value	No value

<b>Transferability &amp; Gen. Ed. Options</b>			
Changed	Field	Current Version	Proposed Version
	<b>Transfer Status (CB05)</b>	Transferable to CSU only	Transferable to CSU only

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course General Education Status (CB25)</b>	Y	Y
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	<b>Transfer Status</b>	Approved	Approved
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	<b>GE Information</b>	No value	No value
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### Weekly Student Hours - Profile Name: Default Profile

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Lecture Hours - In Class</b>	1	1
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	<b>Lecture Hours - Out of Class</b>	2	2
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	<b>Laboratory Hours - In Class</b>	0	0
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	<b>Laboratory Hours - Out of Class</b>	0	0
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	<b>NA Hours - In Class</b>	0	0
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	<b>NA Hours - Out of Class</b>	0	0
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### Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
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	<b>Total - Course Out-of-Class Hours</b>	24	24
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	<b>Total Credit Units - Minimum Credit Units</b>	1	1
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	<b>Total Credit Units - Maximum Credit Units</b>	1	1
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### Speciality Hours

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

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

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

Changed	Field	Current Version	Proposed Version
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	<b>SKIP</b>	No Value	No Value
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### Specifications

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

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

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Discussion of assigned reading  
Discussion and problem solving performed in class  
Collaborative learning and small group exercises  
Homework and extended projects  
Guest speakers

**Assignments**

1. Reading assigned material
2. Participation in discussions
3. Group and/or individual report analyzing seminar topic(s)
4. Group and/or individual project applying seminar topic(s)

1. Reading assigned material
2. Participation in discussions
3. Group and/or individual report analyzing seminar topic(s)
4. Group and/or individual project applying seminar topic(s)



**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. Written examinations with questions asking students to explain and/or analyze the concepts covered. Evaluation based on answers supported with concepts discussed in the course.
2. Quizzes on assigned reading and lecture material with questions focused on explaining and analyzing concepts covered (number of testing devices depends on unit load). Evaluation based on correct responses.
3. Participation in discussions
4. Project evidencing analysis and application of

**Methods  
of  
Evaluation**

1. Written examinations with questions asking students to explain and/or analyze the concepts covered. Evaluation based on correct answers substantiated by concepts discussed in the course.
2. Quizzes on assigned reading and lecture material with questions focused on explaining and analyzing concepts covered (number of testing devices depends on unit load). Evaluation based on correct responses.
3. Participation in discussions
4. Project evidencing analysis and application of

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

seminar topic(s)
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seminar topic(s)
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**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**

<b>Title</b>	No value
<b>Author</b>	The text will vary according to topic(s). Instructor will determine text (if any).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	The text will vary according to topic(s). Instructor will determine text (if any).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

**Suggested Reading List**

<b>Reading List</b>	The text will vary according to topic(s). The instructor will choose the text (if any).
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<b>May include, but are not limited to</b>	No value
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No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.</li> <li>• Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.</li> <li>• Articulate comprehensive understanding of seminar topics during presentations and discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.</li> <li>• Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.</li> <li>• Articulate comprehensive understanding of seminar topics during presentations and discussions.</li> </ul>

**CSLOs**

<b>CSLOs</b>	Explain the fundamental concepts of the Computer Information Systems topic.	<b>CSLOs</b>	Explain the fundamental concepts of the Computer Information Systems topic.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0
<b>CSLOs</b>	Apply the fundamental concepts of the Computer Information Systems topic.	<b>CSLOs</b>	Apply the fundamental concepts of the Computer Information Systems topic.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0

**Course Outline**




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Changed	Field	Current Version	Proposed Version
!	<b>Course Content</b>	<ol style="list-style-type: none"> <li>1. Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.               <ol style="list-style-type: none"> <li>1. Develop skills in the interpretation and analysis of computer information systems topics.</li> <li>2. Be able to discern the appropriate arena for using the cutting-edge computer science innovations presented in the course.</li> </ol> </li> <li>2. Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.               <ol style="list-style-type: none"> <li>1. Using the concepts presented in the course, diagram and/or outline a solution to a given problem.</li> <li>2. Using the concepts learned in this course, write specifications or code a solution, as appropriate, to solve a given problem.</li> </ol> </li> <li>3. Articulate comprehensive understanding of seminar topics during presentations and discussions.               <ol style="list-style-type: none"> <li>1. Discuss the computer science concepts presented as they relate to case studies.</li> <li>2. Demonstrate an understanding of topics presented by contributing thoughtful comments, ideas, and questions during group discussions and assigned</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.               <ol style="list-style-type: none"> <li>1. Develop skills in the interpretation and analysis of computer information systems topic(s).</li> <li>2. Be able to discern the appropriate arena for using the cutting-edge computer science innovations presented in the course.</li> </ol> </li> <li>2. Review concepts and information relevant to seminar topic(s) and apply foundation knowledge as new information is discussed and learned.               <ol style="list-style-type: none"> <li>1. Using the concepts presented in the course, diagram and/or outline a solution to a given problem.</li> <li>2. Using the concepts learned in this course, write specifications or code a solution, as appropriate, to solve a given problem.</li> </ol> </li> <li>3. Articulate comprehensive understanding of seminar topic(s) during presentations and discussions.               <ol style="list-style-type: none"> <li>1. Discuss the computer science concepts presented as they relate to case studies.</li> <li>2. Demonstrate an understanding of topics presented by contributing thoughtful comments, ideas, and questions during group discussions and assigned</li> </ol> </li> </ol>

Changed	Field	Current Version	Proposed Version
		presentations and/or projects.	presentations and/or projects.
	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	2CB	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)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 082W	CIS 082W
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	CIS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	Related Parent	Related Parent
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Emergency Approval</b>	No	No Value
	<b>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)</b>	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).)	One hour lecture for each unit of credit (12 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	233003	No Value
	 Account Code	1320	No Value
	 Program Code	070100	No Value



Changed	Questions	Current Version	Proposed Version
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**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:**

No Value

No Value

**Limitation(s) on Enrollment - Other:**

(Not open to students with credit in CIS D082X, CIS D082Y or CIS D082Z.)

(Not open to students with credit in CIS D082X, CIS D082Y or CIS D082Z.)

**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**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Basic Course Information</b>	No Value	No Value
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	<b>Units and Hours</b>	No Value	No Value
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	<b>Specifications</b>	No Value	No Value
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	<b>Outline</b>	No Value	No Value
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	<b>Other</b>	No Value	No Value
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### Blue Form

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

**Questions**

**Current Version**

**Proposed Version**

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**A-Matrix Form**

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:**  
**Create syntactically varied sentences that are free of mechanical errors.**

No Value

No Value

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

No Value

No Value

### **B-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose a  
focused,  
purposeful,  
developed  
paper of 500  
words or more  
that engages  
with, responds  
to, or is  
inspired by  
written or  
visual texts.**

No Value

No Value

---

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

No Value

No Value

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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**

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Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value

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

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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

No Value

No Value

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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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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value

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

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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

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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, 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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.)</b>	No Value	No Value
	<b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 4:</b> <b>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.)</b>	No Value	No Value
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	CISD082W
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000536708

<b>Articulation</b>



<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	





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	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

<b>Section</b>	<b>Changed field</b>
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
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
	<b>Faculty Initiator</b>	<ul style="list-style-type: none"><li>eLumenData, eLumenData</li></ul>	<ul style="list-style-type: none"><li>Mary Pape</li></ul>
	<b>Course ID (CB01A and CB01B)</b>	CISD082X	CISD082X
	<b>Course Control Number</b>	CCC000536709	CCC000536709
	<b>Course Title (CB02)</b>	Current Topics in Computer Information Systems	Current Topics in Computer Information Systems
	<b>Short Course Title</b>	CURRENT TOPICS IN CIS	CURRENT TOPICS IN CIS
	<b>TOP Code (CB03)</b>	0701.00	0701.00 Information Technology, General
	<b>CIP Code</b>	Computer and Information Sciences, General	11.0101 Computer and Information Sciences, General
	<b>Department</b>	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Possibly Occupational	Possibly Occupational
	<b>Course Description</b>	A planned program of exposure to fundamental concepts and applications of selected Computer Information Systems topics. Concepts and theories as applied to the specific topic.	A planned program of exposure to fundamental concepts and applications of selected Computer Information Systems topics. Concepts and theories as applied to the specific topic.
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"><li>Lower Division</li></ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"><li>NA</li></ul>	<ul style="list-style-type: none"><li>Online</li><li>Hybrid</li></ul>

## Faculty Requirements

Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"><li>• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)</li></ul>
	<b>Discipline 2</b>	No value	No value
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	<ul style="list-style-type: none"><li>• FHDA FSA - CIS</li></ul>

## Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is CSU transferable and is a stand-alone course. Students will have the opportunity to understand, analyze, apply, and use the latest technology, which will often give students the opportunity to explore a niche in technology that they may pursue in later academic work and/or give that student an advantage when pursuing employment in the area of computer information systems.	This <u>CTE</u> course is CSU transferable and is a stand-alone course. Students will have the opportunity to understand, analyze, apply, and use the latest technology, which will often give students the opportunity to explore a niche in technology that they may pursue in later academic work and/or give that student an advantage when pursuing employment in the area of computer information systems.

## Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	<b>Does the course have a Foothill equivalent?</b>	No	No

Changed	Field	Current Version	Proposed Version
	<b>Foothill Faculty Consultation Name</b>	No value	
	<b>Foothill Course ID</b>	No value	

<b>Course Philosophy</b>			
Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	No value	

<b>Formerly Statement</b>			
Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

<b>Stand-Alone Statement</b>			
Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	<u>By the very nature of technology, demands for new skill sets are constantly emerging. This course allows the department to teach current subject matter with short lead time and allow us to “test the waters” as to the numbers of students interested in a particular course. The topics of the course deepen the knowledge of the transfer student and broaden the employability of those already with careers in technology.</u>

### CTE Course

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

No value

Yes

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

<b>Associated Programs</b>			
Changed	Field	Current Version	Proposed Version
	<b>Course is part of a program</b>	No value	No value

<b>Transferability &amp; Gen. Ed. Options</b>			
Changed	Field	Current Version	Proposed Version
	<b>Transfer Status (CB05)</b>	Transferable to CSU only	Transferable to CSU only



Changed	Field	Current Version	Proposed Version
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	<b>Course General Education Status (CB25)</b>	Y	Y
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	<b>Transfer Status</b>	Approved	Approved
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	<b>GE Information</b>	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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	<b>Lecture Hours - In Class</b>	2	2
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	<b>Lecture Hours - Out of Class</b>	4	4
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	<b>Laboratory Hours - In Class</b>	0	0
--	--	---	---

	<b>Laboratory Hours - Out of Class</b>	0	0
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	<b>NA Hours - In Class</b>	0	0
--	--------------------------------	---	---

	<b>NA Hours - Out of Class</b>	0	0
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### Course Student Hours - Profile Name: Default Profile

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Total - Course Out-of-Class Hours</b>	48	48
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	<b>Total Credit Units - Minimum Credit Units</b>	2	2
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	<b>Total Credit Units - Maximum Credit Units</b>	2	2
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**Speciality Hours**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Speciality Hours</b>	No value	No value
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**Credit / Non-Credit Options**

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

Changed	Field	Current Version	Proposed Version
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	<b>Course Duration (Weeks)</b>	12	12
--	--------------------------------	----	----

	<b>Total Lecture Hours per Term</b>	72	72
--	-------------------------------------	----	----

	<b>Total Laboratory Hours per Term</b>	-	0
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	<b>Total Contact Hours per Term</b>	-	0
--	-------------------------------------	---	---

	<b>Total Credit Units</b>	2	2
--	---------------------------	---	---

	<b>Minimum Credit Units</b>	2	2
--	-----------------------------	---	---

	<b>Maximum Credit Units</b>	2	2
--	-----------------------------	---	---

### SKIP

Changed	Field	Current Version	Proposed Version
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	<b>SKIP</b>	No Value	No Value
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### Specifications

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

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

**Methods of Instruction**

Methods of Instruction

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

**Assignments**

1. Reading assigned material
2. Participation in discussions
3. Group and/or individual report analyzing seminar topic(s)
4. Group and/or individual project applying seminar topic(s)

1. Reading assigned material
2. Participation in discussions
3. Group and/or individual report analyzing seminar topic(s)
4. Group and/or individual project applying seminar topic(s)

**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. Written examinations with questions asking students to explain and/or analyze the concepts covered. Evaluation based on answers supported with concepts discussed in the course.
2. Quizzes on assigned reading and lecture material with questions focused on explaining and analyzing concepts covered (number of testing devices depends on unit load). Evaluation based on correct responses.
3. Participation in discussions
4. Project evidencing analysis and application of

**Methods  
of  
Evaluation**

1. Written examinations with questions asking students to explain and/or analyze the concepts covered. Evaluation based on answers substantiated by concepts discussed in the course.
2. Quizzes on assigned reading and lecture material with questions focused on explaining and analyzing concepts covered (number of testing devices depends on unit load). Evaluation based on correct responses.
3. Participation in discussions
4. Project evidencing analysis and application of

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

seminar topic(s)
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seminar topic(s)
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**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**

<b>Title</b>	No value
<b>Author</b>	The text will vary according to topic(s). Instructor will determine text (if any).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	The text will vary according to topic(s). Instructor will determine text (if any).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

**Suggested Reading List**

<b>Reading List</b>	The text will vary according to topic(s). The instructor will choose the text (if any).
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<b>May include, but are not limited to</b>	No value
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No value

**Learning Outcomes and Objectives**



Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.</li> <li>• Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.</li> <li>• Articulate comprehensive understanding of seminar topics during presentations and discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.</li> <li>• Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.</li> <li>• Articulate comprehensive understanding of seminar topics during presentations and discussions.</li> </ul>

**CSLOs**

<b>CSLOs</b>	Explain the fundamental concepts of the Computer Information Systems topic.	<b>CSLOs</b>	Explain the fundamental concepts of the Computer Information Systems topic.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0
<b>CSLOs</b>	Apply the fundamental concepts of the Computer Information Systems topic.	<b>CSLOs</b>	Apply the fundamental concepts of the Computer Information Systems topic.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0

**Course Outline**




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Changed	Field	Current Version	Proposed Version
!	<b>Course Content</b>	<ol style="list-style-type: none"> <li>1. Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.               <ol style="list-style-type: none"> <li>1. Develop skills in the interpretation and analysis of computer information systems topics.</li> <li>2. Be able to discern the appropriate arena for using the cutting-edge computer science innovations presented in the course.</li> </ol> </li> <li>2. Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.               <ol style="list-style-type: none"> <li>1. Using the concepts presented in the course, diagram and/or outline a solution to a given problem.</li> <li>2. Using the concepts learned in this course, write specifications or code a solution, as appropriate, to solve a given problem.</li> </ol> </li> <li>3. Articulate comprehensive understanding of seminar topics during presentations and discussions.               <ol style="list-style-type: none"> <li>1. Discuss the computer science concepts presented as they relate to case studies.</li> <li>2. Demonstrate an understanding of topics presented by contributing thoughtful comments, ideas, and questions during group discussions and assigned</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.               <ol style="list-style-type: none"> <li>1. Develop skills in the interpretation and analysis of computer information systems topic(s).</li> <li>2. Be able to discern the appropriate arena for using the cutting-edge computer science innovations presented in the course.</li> </ol> </li> <li>2. Review concepts and information relevant to seminar topic(s) and apply foundation knowledge as new information is discussed and learned.               <ol style="list-style-type: none"> <li>1. Using the concepts presented in the course, diagram and/or outline a solution to a given problem.</li> <li>2. Using the concepts learned in this course, write specifications or code a solution, as appropriate, to solve a given problem.</li> </ol> </li> <li>3. Articulate comprehensive understanding of seminar topics during presentations and discussions.               <ol style="list-style-type: none"> <li>1. Discuss the computer science concepts presented as they relate to case studies.</li> <li>2. Demonstrate an understanding of topics presented by contributing thoughtful comments, ideas, and questions during group discussions and assigned</li> </ol> </li> </ol>



Changed	Field	Current Version	Proposed Version
		presentations and/or projects.	presentations and/or projects.
	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	2CB	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)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 082X	CIS 082X
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	CIS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	Related Child	Related Child
	<b>Cross-Listed/Related Course ID's</b>	CIS 82W	CIS 82W
	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Emergency Approval</b>	No	No Value
	<b>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)</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value
	<b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>	One hour lecture for each unit of credit (12 hours total for each unit of credit per quarter).	No Value
	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
	<b>In Service Indicator</b>	N	No Value
	<b>Sports/Physical Education Course Indicator</b>	N	No Value
	<b>COA Code</b>	C	No Value
	<b>Fund Code</b>	114000	No Value
	<b>Organization Code</b>	233003	No Value
	<b>Account Code</b>	1320	No Value
	<b>Program Code</b>	070100	No Value

Changed	Questions	Current Version	Proposed Version
	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:	No Value	No Value
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in CIS D082W, CIS D082Y or CIS D082Z.)	(Not open to students with credit in CIS D082W, CIS D082Y or CIS D082Z.)
	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**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Basic Course Information</b>	No Value	No Value
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	<b>Units and Hours</b>	No Value	No Value
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	<b>Specifications</b>	No Value	No Value
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	<b>Outline</b>	No Value	No Value
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	<b>Other</b>	No Value	No Value
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### Blue Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
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**Changed**

**Questions**

**Current Version**

**Proposed Version**

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**A-Matrix Form**



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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value

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

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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

No Value

No Value

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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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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value

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

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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

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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, 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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.)</b>	No Value	No Value
	<b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Criteria 4:</b> <b>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.)</b>	No Value	No Value
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	CISD082X
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000536709

<b>Articulation</b>

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	

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	Discipline 2
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




<b>Section</b>	<b>Changed field</b>
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
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
	<b>Faculty Initiator</b>	<ul style="list-style-type: none"><li>eLumenData, eLumenData</li></ul>	<ul style="list-style-type: none"><li>Mary Pape</li></ul>
	<b>Course ID (CB01A and CB01B)</b>	CISD082Y	CISD082Y
	<b>Course Control Number</b>	CCC000536710	CCC000536710
	<b>Course Title (CB02)</b>	Current Topics in Computer Information Systems	Current Topics in Computer Information Systems
	<b>Short Course Title</b>	CURRENT TOPICS IN CIS	CURRENT TOPICS IN CIS
	<b>TOP Code (CB03)</b>	0701.00	0701.00 Information Technology, General
	<b>CIP Code</b>	Computer and Information Sciences, General	11.0101 Computer and Information Sciences, General
	<b>Department</b>	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Possibly Occupational	Possibly Occupational
	<b>Course Description</b>	A planned program of exposure to fundamental concepts and applications of selected Computer Information Systems topics. Concepts and theories as applied to the specific topic.	A planned program of exposure to fundamental concepts and applications of selected Computer Information Systems topics. Concepts and theories as applied to the specific topic.
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"><li>Lower Division</li></ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"><li>NA</li></ul>	<ul style="list-style-type: none"><li>Online</li><li>Hybrid</li></ul>

## Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"><li>• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)</li></ul>
	Discipline 2	No value	<ul style="list-style-type: none"><li>• Computer Science</li></ul>
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"><li>• FHDA FSA - CIS</li></ul>

## Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable and is a stand-alone course. Students will have the opportunity to understand, analyze, apply, and use the latest technology, which will often give students the opportunity to explore a niche in technology that they may pursue in later academic work and/or give that student an advantage when pursuing employment in the area of computer information systems.	This <u>CTE</u> course is CSU transferable and is a stand-alone course. Students will have the opportunity to understand, analyze, apply, and use the latest technology, which will often give students the opportunity to explore a niche in technology that they may pursue in later academic work and/or give that student an advantage when pursuing employment in the area of computer information systems.

## Foothill Equivalency

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

Changed	Field	Current Version	Proposed Version
	<b>Foothill Faculty Consultation Name</b>	No value	
	<b>Foothill Course ID</b>	No value	

<b>Course Philosophy</b>			
Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	No value	

<b>Formerly Statement</b>			
Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

<b>Stand-Alone Statement</b>			
Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	<u>By the very nature of technology, demands for new skill sets are constantly emerging. This course allows the department to teach current subject matter with short lead time and allow us to “test the waters” as to the numbers of students interested in a particular course. The topics of the course deepen the knowledge of the transfer student and broaden the employability of those already with careers in technology.</u>

### CTE Course

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

No value

Yes

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

<b>Associated Programs</b>			
Changed	Field	Current Version	Proposed Version
	<b>Course is part of a program</b>	No value	No value

<b>Transferability &amp; Gen. Ed. Options</b>			
Changed	Field	Current Version	Proposed Version
	<b>Transfer Status (CB05)</b>	Transferable to CSU only	Transferable to CSU only

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course General Education Status (CB25)</b>	Y	Y
--	---	---	---

	<b>Transfer Status</b>	Approved	Approved
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	<b>GE Information</b>	No value	No value
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### Weekly Student Hours - Profile Name: Default Profile

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Lecture Hours - In Class</b>	3	3
--	-------------------------------------	---	---

	<b>Lecture Hours - Out of Class</b>	6	6
--	---	---	---

	<b>Laboratory Hours - In Class</b>	0	0
--	--	---	---

	<b>Laboratory Hours - Out of Class</b>	0	0
--	--	---	---

	<b>NA Hours - In Class</b>	0	0
--	--------------------------------	---	---

	<b>NA Hours - Out of Class</b>	0	0
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### Course Student Hours - Profile Name: Default Profile

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course Duration (Weeks)</b>	12	12
--	--	----	----

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

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

### Speciality Hours

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

### Credit / Non-Credit Options

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



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

Changed	Field	Current Version	Proposed Version
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	<b>Course Duration (Weeks)</b>	12	12
--	--------------------------------	----	----

	<b>Total Lecture Hours per Term</b>	108	108
--	-------------------------------------	-----	-----

	<b>Total Laboratory Hours per Term</b>	-	0
--	--	---	---

	<b>Total Contact Hours per Term</b>	-	0
--	-------------------------------------	---	---

	<b>Total Credit Units</b>	3	3
--	---------------------------	---	---

	<b>Minimum Credit Units</b>	3	3
--	-----------------------------	---	---

	<b>Maximum Credit Units</b>	3	3
--	-----------------------------	---	---

### SKIP

Changed	Field	Current Version	Proposed Version
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	<b>SKIP</b>	No Value	No Value
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### Specifications

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

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

**Methods of Instruction**

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

**Assignments**

1. Reading assigned material
2. Participation in discussions
3. Group and/or individual report analyzing seminar topic(s)
4. Group and/or individual project applying seminar topic(s)

1. Reading assigned material
2. Participation in discussions
3. Group and/or individual report analyzing seminar topic(s)
4. Group and/or individual project applying seminar topic(s)

**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. Written examinations with questions asking students to explain and/or analyze the concepts covered. Evaluation based on answers supported with concepts discussed in the course.
2. Quizzes on assigned reading and lecture material with questions focused on explaining and analyzing concepts covered (number of testing devices depends on unit load). Evaluation based on correct responses.
3. Participation in discussions
4. Project evidencing analysis and application of

**Methods  
of  
Evaluation**

1. Written examinations with questions asking students to explain and/or analyze the concepts covered. Evaluation based on answers supported with concepts discussed in the course.
2. Quizzes on assigned reading and lecture material with questions focused on explaining and analyzing concepts covered (number of testing devices depends on unit load). Evaluation based on correct responses.
3. Participation in discussions
4. Project evidencing analysis and application of

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

seminar  
topic(s)

seminar  
topic(s)



**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**

<b>Title</b>	No value
<b>Author</b>	The text will vary according to topic(s). Instructor will determine text (if any).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	The text will vary according to topic(s). Instructor will determine text (if any).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value



**Suggested  
Reading List**

**Reading List** The text will vary according to topic(s). The instructor will choose the text (if any).

**May include, but are not limited to** No value

No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.</li> <li>• Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.</li> <li>• Articulate comprehensive understanding of seminar topics during presentations and discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.</li> <li>• Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.</li> <li>• Articulate comprehensive understanding of seminar topics during presentations and discussions.</li> </ul>

**CSLOs**











<b>CSLOs</b>	Explain the fundamental concepts of the Computer Information Systems topic.	<b>CSLOs</b>	Explain the fundamental concepts of the Computer Information Systems topic.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0
<b>CSLOs</b>	Apply the fundamental concepts of the Computer Information Systems topic.	<b>CSLOs</b>	Apply the fundamental concepts of the Computer Information Systems topic.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0

**Course Outline**




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Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.               <ol style="list-style-type: none"> <li>1. Develop skills in the interpretation and analysis of computer information systems topics.</li> <li>2. Be able to discern the appropriate arena for using the cutting-edge computer science innovations presented in the course.</li> </ol> </li> <li>2. Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.               <ol style="list-style-type: none"> <li>1. Using the concepts presented in the course, diagram and/or outline a solution to a given problem.</li> <li>2. Using the concepts learned in this course, write specifications or code a solution, as appropriate, to solve a given problem.</li> </ol> </li> <li>3. Articulate comprehensive understanding of seminar topics during presentations and discussions.               <ol style="list-style-type: none"> <li>1. Discuss the computer science concepts presented as they relate to case studies.</li> <li>2. Demonstrate an understanding of topics presented by contributing thoughtful comments, ideas, and questions during group discussions and assigned</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.               <ol style="list-style-type: none"> <li>1. Develop skills in the interpretation and analysis of computer information systems topics.</li> <li>2. Be able to discern the appropriate arena for using the cutting-edge computer science innovations presented in the course.</li> </ol> </li> <li>2. Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.               <ol style="list-style-type: none"> <li>1. Using the concepts presented in the course, diagram and/or outline a solution to a given problem.</li> <li>2. Using the concepts learned in this course, write specifications or code a solution, as appropriate, to solve a given problem.</li> </ol> </li> <li>3. Articulate comprehensive understanding of seminar topics during presentations and discussions.               <ol style="list-style-type: none"> <li>1. Discuss the computer science concepts presented as they relate to case studies.</li> <li>2. Demonstrate an understanding of topics presented by contributing thoughtful comments, ideas, and questions during group discussions and assigned</li> </ol> </li> </ol>

Changed	Field	Current Version	Proposed Version
		presentations and/or projects.	presentations and/or projects.
	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	2CB	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)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 082Y	CIS 082Y
	Course Status	Non-substantial	Non-substantial
	Course Status Code	A	No Value
	Banner Department	CIS	No Value
	Course Level	DU	No Value
	College Code	DA	No Value



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	Related Child	Related Child
	<b>Cross-Listed/Related Course ID's</b>	CIS 82W	CIS 82W
	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Emergency Approval</b>	No	No Value
	<b>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)</b>	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).)	One hour lecture for each unit of credit (12 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	233003	No Value
	 Account Code	1320	No Value
	 Program Code	070100	No Value

Changed	Questions	Current Version	Proposed Version
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**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:**

No Value

No Value

**Limitation(s) on Enrollment - Other:**

(Not open to students with credit in CIS D082W, CIS D082X or CIS D082Z.)

(Not open to students with credit in CIS D082W, CIS D082X or CIS D082Z.)

**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**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Basic Course Information</b>	No Value	No Value
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	<b>Units and Hours</b>	No Value	No Value
--	------------------------	----------	----------

	<b>Specifications</b>	No Value	No Value
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	<b>Outline</b>	No Value	No Value
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	<b>Other</b>	No Value	No Value
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### Blue Form

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

	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
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**Changed**

**Questions**

**Current Version**

**Proposed Version**

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**A-Matrix Form**

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Create  
syntactically  
varied  
sentences that  
are free of  
mechanical  
errors.**

No Value

No Value

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

No Value

No Value

### **B-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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**

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Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value

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

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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

No Value

No Value

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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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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value



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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.)</b>	No Value	No Value
	<b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 4:</b> <b>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.)</b>	No Value	No Value
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	CISD082Y
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000536710

<b>Articulation</b>

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	

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	Discipline 2
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	Course General Education Status (CB25)
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




<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
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
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?

**Section****Changed field**

Cross-listed Course

Is this a cross-listed course?

**General Information**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Mary Pape
	<b>Course ID (CB01A and CB01B)</b>	CISD082Z	CISD082Z
	<b>Course Control Number</b>	CCC000536711	CCC000536711
	<b>Course Title (CB02)</b>	Current Topics in Computer Information Systems	Current Topics in Computer Information Systems
	<b>Short Course Title</b>	CURRENT TOPICS IN CIS	CURRENT TOPICS IN CIS
	<b>TOP Code (CB03)</b>	0701.00	0701.00 Information Technology, General
	<b>CIP Code</b>	Computer and Information Sciences, General	11.0101 Computer and Information Sciences, General
	<b>Department</b>	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Possibly Occupational	Possibly Occupational
	<b>Course Description</b>	A planned program of exposure to fundamental concepts and applications of selected Computer Information Systems topics. Concepts and theories as applied to the specific topic.	A planned program of exposure to fundamental concepts and applications of selected Computer Information Systems topics. Concepts and theories as applied to the specific topic.
	<b>Course Type (CB27)</b>	No value	• Lower Division

Changed	Field	Current Version	Proposed Version
!	Mode of Delivery	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> <li>• Hybrid</li> </ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> <li>• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)</li> </ul>
!	Discipline 2	No value	<ul style="list-style-type: none"> <li>• Computer Science</li> </ul>
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> <li>• FHDA FSA - CIS</li> </ul>

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is CSU transferable and is a stand-alone course. Students will have the opportunity to understand, analyze, apply, and use the latest technology, which will often give students the opportunity to explore a niche in technology that they may pursue in later academic work and/or give that student an advantage when pursuing employment in the area of computer information systems.</p>	<p>This <u>CTE</u> course is CSU transferable and is a stand-alone course. Students will have the opportunity to understand, analyze, apply, and use the latest technology, which will often give students the opportunity to explore a niche in technology that they may pursue in later academic work and/or give that student an advantage when pursuing employment in the area of computer information systems.</p>

Foothill Equivalency			

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

<b>Course Philosophy</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Philosophy</b>	No value	

<b>Formerly Statement</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Formerly Statement</b>	No value	

<b>Stand-Alone Statement</b>			



Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	<u>By the very nature of technology, demands for new skill sets are constantly emerging. This course allows the department to teach current subject matter with short lead time and allow us to “test the waters” as to the numbers of students interested in a particular course. The topics of the course deepen the knowledge of the transfer student and broaden the employability of those already with careers in technology.</u>

### CTE Course

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

### Honors/Non-honors Course

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

## 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	4	4
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	Lecture Hours - Out of Class	8	8
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	Laboratory Hours - In Class	0	0
--	-----------------------------	---	---

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>NA Hours - In Class</b>	0	0
	<b>NA Hours - Out of Class</b>	0	0

**Course Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Duration (Weeks)</b>	12	12
	<b>Hours per unit divisor</b>	36	36
	<b>Total Student Learning Hours</b>	144	144
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	48	48
	<b>Lecture Hours - Course Out-of-Class per Term</b>	96	96
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>NA Hours - Course In- Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out- of-Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	48	48
	<b>Total - Course Out-of-Class Hours</b>	96	96
	<b>Total Credit Units - Minimum Credit Units</b>	4	4
	<b>Total Credit Units - Maximum Credit Units</b>	4	4

**Speciality Hours**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Speciality Hours</b>	No value	No value

**Credit / Non-Credit Options**

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

### Credit Units

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

Changed	Field	Current Version	Proposed Version
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	<b>Minimum Credit Units</b>	4	4
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	<b>Maximum Credit Units</b>	4	4
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**SKIP**

Changed	Field	Current Version	Proposed Version
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	<b>SKIP</b>	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  
 Collaborative learning and small group exercises  
 Homework and extended projects  
 Guest speakers

**Methods of Instruction**

Methods of Instruction

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

**Assignments**

1. Reading assigned material
2. Participation in discussions
3. Group and/or individual report analyzing seminar topic(s)
4. Group and/or individual project applying seminar topic(s)

1. Reading assigned material
2. Participation in discussions
3. Group and/or individual report analyzing seminar topic(s)
4. Group and/or individual project applying seminar topic(s)

**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. Written examinations with questions asking students to explain and/or analyze the concepts covered. Evaluation based on answers supported with concepts discussed in the course.
2. Quizzes on assigned reading and lecture material with questions focused on explaining and analyzing concepts covered (number of testing devices depends on unit load). Evaluation based on correct responses.
3. Participation in discussions
4. Project evidencing analysis and application of

**Methods  
of  
Evaluation**

1. Written examinations with questions asking students to explain and/or analyze the concepts covered. Evaluation based on answers supported with concepts discussed in the course.
2. Quizzes on assigned reading and lecture material with questions focused on explaining and analyzing concepts covered (number of testing devices depends on unit load). Evaluation based on correct responses.
3. Participation in discussions
4. Project evidencing analysis and application of

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

seminar topic(s)
---------------------

seminar topic(s)
---------------------

**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**

<b>Title</b>	No value
<b>Author</b>	The text will vary according to topic(s). Instructor will determine text (if any).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	The text will vary according to topic(s). Instructor will determine text (if any).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

**Suggested Reading List**

<b>Reading List</b>	The text will vary according to topic(s). The instructor will choose the text (if any).
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<b>May include, but are not limited to</b>	No value
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No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.</li> <li>• Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.</li> <li>• Articulate comprehensive understanding of seminar topics during presentations and discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.</li> <li>• Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.</li> <li>• Articulate comprehensive understanding of seminar topics during presentations and discussions.</li> </ul>

**CSLOs**




<b>CSLOs</b>	Explain the fundamental concepts of the Computer Information Systems topic.	<b>CSLOs</b>	Explain the fundamental concepts of the Computer Information Systems topic.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0
<b>CSLOs</b>	Apply the fundamental concepts of the Computer Information Systems topic.	<b>CSLOs</b>	Apply the fundamental concepts of the Computer Information Systems topic.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0

**Course Outline**



Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.               <ol style="list-style-type: none"> <li>1. Develop skills in the interpretation and analysis of computer information systems topics.</li> <li>2. Be able to discern the appropriate arena for using the cutting-edge computer science innovations presented in the course.</li> </ol> </li> <li>2. Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.               <ol style="list-style-type: none"> <li>1. Using the concepts presented in the course, diagram and/or outline a solution to a given problem.</li> <li>2. Using the concepts learned in this course, write specifications or code a solution, as appropriate, to solve a given problem.</li> </ol> </li> <li>3. Articulate comprehensive understanding of seminar topics during presentations and discussions.               <ol style="list-style-type: none"> <li>1. Discuss the computer science concepts presented as they relate to case studies.</li> <li>2. Demonstrate an understanding of topics presented by contributing thoughtful comments, ideas, and questions during group discussions and assigned</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.               <ol style="list-style-type: none"> <li>1. Develop skills in the interpretation and analysis of computer information systems topics.</li> <li>2. Be able to discern the appropriate arena for using the cutting-edge computer science innovations presented in the course.</li> </ol> </li> <li>2. Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.               <ol style="list-style-type: none"> <li>1. Using the concepts presented in the course, diagram and/or outline a solution to a given problem.</li> <li>2. Using the concepts learned in this course, write specifications or code a solution, as appropriate, to solve a given problem.</li> </ol> </li> <li>3. Articulate comprehensive understanding of seminar topics during presentations and discussions.               <ol style="list-style-type: none"> <li>1. Discuss the computer science concepts presented as they relate to case studies.</li> <li>2. Demonstrate an understanding of topics presented by contributing thoughtful comments, ideas, and questions during group discussions and assigned</li> </ol> </li> </ol>

Changed	Field	Current Version	Proposed Version
		presentations and/or projects.	presentations and/or projects.
	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	2CB	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)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 082Z	CIS 082Z
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	CIS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	Related Child	Related Child
	<b>Cross-Listed/Related Course ID's</b>	CIS 82W	CIS 82W
	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Emergency Approval</b>	No	No Value
	<b>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)</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value
	<b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>	One hour lecture for each unit of credit (12 hours total for each unit of credit per quarter).	No Value
	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
	<b>In Service Indicator</b>	N	No Value
	<b>Sports/Physical Education Course Indicator</b>	N	No Value
	<b>COA Code</b>	C	No Value
	<b>Fund Code</b>	114000	No Value
	<b>Organization Code</b>	233003	No Value
	<b>Account Code</b>	1320	No Value
	<b>Program Code</b>	070100	No Value

Changed	Questions	Current Version	Proposed Version
	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:	No Value	No Value
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in CIS D082W, CIS D082X or CIS D082Y.)	(Not open to students with credit in CIS D082W, CIS D082X or CIS D082Y.)
	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**



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Basic Course Information</b>	No Value	No Value
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	<b>Units and Hours</b>	No Value	No Value
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	<b>Specifications</b>	No Value	No Value
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	<b>Outline</b>	No Value	No Value
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	<b>Other</b>	No Value	No Value
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### Blue Form

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

**Questions**

**Current Version**

**Proposed Version**

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**A-Matrix Form**

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value



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

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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

No Value

No Value

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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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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value

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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.)</b>	No Value	No Value
	<b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 4:</b> <b>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.)</b>	No Value	No Value
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	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
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	<b>Curriculum ID</b>	CISD082Z
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000536711

<b>Articulation</b>

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	



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	Discipline 2
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
Curriculum Office	College Code
Curriculum Office	CTE Status

<b>Section</b>	<b>Changed field</b>
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	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
C-Matrix Form	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.
C-Matrix Form	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.
C-Matrix Form	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
C-Matrix Form	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

**Section****Changed field**

Comments

Stage 7: Content Review Matrix Liaison

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**

• Bob Kalpin

- Mary Pape
- Holmes, Patricia
- Oldham, Ira

**Course ID (CB01A and CB01B)**

CISD098.

CISD098.

**Course Control Number**

CCC000545318

CCC000545318

**Course Title (CB02)**

Digital Image Editing Software (Photoshop)

Digital Image Editing Software (Photoshop)

**Short Course Title**

DIGI IMAGE EDIT SFTWR (PHTSHP)

DIGI IMAGE EDIT SFTWR (PHTSHP)

**TOP Code (CB03)**

0614.60

0614.60 Computer Graphics and Digital Imagery

**CIP Code**

Computer Graphics

11.0803 Computer Graphics

**Department**

CIS - Computer Sci &amp; Info Systems

CIS - Computer Sci &amp; Info Systems

**Effective Term**

Fall 2023

Fall ~~2023~~ 2025**SAM Priority Code (CB09)**

Clearly Occupational

Clearly Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	Digital imaging principles to produce graphics for websites. Hands-on experience with the elements and tools to set up files, manage documents, and perform image processing.	Digital imaging principles to produce graphics for websites. Hands-on experience with the elements and tools to set up files, manage documents, and perform image processing.
!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>Computer Information Systems (Computer network installation, microcomputer technology, computer applications)</li> </ul>
!	<b>Discipline 2</b>	No value	<ul style="list-style-type: none"> <li>Computer Science</li> </ul>
	<b>Discipline 3</b>	No value	No value
!	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>FHDA FSA - CIS</li> </ul>

### Formerly Statement

Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

### Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is a major preparation requirement in the discipline of Computer Science for at least one CSU. This course is part of the Web Development Certificate of Achievement. Students will learn to use photo editing and manipulation software Photoshop.	This <u>CTE</u> course is <del>a major preparation requirement in the discipline of Computer Science for at least one CSU.</del> <u>CSU transferrable.</u> This course is part of the Web Development Certificate of Achievement. Students will learn to use photo editing and manipulation software Photoshop.

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	No value	

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

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

No value

Yes

### 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

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

### Cross-listed Course

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

No 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.

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

### Associated Programs

**Changed Field****Current Version****Proposed Version****Course is part of a program****Associated Program** Web Development**Award Type** Certificate of Achievement (COA)**Associated Program** Web Development**Award Type** Certificate of Achievement (COA)**Associated Program** Web Development (In Development)**Award Type** Certificate of Achievement (COA)**Associated Program** Web Development (In Development)**Award Type** Certificate of Achievement (COA)**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Transferability & Gen. Ed. Options**



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

### Weekly Student Hours - Profile Name: Default Profile

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

### Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Hours per unit divisor</b>	36	36
	<b>Total Student Learning Hours</b>	162	162
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	48	48
	<b>Lecture Hours - Course Out-of-Class per Term</b>	96	96
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	18	18
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	66	66
	<b>Total - Course Out-of-Class Hours</b>	96	96
	<b>Total Credit Units - Minimum Credit Units</b>	4.5	4.5

Changed	Field	Current Version	Proposed Version
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	<b>Total Credit Units - Maximum Credit Units</b>	4.5	4.5
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### Speciality Hours

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

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

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

### **SKIP**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>SKIP</b>	No Value	No Value

### **Specifications**

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**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Lecture and visual aids  
 Discussion of assigned reading  
 Collaborative learning and small group exercises  
 Discussion and problem solving performed in class  
 Quiz and examination review performed in class  
 Laboratory experience which involves students in problem solving

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Lecture and visual aids  
 Discussion of assigned reading  
 Collaborative learning and small group exercises  
 Discussion and problem solving performed in class  
 Quiz and examination review performed in class  
 Laboratory experience which involves students in problem solving

**Assignments**

1. Read required textbook
2. Complete problem solving activities using appropriate software
3. Prepare graphical images for a personal Web site which includes the following elements: colors, buttons, masks and filters, photo retouching, vector drawings, and animated layer masks.

1. Read required textbook
2. Complete problem solving activities using appropriate software
3. Prepare graphical images for a personal Web site which includes the following elements: colors, buttons, masks and filters, photo retouching, vector drawings, and animated layer masks.

**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. Student must complete several skills performance assessments demonstrating that they can develop Photoshop digital projects that include editing raster and vector images, applying layering techniques, channels, filters to create composites for web.  
Evaluation is to be based on completion and implementation of tools presented in this course.
2. Student will complete midterm and final exam demonstrating that they know how to customize Photoshop digital projects that include editing raster and vector images, applying layering techniques, channels, filters to create composites for web, create and build a

**Methods  
of  
Evaluation**

1. Student must complete several skills performance assessments demonstrating that they can develop Photoshop digital projects that include editing raster and vector images, applying layering techniques, channels, filters to create composites for web.  
Evaluation is to be based on completion and implementation of tools presented in this course.
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**Changed Field****Current Version****Proposed Version**

video using still images with applied audio, prepare images for web application. Evaluation is to be based on choosing and correctly applying tools presented in this course.

3. Student must satisfactorily complete problem-solving activities using the computer to apply various Adobe tools to selected Photoshop projects. Evaluation is to be based on completion and implementation of tools presented in this course.

video using still images with applied audio, prepare images for web application. Evaluation is to be based on choosing and correctly applying tools presented in this course.

3. Student must satisfactorily complete problem-solving activities using the computer to apply various Adobe tools to selected Photoshop projects. Evaluation is to be based on completion and implementation of tools presented in this course.



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- None.

**Essential College Facilities:**

- Access to a computer laboratory with Photoshop available

**Essential Student Materials:**

- None

**Essential College Facilities:**

- Access to a computer laboratory with Photoshop available



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

<b>Title</b>	No value
<b>Author</b>	Faulkner, Andrew. "Adobe Photoshop CC Classroom in a Book". Pearson Education Publisher 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Faulkner, Andrew. "Adobe Photoshop CC Classroom in a Book". Pearson Education Publisher 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Faulkner, Andrew. "Adobe Photoshop CC, Classroom in a Book". Berkeley, CA: Peachpit, 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Faulkner, Andrew. "Adobe Photoshop CC, Classroom in a Book". Berkeley, CA: Peachpit, 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Kelby, Scott. The Adobe Photoshop Book for Digital Photographers. New Riders Publisher 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Kelby, Scott. The Adobe Photoshop Book for Digital Photographers. New Riders Publisher 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

**Changed** **Field**

**Current Version**

**Proposed Version**



**Suggested  
Reading List**

**Reading List** None.

**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"><li>• Utilize graphic alteration techniques</li><li>• Work with Selections</li><li>• Correct and enhance existing digital images</li><li>• Utilize Masks and Channels</li><li>• Apply typographical techniques to existing images</li><li>• Utilize vector techniques</li><li>• Utilize beginning &amp; advanced layering techniques</li><li>• Apply advanced production methods to existing image files</li><li>• Use paint and Mixer Brush tools</li><li>• Edit Video using Photoshop</li><li>• Prepare files for web</li><li>• Produce and prepare existing raster and vector graphic composites</li><li>• Prepare existing digital images and video for web applications.</li></ul> | <ul style="list-style-type: none"><li>• Utilize graphic alteration techniques</li><li>• Work with Selections</li><li>• Correct and enhance existing digital images</li><li>• Utilize Masks and Channels</li><li>• Apply typographical techniques to existing images</li><li>• Utilize vector techniques</li><li>• Utilize beginning &amp; advanced layering techniques</li><li>• Apply advanced production methods to existing image files</li><li>• Use paint and Mixer Brush tools</li><li>• Edit Video using Photoshop</li><li>• Prepare files for web</li><li>• Produce and prepare existing raster and vector graphic composites</li><li>• Prepare existing digital images and video for web applications.</li></ul> |
|---|---|

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

**CSLOs** Demonstrate correct use of Photoshop tools to alter existing graphics for Internet, print applications, scientific research imaging, and medical imaging.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate correct use of Photoshop tools to alter existing graphics for Internet, print applications, scientific research imaging, and medical imaging.

**Expected SLO Performance** 0.0

**CSLOs** Convert digital images and digital media into a movie format for interactive platforms of phone apps and web pages.

**Expected SLO Performance** 0.0

**CSLOs** Convert digital images and digital media into a movie format for interactive platforms of phone apps and web pages.

**Expected SLO Performance** 0.0

**Course Outline**

**Course  
Content**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Utilize graphic alteration techniques             <ol style="list-style-type: none"> <li>1. Using tools in workspace</li> <li>2. Strategies for retouching</li> <li>3. Resolution and image size</li> <li>4. Adjusting the color and tone</li> <li>5. Straightening and cropping image</li> <li>6. Replacing colors in image</li> <li>7. Adjusting saturation</li> <li>8. Repairing graphics</li> <li>9. Using content-aware fill techniques</li> <li>10. Applying Mask filters</li> <li>11. Saving image for four-color printing</li> <li>12. False color representation</li> </ol> </li> <li>2. Work with Selections             <ol style="list-style-type: none"> <li>1. Using selection tools</li> <li>2. Moving and manipulating selected area</li> <li>3. Using inverse selection techniques</li> <li>4. Selecting with alternate tools</li> <li>5. Rotating selections</li> <li>6. Cropping and erasing</li> <li>7. Refining selection edge</li> </ol> </li> <li>3. Correct and enhance existing digital images             <ol style="list-style-type: none"> <li>1. Processing files for various web applications</li> <li>2. Merging exposures and applying advanced correction techniques</li> <li>3. Correcting digital graphics</li> <li>4. Correcting image distortion</li> <li>5. Adding depth of field</li> </ol> </li> <li>4. Utilize Masks and Channels             <ol style="list-style-type: none"> <li>1. Working with masks and channels</li> <li>2. Creating and refining masks</li> <li>3. Manipulating an image using advanced tools</li> <li>4. Working with channels</li> </ol> </li> <li>5. Apply typographical techniques to existing images</li> </ol> | <ol style="list-style-type: none"> <li>1. Utilize graphic alteration techniques             <ol style="list-style-type: none"> <li>1. Using tools in workspace</li> <li>2. Strategies for retouching</li> <li>3. Resolution and image size</li> <li>4. Adjusting the color and tone</li> <li>5. Straightening and cropping image</li> <li>6. Replacing colors in image</li> <li>7. Adjusting saturation</li> <li>8. Repairing graphics</li> <li>9. Using content-aware fill techniques</li> <li>10. Applying Mask filters</li> <li>11. Saving image for four-color printing</li> <li>12. False color representation</li> </ol> </li> <li>2. Work with Selections             <ol style="list-style-type: none"> <li>1. Using selection tools</li> <li>2. Moving and manipulating selected area</li> <li>3. Using inverse selection techniques</li> <li>4. Selecting with alternate tools</li> <li>5. Rotating selections</li> <li>6. Cropping and erasing</li> <li>7. Refining selection edge</li> </ol> </li> <li>3. Correct and enhance existing digital images             <ol style="list-style-type: none"> <li>1. Processing files for various web applications</li> <li>2. Merging exposures and applying advanced correction techniques</li> <li>3. Correcting digital graphics</li> <li>4. Correcting image distortion</li> <li>5. Adding depth of field</li> </ol> </li> <li>4. Utilize Masks and Channels             <ol style="list-style-type: none"> <li>1. Working with masks and channels</li> <li>2. Creating and refining masks</li> <li>3. Manipulating an image using advanced tools</li> <li>4. Working with channels</li> </ol> </li> <li>5. Apply typographical techniques to existing images</li> </ol> |
|--|--|

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

- 
- |  |  |  |
|--|--|--|
| 1. Creating a clipping mask from type<br>2. Creating type on a path<br>3. Warping point type<br>4. Prepare paragraphs of type<br>6. Utilize vector techniques<br>1. Compare bitmap images and vector graphics<br>2. Apply Paths tool techniques<br>3. Using paths with graphics<br>4. Creating background vector objects<br>5. Working with defined custom shapes<br>6. Importing Smart Objects<br>7. Utilize beginning & advanced layering techniques<br>1. Setting up a Vanishing Point grid<br>2. Creating keyboard shortcuts<br>3. Placing imported graphics<br>4. Adding adjustment layers<br>5. Working with layer comps<br>6. Merging layers and layer groups<br>7. Stamping layers<br>8. Destructive and non-destructive techniques<br>9. Clipping a layer to a shape<br>10. Adding layer styles<br>11. Flattening a layered image<br>12. Using layers panel<br>13. Rearranging layers<br>14. Rasterizing layers<br>15. Applying a gradient<br>16. Applying a layer style<br>17. Flattening and saving files<br>18. Clipping a layer to a shape<br>8. Apply advanced production methods to existing image files<br>1. Assembling complex images<br>2. Applying filters<br>3. Hand-coloring selections on a layer<br>4. Applying Smart Filters<br>5. Adding drop shadows and a border | 1. Creating a clipping mask from type<br>2. Creating type on a path<br>3. Warping point type<br>4. Prepare paragraphs of type<br>6. Utilize vector techniques<br>1. Compare bitmap images and vector graphics<br>2. Apply Paths tool techniques<br>3. Using paths with graphics<br>4. Creating background vector objects<br>5. Working with defined custom shapes<br>6. Importing Smart Objects<br>7. Utilize beginning & advanced layering techniques<br>1. Setting up a Vanishing Point grid<br>2. Creating keyboard shortcuts<br>3. Placing imported graphics<br>4. Adding adjustment layers<br>5. Working with layer comps<br>6. Merging layers and layer groups<br>7. Stamping layers<br>8. Destructive and non-destructive techniques<br>9. Clipping a layer to a shape<br>10. Adding layer styles<br>11. Flattening a layered image<br>12. Using layers panel<br>13. Rearranging layers<br>14. Rasterizing layers<br>15. Applying a gradient<br>16. Applying a layer style<br>17. Flattening and saving files<br>18. Clipping a layer to a shape<br>8. Apply advanced production methods to existing image files<br>1. Assembling complex images<br>2. Applying filters<br>3. Hand-coloring selections on a layer<br>4. Applying Smart Filters<br>5. Adding drop shadows and a border | 1. Creating a clipping mask from type<br>2. Creating type on a path<br>3. Warping point type<br>4. Prepare paragraphs of type<br>6. Utilize vector techniques<br>1. Compare bitmap images and vector graphics<br>2. Apply Paths tool techniques<br>3. Using paths with graphics<br>4. Creating background vector objects<br>5. Working with defined custom shapes<br>6. Importing Smart Objects<br>7. Utilize beginning & advanced layering techniques<br>1. Setting up a Vanishing Point grid<br>2. Creating keyboard shortcuts<br>3. Placing imported graphics<br>4. Adding adjustment layers<br>5. Working with layer comps<br>6. Merging layers and layer groups<br>7. Stamping layers<br>8. Destructive and non-destructive techniques<br>9. Clipping a layer to a shape<br>10. Adding layer styles<br>11. Flattening a layered image<br>12. Using layers panel<br>13. Rearranging layers<br>14. Rasterizing layers<br>15. Applying a gradient<br>16. Applying a layer style<br>17. Flattening and saving files<br>18. Clipping a layer to a shape<br>8. Apply advanced production methods to existing image files<br>1. Assembling complex images<br>2. Applying filters<br>3. Hand-coloring selections on a layer<br>4. Applying Smart Filters<br>5. Adding drop shadows and a border |
|--|--|--|

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

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- |   |   |   |
|---|---|---|
| 6. Automating a multistep task<br>7. Stitching a panorama<br>9. Use paint and Mixer Brush tools<br>1. Mixing colors<br>2. Selecting brush settings<br>3. Create a custom brush preset<br>4. Mixing colors with a photograph<br>10. Edit Video using Photoshop<br>1. Creating effects in video.<br>2. Adding transitions.<br>3. Adding audio<br>4. Muting unwanted sounds<br>5. Compressing videos<br>6. Preparing video for web applications<br>7. Importing video files<br>8. Applying color correction effects graphic effect to video files<br>11. Prepare files for web<br>1. Selecting a web design workspace<br>2. Creating slices<br>3. Exporting HTML and images<br>4. Setup web gallery<br>5. Setup web and email friendly images<br>6. Saving and compressing files for web<br>7. Choosing the best file format<br>8. Embedding copyright info<br>9. Building online photo galleries<br>10. Creating web site mockups and image maps<br>12. Produce and prepare existing raster and vector graphic composites<br>1. Specifying color management settings<br>2. Proofing an image<br>3. Identifying out-of-gamut selections<br>4. Adjusting an image<br>5. Explore file formats (Including DICOM Digital | 6. Automating a multistep task<br>7. Stitching a panorama<br>9. Use paint and Mixer Brush tools<br>1. Mixing colors<br>2. Selecting brush settings<br>3. Create a custom brush preset<br>4. Mixing colors with a photograph<br>10. Edit Video using Photoshop<br>1. Creating effects in video.<br>2. Adding transitions.<br>3. Adding audio<br>4. Muting unwanted sounds<br>5. Compressing videos<br>6. Preparing video for web applications<br>7. Importing video files<br>8. Applying color correction effects graphic effect to video files<br>11. Prepare files for web<br>1. Selecting a web design workspace<br>2. Creating slices<br>3. Exporting HTML and images<br>4. Setup web gallery<br>5. Setup web and email friendly images<br>6. Saving and compressing files for web<br>7. Choosing the best file format<br>8. Embedding copyright info<br>9. Building online photo galleries<br>10. Creating web site mockups and image maps<br>12. Produce and prepare existing raster and vector graphic composites<br>1. Specifying color management settings<br>2. Proofing an image<br>3. Identifying out-of-gamut selections<br>4. Adjusting an image<br>5. Explore file formats (Including DICOM Digital | 6. Automating a multistep task<br>7. Stitching a panorama<br>9. Use paint and Mixer Brush tools<br>1. Mixing colors<br>2. Selecting brush settings<br>3. Create a custom brush preset<br>4. Mixing colors with a photograph<br>10. Edit Video using Photoshop<br>1. Creating effects in video.<br>2. Adding transitions.<br>3. Adding audio<br>4. Muting unwanted sounds<br>5. Compressing videos<br>6. Preparing video for web applications<br>7. Importing video files<br>8. Applying color correction effects graphic effect to video files<br>11. Prepare files for web<br>1. Selecting a web design workspace<br>2. Creating slices<br>3. Exporting HTML and images<br>4. Setup web gallery<br>5. Setup web and email friendly images<br>6. Saving and compressing files for web<br>7. Choosing the best file format<br>8. Embedding copyright info<br>9. Building online photo galleries<br>10. Creating web site mockups and image maps<br>12. Produce and prepare existing raster and vector graphic composites<br>1. Specifying color management settings<br>2. Proofing an image<br>3. Identifying out-of-gamut selections<br>4. Adjusting an image<br>5. Explore file formats (Including DICOM Digital |
|---|---|---|

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

- and Communication in Medicine format)
13. Prepare existing digital images and video for web applications.
    1. Correct tint and color
    2. Correct image distortion
    3. Color Correction
    4. Sharpen images
    5. Change video platform for compatible browsers

- and Communication in Medicine format)
13. Prepare existing digital images and video for web applications.
    1. Correct tint and color
    2. Correct image distortion
    3. Color Correction
    4. Sharpen images
    5. Change video platform for compatible browsers

**Lab Component in this Course**

Yes

Yes

**Lab Outline**

1. Project to use layers techniques to produce predictable graphic image effects.
2. Project to adjust saturation, repair areas, spot healing and apply content-aware fill.
3. Project to create masks to apply color changes and filters to images.
4. Project to use vector drawing techniques to customize an existing Logo.
5. Project to use advanced compositing methods apply smart filters, drop shadows, borders and matching color schemes across the image.
6. Project to convert Photoshop files for the web usage including hyperlinks and navigations buttons within HTML page.
7. Project using various selection tools to rotate, move, crop, erase and/or duplicate selections.
8. Project to enhance existing digital photographs and video using advanced color correction and correct image distortion.

1. Project to use layers techniques to produce predictable graphic image effects.
2. Project to adjust saturation, repair areas, spot healing and apply content-aware fill.
3. Project to create masks to apply color changes and filters to images.
4. Project to use vector drawing techniques to customize an existing Logo.
5. Project to use advanced compositing methods apply smart filters, drop shadows, borders and matching color schemes across the image.
6. Project to convert Photoshop files for the web usage including hyperlinks and navigations buttons within HTML page.
7. Project using various selection tools to rotate, move, crop, erase and/or duplicate selections.
8. Project to enhance existing digital photographs and video using advanced color correction and correct image distortion.

**Req/Adv**

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	<b>Banner Start Term (202122)</b>	202122	No Value
❗	<b>Banner Division</b>	2CB	No Value
❗	<b>Catalog Term (21-22)</b>	23-24	No Value
❗	<b>5 Year Revision Year (2021)</b>	2018	No Value



Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 098	CIS 098
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	CIS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	03/13/2018	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	<b>!</b> 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
	<b>!</b> 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
	<b>!</b> Noncredit Enhanced Funding Indicator	N	No Value
	<b>!</b> In Service Indicator	N	No Value
	<b>!</b> Sports/Physical Education Course Indicator	N	No Value
	<b>!</b> COA Code	C	No Value
	<b>!</b> Fund Code	114000	No Value
	<b>!</b> Organization Code	233003	No Value

Changed	Questions	Current Version	Proposed Version
!	Account Code	1320	No Value
!	Program Code	070100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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	Course justification 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

Blue Form content area.

Changed	Questions	Current Version	Proposed Version
	<p><b>For changes to the units and hours tab;</b>  <b>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</b>  <b>and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</b></p>	No Value	No Value
	<p><b>1. Is the unit(s) change required for articulation?</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></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
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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
	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	No Value
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	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

### 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
!	<b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	Assignments A. Read required textbook Assignments B. Complete problem solving activities using appropriate software.
!	<b>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b>	No Value	Methods of Evaluation A. Student must complete several skills performance assessments demonstrating that they can develop Photoshop digital projects that include editing raster and vector images, applying layering techniques, channels, filters to create composites for web. Evaluation is to be based on completion and implementation of tools presented in this course.
!	<b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b>	No Value	Outline C. Correct and enhance existing images.
!	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	Methods of Evaluation A. Student must complete several skills performance assessments demonstrating that they can develop Photoshop digital projects that include editing raster and vector images, applying layering techniques, channels, filters to create composites for web. Evaluation is to be based on completion and implementation of tools presented in this course.

**Changed**

**Questions**

**Current Version**

**Proposed Version**



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

No Value

Methods of Evaluations C. Student must satisfactorily complete problem-solving activities using the computer to apply various Adobe tools to selected Photoshop projects.

### D-Matrix Form

**Changed**

**Questions**

**Current Version**

**Proposed Version**

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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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

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**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

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

No Value

No Value

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

### E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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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

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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

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Changed	Questions	Current Version	Proposed Version
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	<b>Objective 10:</b> 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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	<b>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.</b>	No Value	No Value
--	--	----------	----------

	<b>Objective 1:</b> Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
--	--	----------	----------

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Solve problems  
involving  
arithmetic  
operations,  
including  
fractions,  
percents and  
decimals.**

No Value

No Value

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**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

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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

---

**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**

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**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

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
----------------	------------------	------------------------	-------------------------

	<b>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.)</b>	No Value	No Value
--	--	----------	----------

#### De Anza GE - ESGC Form

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

	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	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										
	<b>Stage 2: Department Chair</b>	No Value	No Value										
	<b>Stage 3: Division Curriculum Representative</b>	No Value	No Value										
	<b>Stage 4: Division Dean</b>	No Value	No Value										
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value										
<b>!</b>	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed Please see</th> </tr> </thead> <tbody> <tr> <td>4/9/24</td> <td>Zack Judson</td> <td>Matrix C</td> <td>Required</td> <td>example: how does "correct[ing] and enhanc[ing] existing images" require students to "produce written work?"</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed Please see	4/9/24	Zack Judson	Matrix C	Required	example: how does "correct[ing] and enhanc[ing] existing images" require students to "produce written work?"
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed Please see									
4/9/24	Zack Judson	Matrix C	Required	example: how does "correct[ing] and enhanc[ing] existing images" require students to "produce written work?"									
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value										
	<b>Stage 9: Articulation Officer</b>	No Value	No Value										
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value										
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value										

### Course Administration Codes

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



<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
----------------	--------------	------------------------

	<b>Curriculum ID</b>	CISD098.
--	----------------------	----------

	<b>Distance Education Approved</b>	Yes
--	--	-----

	<b>Board of Trustees Approval Date</b>	
--	--	--

	<b>Curriculum Committee Approval Date</b>	
--	---	--

	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
--	--------------------------------	-------------------------

	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
--	--	-------------------------

	<b>Course Control Number</b>	CCC000545318
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## **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
--	--	--

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)
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Course Outline	Lab Outline
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

<b>Section</b>	<b>Changed field</b>
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	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	Specifications
Summary of Revisions	Outline
C-Matrix Form	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.
C-Matrix Form	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.
C-Matrix Form	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

**Section****Changed field**

C-Matrix Form

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

C-Matrix Form

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

Comments

Stage 7: Content Review Matrix Liaison

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**

• Bob Kalpin

- Mary Pape
- Oldham, Ira
- Holmes, Patricia

**Course ID (CB01A and CB01B)**

CISD398.

CISD398.

**Course Control Number**

CCC000624625

CCC000624625

**Course Title (CB02)**

Digital Image Editing Software (Photoshop)

Digital Image Editing Software (Photoshop)

**Short Course Title**

DIGI IMAGE EDIT SFTWR (PHTSHP)

DIGI IMAGE EDIT SFTWR (PHTSHP)

**TOP Code (CB03)**

0614.60

0614.60 Computer Graphics and Digital Imagery

**CIP Code**

Computer Graphics

11.0803 Computer Graphics

**Department**

CIS - Computer Sci &amp; Info Systems

CIS - Computer Sci &amp; Info Systems

**Effective Term**

Fall 2023

Fall ~~2023~~ 2025**SAM Priority Code (CB09)**

Clearly Occupational

Clearly Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	The course covers digital imaging principles to produce graphics for websites. Students will gain hands-on experience with the elements and tools to set up files, manage documents, and perform image processing. This noncredit, tuition-free course will be completed in the same class with CIS D098. students covering the same course content.	The course covers digital imaging principles to produce graphics for websites. Students will gain hands-on experience with the elements and tools to set up files, manage documents, and perform image processing. This noncredit, tuition-free course will be completed in the same class with CIS D098. students covering the same course content.
!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>• Online</li> <li>• Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> <li>• Hybrid</li> </ul>

<b>Faculty Requirements</b>			
Changed	Field	Current Version	Proposed Version
!	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)</li> </ul>
!	<b>Discipline 2</b>	No value	<ul style="list-style-type: none"> <li>• Computer Science</li> </ul>
	<b>Discipline 3</b>	No value	No value
!	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>• FHDA FSA - CIS</li> </ul>

<b>Formerly Statement</b>			
Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

<b>Course Justification</b>			

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This is a noncredit enhanced, CTE course that is part of the Business Software Applications Certificate of Completion. Students will learn to use photo editing and manipulation software Photoshop.	This is a noncredit enhanced, CTE course that is part of the Business Software Applications Certificate of Completion. Students will learn to use photo editing and manipulation software Photoshop.


<b>Stand-Alone Statement</b>			
Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

<b>Course Philosophy</b>			
Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	No value	

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


<b>CTE Course</b>			

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>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</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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	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
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	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
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Changed	Field	Current Version	Proposed Version
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	99	99
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	(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								
	<b>Course is part of a program</b>	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Business Software Applications</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Completion</td> </tr> </table>	<b>Associated Program</b>	Business Software Applications	<b>Award Type</b>	Certificate of Completion	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Business Software Applications</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Completion</td> </tr> </table>	<b>Associated Program</b>	Business Software Applications	<b>Award Type</b>	Certificate of Completion
<b>Associated Program</b>		Business Software Applications									
<b>Award Type</b>		Certificate of Completion									
<b>Associated Program</b>		Business Software Applications									
<b>Award Type</b>		Certificate of Completion									
		<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Business Software Applications</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Completion</td> </tr> </table>	<b>Associated Program</b>	Business Software Applications	<b>Award Type</b>	Certificate of Completion	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Business Software Applications</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Completion</td> </tr> </table>	<b>Associated Program</b>	Business Software Applications	<b>Award Type</b>	Certificate of Completion
<b>Associated Program</b>		Business Software Applications									
<b>Award Type</b>		Certificate of Completion									
<b>Associated Program</b>	Business Software Applications										
<b>Award Type</b>	Certificate of Completion										

### Transferability & Gen. Ed. Options

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

### Weekly Student Hours - Profile Name: Default Profile

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

### Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Hours per unit divisor</b>	36	36
	<b>Total Student Learning Hours</b>	66	66
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	48	48
	<b>Lecture Hours - Course Out-of-Class per Term</b>	96	96
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	18	18
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	66	66
	<b>Total - Course Out-of-Class Hours</b>	96	96
	<b>Total Credit Units - Minimum Credit Units</b>	0	0

Changed	Field	Current Version	Proposed Version
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	<b>Total Credit Units - Maximum Credit Units</b>	0	0
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### Speciality Hours

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	48	48
	<b>Total Laboratory Hours per Term</b>	18	18
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	-	0
	<b>Minimum Credit Units</b>	-	0
	<b>Maximum Credit Units</b>	-	0

### **SKIP**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>SKIP</b>	No Value	No Value

### **Specifications**

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

**Methods of Instruction** Lecture and visual aids  
Discussion of assigned reading  
Collaborative learning and small group exercises  
Discussion and problem solving performed in class  
Quiz and examination review performed in class  
Laboratory experience which involves students in problem solving

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Lecture and visual aids  
Discussion of assigned reading  
Collaborative learning and small group exercises  
Discussion and problem solving performed in class  
Quiz and examination review performed in class  
Laboratory experience which involves students in problem solving

**Assignments**

1. Read required textbook
2. Complete problem solving activities using appropriate software
3. Prepare graphical images for a personal Web site which includes the following elements: colors, buttons, masks and filters, photo retouching, vector drawings, and animated layer masks.

1. Read required textbook
2. Complete problem solving activities using appropriate software
3. Prepare graphical images for a personal Web site which includes the following elements: colors, buttons, masks and filters, photo retouching, vector drawings, , creating a video with audio, and preparing files for the web.

**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. Student must complete several skills performance assessments demonstrating that they can develop Photoshop digital projects that include editing raster and vector images, applying layering techniques, channels, filters to create composites for web.  
Evaluation is to be based on completion and implementation of tools presented in this course.
2. Student will complete midterm and final exam demonstrating that they know how to customize Photoshop digital projects that include editing raster and vector images, applying layering techniques, channels, filters to create composites for web, create and build a

**Methods  
of  
Evaluation**

1. Student must complete several skills performance assessments demonstrating that they can develop Photoshop digital projects that include editing raster and vector images, applying layering techniques, channels, filters to create composites for web. Evaluation is to be based on completion and implementation of tools presented in this course.
2. Student will complete midterm and final exam demonstrating that they know how to customize Photoshop digital projects that include editing raster and vector images, applying layering techniques, channels, filters to create composites for web, create and build a video

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

video using still images with applied audio, prepare images for web application. Evaluation is to be based on choosing and correctly applying tools presented in this course.

3. Student must satisfactorily complete problem-solving activities using the computer to apply various Adobe tools to selected Photoshop projects. Evaluation is to be based on completion and implementation of tools presented in this course.

using still images with applied audio, prepare images for web application. Evaluation is to be based on choosing and correctly applying tools presented in this course.

3. Student must satisfactorily complete problem-solving activities using the computer to apply various Adobe tools to selected Photoshop projects. Evaluation is to be based on completion and implementation of tools presented in this course including application of scaffolding previous learned student outcomes in a comprehensive project.



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- None.

**Essential College Facilities:**

- Access to a computer laboratory with Photoshop available

**Essential Student Materials:**

- None

**Essential College Facilities:**

- Access to a computer laboratory with Photoshop available



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

<b>Title</b>	No value
<b>Author</b>	Faulkner, Andrew. "Adobe Photoshop CC, Classroom in a Book". Berkeley, CA: Peachpit, 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Faulkner, Andrew. "Adobe Photoshop CC, Classroom in a Book". Berkeley, CA: Peachpit, 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Kelby, Scott. The Adobe Photoshop Book for Digital Photographers. New Riders Publisher 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Kelby, Scott. The Adobe Photoshop Book for Digital Photographers. New Riders Publisher 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

**Suggested Reading List**

<b>Reading List</b>	None.
<b>May include, but are not limited to</b>	No value

No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
!	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Utilize graphic alteration techniques</li> <li>• Work with Selections</li> <li>• Correct and enhance existing digital images</li> <li>• Utilize Masks and Channels</li> <li>• Apply typographical techniques to existing images</li> <li>• Utilize vector techniques</li> <li>• Utilize beginning &amp; advanced layering techniques</li> <li>• Apply advanced production methods to existing image files</li> <li>• Use paint and Mixer Brush tools</li> <li>• Edit Video using Photoshop</li> <li>• Prepare files for web</li> <li>• Produce and prepare existing raster and vector graphic composites</li> <li>• Prepare existing digital images and video for web applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize graphic alteration techniques</li> <li>• Work with Selections</li> <li>• Correct and enhance existing digital images</li> <li>• Utilize Masks and Channels</li> <li>• Apply typographical techniques to existing images</li> <li>• Utilize vector techniques</li> <li>• Utilize beginning &amp; advanced layering techniques</li> <li>• Apply Puppet Warp application.</li> <li>• Use paint and Mixer Brush tools</li> <li>• Edit Video using Photoshop</li> <li>• Prepare files for web</li> <li>• Produce and prepare existing raster and vector graphic composites</li> <li>• Prepare existing digital images and video for web applications.</li> </ul>

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

Demonstrate the correct use of Photoshop tools to alter existing graphics for the Internet, print applications, scientific research imaging, and medical imaging.

**Expected SLO Performance** 0.0

**CSLOs**

Demonstrate the correct use of Photoshop tools to alter existing graphics for the Internet, print applications, scientific research imaging, and medical imaging.

**Expected SLO Performance** 0.0

**CSLOs**

Convert digital images and digital media into a movie format for interactive platforms of phone apps and web pages.

**Expected SLO Performance** 0.0

**CSLOs**

Convert digital images and digital media into a movie format for interactive platforms of phone apps and web pages.

**Expected SLO Performance** 0.0

**Course Outline**



**Course  
Content**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Utilize graphic alteration techniques             <ol style="list-style-type: none"> <li>1. Using tools in workspace</li> <li>2. Strategies for retouching</li> <li>3. Resolution and image size</li> <li>4. Adjusting the color and tone</li> <li>5. Straightening and cropping image</li> <li>6. Replacing colors in image</li> <li>7. Adjusting saturation</li> <li>8. Repairing graphics</li> <li>9. Using content-aware fill techniques</li> <li>10. Applying Mask filters</li> <li>11. Saving image for four-color printing</li> <li>12. False color representation</li> </ol> </li> <li>2. Work with Selections             <ol style="list-style-type: none"> <li>1. Using selection tools</li> <li>2. Moving and manipulating selected area</li> <li>3. Using inverse selection techniques</li> <li>4. Selecting with alternate tools</li> <li>5. Rotating selections</li> <li>6. Cropping and erasing</li> <li>7. Refining selection edge</li> </ol> </li> <li>3. Correct and enhance existing digital images             <ol style="list-style-type: none"> <li>1. Processing files for various web applications</li> <li>2. Merging exposures and applying advanced correction techniques</li> <li>3. Correcting digital graphics</li> <li>4. Correcting image distortion</li> <li>5. Adding depth of field</li> </ol> </li> <li>4. Utilize Masks and Channels             <ol style="list-style-type: none"> <li>1. Working with masks and channels</li> <li>2. Creating and refining masks</li> <li>3. Manipulating an image using advanced tools</li> <li>4. Working with channels</li> </ol> </li> <li>5. Apply typographical techniques to existing images</li> </ol> | <ol style="list-style-type: none"> <li>1. Utilize graphic alteration techniques             <ol style="list-style-type: none"> <li>1. Using tools in workspace</li> <li>2. Strategies for retouching</li> <li>3. Resolution and image size</li> <li>4. Adjusting the color and tone</li> <li>5. Straightening and cropping image</li> <li>6. Replacing colors in image</li> <li>7. Adjusting saturation</li> <li>8. Repairing graphics</li> <li>9. Using content-aware fill techniques</li> <li>10. Applying Mask filters</li> <li>11. Saving image for four-color printing</li> </ol> </li> <li>2. Work with Selections             <ol style="list-style-type: none"> <li>1. Using selection tools</li> <li>2. Moving and manipulating selected area</li> <li>3. Using inverse selection techniques</li> <li>4. Selecting with alternate tools</li> <li>5. Rotating selections</li> <li>6. Cropping and erasing</li> <li>7. Refining selection edge</li> </ol> </li> <li>3. Correct and enhance existing digital images             <ol style="list-style-type: none"> <li>1. Processing files for various web applications</li> <li>2. Merging exposures and applying advanced correction techniques</li> <li>3. Correcting digital graphics</li> <li>4. Correcting image distortion</li> <li>5. Adding depth of field</li> <li>6. Adjusting facial features with liquidity technique.</li> <li>7. Altering and adjusting a person position within an image using Puppet Warp.</li> </ol> </li> <li>4. Utilize Masks and Channels             <ol style="list-style-type: none"> <li>1. Working with masks and channels</li> <li>2. Creating and refining masks</li> <li>3. Manipulating an image using advanced tools</li> </ol> </li> </ol> |
|--|--|

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

- 
- |  |   |
|--|---|
| 1. Creating a clipping mask from type<br>2. Creating type on a path<br>3. Warping point type<br>4. Prepare paragraphs of type<br>6. Utilize vector techniques<br>1. Compare bitmap images and vector graphics<br>2. Apply Paths tool techniques<br>3. Using paths with graphics<br>4. Creating background vector objects<br>5. Working with defined custom shapes<br>6. Importing Smart Objects<br>7. Utilize beginning & advanced layering techniques<br>1. Setting up a Vanishing Point grid<br>2. Creating keyboard shortcuts<br>3. Placing imported graphics<br>4. Adding adjustment layers<br>5. Working with layer comps<br>6. Merging layers and layer groups<br>7. Stamping layers<br>8. Destructive and non-destructive techniques<br>9. Clipping a layer to a shape<br>10. Adding layer styles<br>11. Flattening a layered image<br>12. Using layers panel<br>13. Rearranging layers<br>14. Rasterizing layers<br>15. Applying a gradient<br>16. Applying a layer style<br>17. Flattening and saving files<br>18. Clipping a layer to a shape<br>8. Apply advanced production methods to existing image files<br>1. Assembling complex images<br>2. Applying filters<br>3. Hand-coloring selections on a layer<br>4. Applying Smart Filters<br>5. Adding drop shadows and a border | 5. Apply typographical techniques to existing images<br>1. Creating a clipping mask from type<br>2. Creating type on a path<br>3. Warping point type<br>4. Prepare paragraphs of type<br>6. Utilize vector techniques<br>1. Compare bitmap images and vector graphics<br>2. Apply Paths tool techniques<br>3. Using paths with graphics<br>4. Creating background vector objects<br>5. Working with defined custom shapes<br>6. Importing Smart Objects<br>7. Utilize beginning & advanced layering techniques<br>1. Creating keyboard shortcuts<br>2. Placing imported graphics<br>3. Adding adjustment layers<br>4. Working with layer comps<br>5. Merging layers and layer groups<br>6. Stamping layers<br>7. Destructive and non-destructive techniques<br>8. Clipping a layer to a shape<br>9. Adding layer styles<br>10. Flattening a layered image<br>11. Using layers panel<br>12. Rearranging layers<br>13. Rasterizing layers<br>14. Applying a gradient<br>15. Applying a layer style<br>16. Flattening and saving files<br>8. Apply Puppet Warp application<br>1. Assembling complex images for batch processing<br>2. Applying filters<br>3. Hand-coloring selections on a layer<br>4. Applying Smart Filters<br>5. Adding drop shadows and a border<br>6. Automating a multistep task |
|--|---|

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

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- |   |  |
|---|--|
| 6. Automating a multistep task  | 7. Stitching a panorama  |
| 7. Stitching a panorama   | 9. Use paint and Mixer Brush tools   |
| 9. Use paint and Mixer Brush tools                                    | 1. Mixing colors   |
| 1. Mixing colors  | 2. Selecting brush settings  |
| 2. Selecting brush settings   | 3. Create a custom brush preset  |
| 3. Create a custom brush preset                                       | 4. Mixing colors with a photograph   |
| 4. Mixing colors with a photograph                                    | 10. Edit Video using Photoshop   |
| 10. Edit Video using Photoshop  | 1. Creating effects in video.  |
| 1. Creating effects in video.   | 2. Adding transitions.   |
| 2. Adding transitions.  | 3. Adding audio  |
| 3. Adding audio   | 4. Muting unwanted sounds  |
| 4. Muting unwanted sounds   | 5. Compressing videos for web  |
| 5. Compressing videos   | 6. Preparing video for web applications  |
| 6. Preparing video for web applications                               | 7. Importing video files   |
| 7. Importing video files  | 11. Prepare files for web  |
| 8. Applying color correction effects graphic effect to video files    | 1. Selecting a web design workspace  |
| 11. Prepare files for web   | 2. Exporting HTML and images   |
| 1. Selecting a web design workspace                                   | 3. Setup web gallery   |
| 2. Creating slices  | 4. Setup web and email friendly images   |
| 3. Exporting HTML and images  | 5. Saving and compressing files for web  |
| 4. Setup web gallery  | 6. Choosing the best file format   |
| 5. Setup web and email friendly images                                | 7. Embedding copyright info  |
| 6. Saving and compressing files for web                               | 8. Building online photo galleries   |
| 7. Choosing the best file format                                      | 9. Creating website mockups and image maps   |
| 8. Embedding copyright info   | 12. Produce and prepare existing raster and vector graphic composites                  |
| 9. Building online photo galleries                                    | 1. Specifying color management settings  |
| 10. Creating website mockups and image maps                           | 2. Proofing an image   |
| 12. Produce and prepare existing raster and vector graphic composites | 3. Identifying out-of-gamut color selections   |
| 1. Specifying color management settings                               | 4. Adjusting an image  |
| 2. Proofing an image  | 5. Explore file formats (Including DICOM Digital and Communication in Medicine format) |
| 3. Identifying out-of-gamut selections                                | 13. Prepare existing digital images and video for web applications.                    |
| 4. Adjusting an image   |  |
| 5. Explore file formats (Including DICOM Digital                      |  |

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

- and Communication in Medicine format)
13. Prepare existing digital images and video for web applications.
    1. Correct tint and color
    2. Correct image distortion
    3. Color Correction
    4. Sharpen images
    5. Change video platform for compatible browsers

1. Correct tint and color
2. Correct image distortion
3. Color Correction
4. Sharpen images
5. Photoshop reads DICOM file and converts to layers.

**Lab Component in this Course**

Yes

Yes

**Lab Outline**

1. Project to use layers techniques to produce predictable graphic image effects.
2. Project to adjust saturation, repair areas, spot healing and apply content-aware fill.
3. Project to create masks to apply color changes and filters to images.
4. Project to use vector drawing techniques to customize an existing Logo.
5. Project to use advanced compositing methods apply smart filters, drop shadows, borders and matching color schemes across the image.
6. Project to convert Photoshop files for the web usage including hyperlinks and navigations buttons within HTML page.
7. Project using various selection tools to rotate, move, crop, erase and/or duplicate selections.
8. Project to enhance existing digital photographs and video using advanced color correction and correct image distortion.

1. Project to use layers techniques to produce predictable graphic image effects.
2. Project to adjust saturation, repair areas, spot healing and apply content-aware fill.
3. Project to create masks to apply color changes and filters to images.
4. Project to use vector drawing techniques to customize an existing Logo.
5. Project to use advanced compositing methods apply smart filters, drop shadows, borders and matching color schemes across the image.
6. Project to convert Photoshop files for the web usage including hyperlinks and navigations buttons within HTML page.
7. Project using various selection tools to rotate, move, crop, erase and/or duplicate selections.
8. Project to enhance existing digital photographs and video using advanced color correction and correct image distortion.
9. Project to remove and add people or object to digital images, adjust facial expression with liquidity, correct color and prepare for web.

**Req/Adv**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

**Curriculum Office**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Banner Start Term (202122)</b>	202222	No Value
	<b>Banner Division</b>	2CB	No Value
	<b>Catalog Term (21-22)</b>	23-24	No Value



Changed	Questions	Current Version	Proposed Version
!	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)	CIS 398	CIS 398
	Course Status	New	New
!	Course Status Code	A	No Value
!	Banner Department	CIS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE Noncredit Enhanced	CTE Noncredit Enhanced
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	06/02/2020	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	<b>!</b> 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
	<b>!</b> 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
	<b>!</b> Noncredit Enhanced Funding Indicator	Y	No Value
	<b>!</b> In Service Indicator	N	No Value
	<b>!</b> Sports/Physical Education Course Indicator	N	No Value
	<b>!</b> COA Code	C	No Value
	<b>!</b> Fund Code	114000	No Value
	<b>!</b> Organization Code	233003	No Value

Changed	Questions	Current Version	Proposed Version
❗	Account Code	1320	No Value
❗	Program Code	070100	No Value
❗	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
❗	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	No Value
	Units and Hours	No Value	No Value
❗	Specifications	No Value	Updated assignments to align with SLO's and/or course objectives
❗	Outline	No Value	Updated course objective(s) 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><b>For changes to the units and hours tab;</b>  <b>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.</b></p>	No Value	No Value
	<p><b>1. Is the unit(s) change required for articulation?</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></p>	No Value	No Value

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

No Value

### **A-Matrix Form**

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

No Value

	<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>		
--	---	--	--

No Value

No Value

	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>		
--	---	--	--

No Value

No Value

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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
!	<p><b>Objective 1:</b>  <b>Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b></p>	No Value	<p>Assignments A. Read required textbook  Assignments B. Complete problem solving activities using appropriate software.</p>
!	<p><b>Objective 2:</b>  <b>Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b></p>	No Value	<p>Methods of Evaluation A. Student must complete several skills performance assessments demonstrating that they can develop Photoshop digital projects that include editing raster and vector images, applying layering techniques, channels, filters to create composites for web. Evaluation is to be based on completion and implementation of tools presented in this course.</p>
!	<p><b>Objective 3:</b>  <b>Produce written work using a cyclical process of multiples drafts and revisions.</b></p>	No Value	<p>Outline C. Correct and enhance existing images.</p>
!	<p><b>Objective 4:</b>  <b>Demonstrate the ability to include a variety of sentence structures in writing.</b></p>	No Value	<p>Methods of Evaluation A. Student must complete several skills performance assessments demonstrating that they can develop Photoshop digital projects that include editing raster and vector images, applying layering techniques, channels, filters to create composites for web. Evaluation is to be based on completion and implementation of tools presented in this course.</p>

**Changed**

**Questions**

**Current Version**

**Proposed Version**



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

No Value

Methods of Evaluations C. Student must satisfactorily complete problem-solving activities using the computer to apply various Adobe tools to selected Photoshop projects.

### D-Matrix Form

**Changed**

**Questions**

**Current Version**

**Proposed Version**

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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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

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

No Value

No Value

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**Objective 3:**  
**Explore functions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

### E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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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

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

No Value

No Value

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

No Value

No Value

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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

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

No Value

No Value

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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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Changed	Questions	Current Version	Proposed Version
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	<b>Objective 10:</b> 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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	<b>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.</b>	No Value	No Value
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	<b>Objective 1:</b> Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
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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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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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

## 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**

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**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

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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

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**Changed**

**Questions**

**Current Version**

**Proposed Version**

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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#### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<b>Criteria 3:</b> <b>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.</b>	No Value	No Value
	<b>Criteria 4:</b> <b>Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
	<b>Criteria 5:</b> <b>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.</b>	No Value	No Value

**Comments**

Changed	Questions	Current Version	Proposed Version										
	<b>Stage 2: Department Chair</b>	No Value	No Value										
	<b>Stage 3: Division Curriculum Representative</b>	No Value	No Value										
	<b>Stage 4: Division Dean</b>	No Value	No Value										
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value										
<b>!</b>	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/9/24</td> <td>Zack JudsonC</td> <td>Matrix Required</td> <td>The listed skills/activities/assignments don't seem to match the objectives. Just one example: how does "correct[ing] and enhanc[ing] existing images" require students to "produce written work?"</td> <td>Please see uploaded file "Matrix C".</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	4/9/24	Zack JudsonC	Matrix Required	The listed skills/activities/assignments don't seem to match the objectives. Just one example: how does "correct[ing] and enhanc[ing] existing images" require students to "produce written work?"	Please see uploaded file "Matrix C".
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed									
4/9/24	Zack JudsonC	Matrix Required	The listed skills/activities/assignments don't seem to match the objectives. Just one example: how does "correct[ing] and enhanc[ing] existing images" require students to "produce written work?"	Please see uploaded file "Matrix C".									
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value										
	<b>Stage 9: Articulation Officer</b>	No Value	No Value										
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value										
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value										

### Course Administration Codes

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



<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Curriculum ID</b>	CISD398.
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	<b>Distance Education Approved</b>	Yes
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	<b>Board of Trustees Approval Date</b>	
--	--	--

	<b>Curriculum Committee Approval Date</b>	
--	---	--

	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
--	--------------------------------------	-------------------------

	<b>Course Control Number</b>	CCC000624625
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## **Articulation**

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

**Summary of Changes**

<b>Section</b>	<b>Changed field</b>
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	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Prerequisite(s):
Req/Adv	Corequisite(s):
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

<b>Section</b>	<b>Changed field</b>
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	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
A-Matrix Form	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Section	Changed field
Comments	Stage 2: Department Chair
Comments	Stage 7: Content Review Matrix Liaison
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
!	<b>Faculty Initiator</b>	<ul style="list-style-type: none"> <li>Bob Kalpin</li> </ul>	<ul style="list-style-type: none"> <li>Abeer Alameer</li> <li>Pape, Mary</li> </ul>
	<b>Course ID (CB01A and CB01B)</b>	CISD099.	CISD099.
	<b>Course Control Number</b>	CCC000542002	CCC000542002
	<b>Course Title (CB02)</b>	Office Software Applications	Office Software Applications
	<b>Short Course Title</b>	OFFICE SOFTWARE APPLICATIONS	OFFICE SOFTWARE APPLICATIONS
	<b>TOP Code (CB03)</b>	0701.00	0701.00 Information Technology, General
	<b>CIP Code</b>	Data Entry/Microcomputer Applications, General	11.0601 Data Entry/Microcomputer Applications, General
	<b>Department</b>	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
!	<b>Effective Term</b>	Fall 2023	Fall 2023 <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Possibly Occupational	Possibly Occupational
!	<b>Course Description</b>	Introduces concepts and hands-on projects using four common office productivity software programs including word processing, spreadsheet, database and presentation software.	Introduces concepts and hands-on projects using four common office productivity software programs including word processing, spreadsheet, <del>database</del> <u>database</u> , and <del>presentation software</del> <u>presentation</u> .

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

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> <li>Computer Information Systems (Computer network installation, microcomputer technology, computer applications)</li> </ul>
!	Discipline 2	No value	<ul style="list-style-type: none"> <li>Office Technologies (Secretarial skills, office systems, word processing, computer applications, automated office training)</li> </ul>
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - CIS</li> </ul>

### Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

### Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is a major preparation requirement in the discipline of Information Technology for at least one CSU. This course belongs on a number of Health Technologies certificates such as Medical Records Clerk Certificate of Achievement. Extensive skill and knowledge of the computer applications are required for many professions. There are no other courses currently offered addressing this need.	This <u>CTE</u> course is a major preparation requirement in the discipline of Information Technology for at least one CSU. This course belongs on a number of Health Technologies certificates such as Medical Records Clerk Certificate of Achievement. Extensive skill and knowledge of the computer applications <u>presented in this course</u> are required for many <u>professions</u> . <del>There are no other courses currently offered addressing this need.</del> <u>professions and for living daily in our digital world.</u>

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

### Course Philosophy


Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	No value	

### Foothill Equivalency

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


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

### Associated Programs



**Changed Field**

**Current Version**

**Proposed Version**

**Course is part of a program**

<b>Associated Program</b>	Business Information Worker
<b>Award Type</b>	Certificate of Achievement (COA)

<b>Associated Program</b>	Business Information Worker
<b>Award Type</b>	Certificate of Achievement (COA)

<b>Associated Program</b>	Medical Assisting
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	Medical Assisting
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	Medical Records Clerk
<b>Award Type</b>	Certificate of Achievement (COA)

<b>Associated Program</b>	Medical Records Clerk
<b>Award Type</b>	Certificate of Achievement (COA)

<b>Associated Program</b>	Medical File Clerk
<b>Award Type</b>	Certificate of Achievement (COA)

<b>Associated Program</b>	Medical File Clerk
<b>Award Type</b>	Certificate of Achievement (COA)

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

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

<b>Associated Program</b>	Medical Assisting
<b>Award Type</b>	Associate in Science (A.S.) Degree

<b>Associated Program</b>	Medical Assisting
<b>Award Type</b>	Associate in Science (A.S.) Degree

<b>Associated Program</b>	Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		<b>Associated Program</b> Medical Assisting (In Development) <b>Award Type</b> Associate in Science (A.S.) Degree	<b>Associated Program</b> Medical Assisting (In Development) <b>Award Type</b> Associate in Science (A.S.) Degree
		<b>Associated Program</b> Liberal Arts (Business and Computer Information Systems Emphasis) <b>Award Type</b> Associate in Arts (A.A.) Degree	<b>Associated Program</b> Liberal Arts (Business and Computer Information Systems Emphasis) <b>Award Type</b> Associate in Arts (A.A.) Degree
		<b>Associated Program</b> Liberal Arts (Business and Computer Information Systems Emphasis) <b>Award Type</b> Associate in Arts (A.A.) Degree	<b>Associated Program</b> Liberal Arts (Business and Computer Information Systems Emphasis) <b>Award Type</b> Associate in Arts (A.A.) Degree
		<b>Associated Program</b> Business Office Clerk <b>Award Type</b> Certificate of Achievement (COA)	<b>Associated Program</b> Business Office Clerk <b>Award Type</b> Certificate of Achievement (COA)

### Transferability & Gen. Ed. Options

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

### Weekly Student Hours - Profile Name: Default Profile

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

**Course Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Duration (Weeks)</b>	12	12
	<b>Hours per unit divisor</b>	36	36
	<b>Total Student Learning Hours</b>	162	162
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	48	48
	<b>Lecture Hours - Course Out-of-Class per Term</b>	96	96
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	18	18
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	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	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5

### Speciality Hours

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

### Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<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	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	4.5	4.5
	Minimum Credit Units	4.5	4.5
	Maximum Credit Units	4.5	4.5

### SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

### Specifications

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**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Lecture and visual aids  
Quiz and examination review  
Laboratory experience which involve students in problem solving  
Hands-on lab assignments  
Discussion of assigned reading  
Homework and extended projects

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Lecture and visual aids  
Quiz and examination review  
Laboratory experience which involve students in problem solving  
Hands-on lab assignments  
Discussion of assigned reading  
Homework and extended projects

**Assignments**

1. Reading from texts and handouts
2. Written homework questions from assigned readings
3. Problem-solving documents and project activities using word processing, spreadsheet, database and presentation software

1. Reading from texts and handouts
2. Written homework questions from assigned readings
3. Problem-solving documents and project activities using word processing, spreadsheet, database and presentation software



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Midterm and final exams or quizzes to evaluate comprehension and mastery of key terms and concepts as well as application skills related to analysis and synthesis of computer application concepts.
2. Writing project(s) to evaluate ability to analyze critically and synthesize course materials related to appropriate computer usage of computer office applications.
3. Participation in lab skills exercises that demonstrate ability to critically evaluate the proper use of computer applications and computer concepts to complete a given set of software application tasks.

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

1. A successful completion of homework assignments which are evaluated for completeness and correctness.
2. Midterm and final exams or quizzes to evaluate formative and summative comprehension and mastery of key terms and concepts as well as application skills related to analysis and synthesis of Office Software concepts. Evaluated on correctness and completion.
3. Developing project(s) to evaluate ability to analyze critically and synthesize course materials related to appropriate computer usage of Office Software applications. Evaluated on correctness and completion.
4. Participation in lab skills exercises that demonstrate ability to critically evaluate the proper use of Office Software and computer concepts to complete a given set of software application tasks. Evaluated on correctness and completion.

**Changed Field****Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- None.

**Essential College Facilities:**

- Computers with appropriate software applications installed, printer

**Essential Student Materials:**

- Computer with access to Office Software: Word, Excel and PowerPoint

**Essential College Facilities:**

- Computers with appropriate software applications installed, printer

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Shelley Gaskin, Alicia Vargas, Debra Geoghan, Nancy Graviett. "Go with Microsoft Office 2016", Volume 1, Pearson Education, Inc. 2016.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Manning, Cheri, "Microsoft Office 2016: A Skills Approach", McGraw Hill, 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Carol Cram, "Microsoft Office 2016 -Projects Course Technology", 1st Edition, Cengage, 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	"The Microsoft 365: The Most Updated Complete Guide to Excel, Word, PowerPoint, Outlook and Access."
<b>Author</b>	Holler, James.
<b>Publisher</b>	Publisher: Holler, James.
<b>Date/Edition</b>	December 2022.
<b>ISBN</b>	No value

<b>Title</b>	"Microsoft Office 365 For Beginners 2023"
<b>Author</b>	Burnett, Scott. Publisher:
<b>Publisher</b>	Burnett, Scott.
<b>Date/Edition</b>	2022
<b>ISBN</b>	No value

<b>Title</b>	"Microsoft Office Step by Step".
<b>Author</b>	Lambert, Joan. Frye, Curtis.
<b>Publisher</b>	Pearson Publisher,
<b>Date/Edition</b>	2021.
<b>ISBN</b>	No value



Changed Field

Current Version

Proposed Version



**Suggested Reading List**

**Reading List** Free tutorial - <http://office.microsoft.com/en-us/training/default.aspx>

**May include, but are not limited to** No value

No value

### Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version

**Course Objectives**

- Use graphics and lists
- Create tables and letters
- Format research papers and newsletters
- Create a spreadsheet and chart data
- Use functions, create tables, and manage large workbooks
- Analyze data with pie charts, line charts, and what-if analysis tools
- Use Financial and lookup functions, define names, validate data and utilize pivot tables
- Create database with defined tables and fields using queries, forms, reports and templates
- Sort and query within multiple databases
- Utilize forms, filters, and reports
- Create, edit and view presentations using pictures and slide transitions
- Format electronic presentations
- Enhance a presentation with animation, tables, charts, digital images and clips.

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

**CSLOs** Demonstrate correct format for creating letters using a word processing software.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate correct format for creating letters using a word processing software.

**Expected SLO Performance** 0.0

**CSLOs** Create spreadsheets to solve business problems.

**Expected SLO Performance** 0.0

**CSLOs** Create spreadsheets to solve business problems.

**Expected SLO Performance** 0.0

**CSLOs** Use of database software to create, search, modify and arrange information.

**Expected SLO Performance** 0.0

**CSLOs** Use of database software to create, search, modify and arrange information.

**Expected SLO Performance** 0.0

**CSLOs** Create a text/graphics presentation using presentation graphics software.

**Expected SLO Performance** 0.0

**CSLOs** Create a text/graphics presentation using presentation graphics software.

**Expected SLO Performance** 0.0

**Course Outline**



**Course Content**

1. Use graphics and lists
  1. Create a new document and insert text
  2. Insert and format graphics
  3. Insert and modify text boxes and shapes
  4. Preview and print a document
  5. Change document and paragraph layout
  6. Create and modify lists
  7. Set and modify tab stops
  8. Insert a SmartArt graphic objects
2. Create tables and letters
  1. Create tables
  2. Add text to tables
  3. Format tables
  4. Create a new document from an existing document
  5. Change and reorganize text
  6. Use the proofing options
  7. Create a document using a pre-designed template
3. Format research papers and newsletters
  1. Create mailing labels using mail merge
  2. Insert footnotes in research papers
  3. Create citations and a bibliography in research papers
  4. Format multiple-column newsletters
  5. Use special character and paragraph formatting
4. Create a spreadsheet and chart data
  1. Create, save, and navigate an excel workbook
  2. Enter data in a worksheet
  3. Construct and copy formulas and use the sum function
  4. Format cells with merge & center and cell styles
  5. Chart data in a column chart
  6. Prepare a worksheet for printing
  7. Enter data by range
  8. Construct formulas for mathematical operations
  9. Edit values in a worksheet
5. Use functions, create tables, and manage large workbooks

1. Use graphics and lists
  1. Create a new document and insert text
  2. Insert and format graphics
  3. Insert and modify text boxes and shapes
  4. Preview and print a document
  5. Change document and paragraph layout
  6. Create and modify lists
  7. Insert a SmartArt graphic objects
2. Create tables and letters
  1. Create tables
  2. Add text to tables
  3. Format tables
  4. Create a new document from an existing document
  5. Change and reorganize text
  6. Use the proofing options
  7. Create a document using a template
3. Format research papers and newsletters
  1. Create mailing labels using mail merge
  2. Insert footnotes in research papers
  3. Create citations and a bibliography in research papers
  4. Format multiple-column newsletters
  5. Use special character and paragraph formatting
4. Create a spreadsheet and chart data
  1. Create, save, and navigate an excel workbook
  2. Enter data in a worksheet
  3. Construct and apply the sum function
  4. Format cells with merge & center and cell styles
  5. Chart data in a column chart
  6. Prepare a worksheet for printing
  7. Enter data by range
  8. Construct formulas and functions for mathematical operations
  9. Edit values in a worksheet
5. Use functions, create tables, and manage large workbooks

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

- 
- |   |   |
|---|---|
| 1. Use sum, average, median, min, and max functions   | 1. Use sum, average, median, min, and max functions   |
| 2. Move data, resolve error messages, and rotate text                                       | 2. Move data, resolve error messages, and rotate text                                       |
| 3. Use countif and if functions and apply conditional formatting                            | 3. Use COUNTIF and IF functions and apply conditional formatting                            |
| 4. Use date & time functions and freeze panes   | 4. Use date & time functions and freeze panes   |
| 5. Create, sort, and filter an excel tables   | 5. Create, sort, and filter Excel tables  |
| 6. Format and print a large worksheet   | 6. Format and print a large worksheet   |
| 7. Navigate a workbook and rename worksheets  | 7. Navigate a workbook and rename worksheets  |
| 8. Enter dates, clear contents, and clear formats   | 8. Enter dates, clear contents, and clear formats   |
| 9. Copy and paste cell contents   | 9. Copy and paste cell contents   |
| 10. Edit and format multiple worksheets at the same time                                    | 10. Edit and format multiple worksheets at the same time                                    |
| 11. Create a summary sheet  | 11. Create a summary sheet  |
| 12. Format and print multiple worksheets in a workbook                                      | 12. Format and print multiple worksheets in a workbook                                      |
| 6. Analyze data with pie charts, line charts, and what-if analysis tools                    | 6. Analyze data with pie charts, line charts, and what-if analysis tools                    |
| 1. Chart data with a pie chart  | 1. Chart data with a pie chart  |
| 2. Format a pie chart   | 2. Format a pie chart   |
| 3. Edit a workbook and update a chart   | 3. Edit a workbook and update a chart   |
| 4. Use goal seek to perform what-if analysis  | 4. Perform what-if analysis   |
| 5. Design a worksheet for what-if analysis  | 5. Design a worksheet for what-if analysis  |
| 6. Answer what-if questions by changing values in a worksheet                               | 6. Answer what-if questions by changing values in a worksheet                               |
| 7. Chart data with a line chart   | 7. Chart data with a line chart   |
| 7. Use Financial and lookup functions, define names, validate data and utilize pivot tables | 7. Use Financial and lookup functions, define names, validate data and utilize pivot tables |
| 1. Use financial functions such as Sum, Count, Average and If.                              | 1. Use financial functions such as Sum, Count, Average, MAX, MIN and If.                    |
| 2. Use goal seek  | 2. Use goal seek to perform financial analysis  |
| 3. Create a data table  | 3. Create a data table  |
| 4. Define names   | 4. Define names   |
| 5. Use defined names in a formula   | 5. Use defined names in a formula   |
| 6. Use lookup functions   | 6. Use lookup functions   |
| 7. Validate data  | 7. Validate data  |
| 8. Use pivot table to manage data   | 8. Use pivot table to manage data   |
| 8. Create database with defined tables and fields using queries, forms,                     |   |

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

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- |  |   |
|--|---|
| reports and templates  | 8. Create database with defined tables and fields using queries, forms, reports and templates |
| 1. Identify good database design                                       | 1. Identify good database design  |
| 2. Create a table and define fields in a new blank database            | 2. Create a table and define fields in a new blank database                                   |
| 3. Change the structure of tables and add a second table               | 3. Change the structure of tables and add a second table                                      |
| 4. Create and use a query, form, and report                            | 4. Create and use a query, form, and report   |
| 5. Save and close a database   | 5. Save and close a database  |
| 6. Create a database using a template                                  | 6. Create a database using a template   |
| 7. Organize objects in the navigation pane                             | 7. Organize objects in the navigation pane  |
| 8. Create a new table in a database created with a template            | 8. Create a new table in a database created with a template                                   |
| 9. Print a report and a table in a database created with a template    | 9. Merge two databases for numerical interaction  |
| 9. Sort and query within multiple databases                            | 10. Print a report and a table in a database created with a template                          |
| 1. Open existing databases   | 9. Sort and query within multiple databases   |
| 2. Create table relationships  | 1. Open existing databases  |
| 3. Sort records in a table   | 2. Create table and database relationships  |
| 4. Create a query in design view                                       | 3. Sort records in a table  |
| 5. Create a new query from an existing query                           | 4. Create a query in design view  |
| 6. Sort query results  | 5. Create a new query from an existing query  |
| 7. Specify criteria in a query   | 6. Sort query results   |
| 8. Specify numeric criteria in a query                                 | 7. Specify criteria in a query  |
| 9. Use compound criteria   | 8. Specify numeric criteria in a query  |
| 10. Create a query based on more than one table                        | 9. Use compound criteria  |
| 11. Use wildcards in a query   | 10. Create a query based on more than one table   |
| 12. Use calculated fields in a query                                   | 11. Use wildcards in a query  |
| 13. Calculate statistics and group data in a query                     | 12. Use calculated fields in a query  |
| 14. Create a crosstab query  | 13. Calculate statistics and group data in a query  |
| 10. Utilize forms, filters, and reports                                | 14. Create a crosstab query   |
| 1. Create and use a form to add and delete records                     | 10. Utilize forms, filters, and reports   |
| 2. Create a form by using the form wizard                              | 1. Create and use a form to add and delete records  |
| 3. Modify a form in design view and in layout view                     | 2. Create a form by using the form wizard   |
| 4. Filter records  | 3. Modify a form in design view and in layout view  |
| 5. Create a report by using the report tool                            | 4. Filter records   |
| 6. Create reports by using the blank report tool and the report wizard |   |

Changed	Field	Current Version	Proposed Version
		<ul style="list-style-type: none"> <li>7. Modify the design of a report</li> <li>8. Print a report and keep data together</li> <li>11. Create, edit and view presentations using pictures and slide transitions               <ul style="list-style-type: none"> <li>1. Create a new presentation</li> <li>2. Edit presentations in normal view</li> <li>3. Add pictures to presentations</li> <li>4. Print and view presentations</li> <li>5. Edit existing presentations</li> <li>6. Format presentations</li> <li>7. Use slide sorter view</li> <li>8. Apply slide transitions</li> </ul> </li> <li>12. Format electronic presentations               <ul style="list-style-type: none"> <li>1. Format numbered and bulleted lists</li> <li>2. Insert clipart</li> <li>3. Insert text boxes and shapes</li> <li>4. Format objects</li> <li>5. Remove picture backgrounds and insert WordArt</li> <li>6. Create and format a SmartArt graphic</li> </ul> </li> <li>13. Enhance a presentation with animation, tables, charts, digital images and clips.               <ul style="list-style-type: none"> <li>1. Customize slide backgrounds</li> <li>2. Animate a slide show</li> <li>3. Insert a video</li> <li>4. Create and modify tables</li> <li>5. Create and modify charts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>5. Create a report by using the report wizard</li> <li>6. Modify the design of a report</li> <li>7. Print a report and keep data together</li> <li>11. Create, edit and view presentations using pictures and slide transitions               <ul style="list-style-type: none"> <li>1. Create a new presentation</li> <li>2. Edit presentations in normal view</li> <li>3. Add pictures to presentations</li> <li>4. Print and view presentations</li> <li>5. Edit existing presentations</li> <li>6. Format presentations</li> <li>7. Use slide sorter view</li> <li>8. Apply slide transitions</li> </ul> </li> <li>12. Format electronic presentations               <ul style="list-style-type: none"> <li>1. Format numbered and bulleted lists</li> <li>2. Insert clipart</li> <li>3. Insert text boxes and shapes</li> <li>4. Format objects</li> <li>5. Remove picture backgrounds and insert WordArt</li> <li>6. Create and format a SmartArt graphic</li> </ul> </li> <li>13. Enhance a presentation with animation, tables, charts, digital images and clips.               <ul style="list-style-type: none"> <li>1. Customize slide backgrounds using design templates</li> <li>2. Animate a slide show</li> <li>3. Insert a video</li> <li>4. Create and modify tables</li> <li>5. Create and modify charts</li> </ul> </li> </ul>
	<b>Lab Component in this Course</b>	Yes	Yes

Changed	Field	Current Version	Proposed Version
	<b>Lab Outline</b>	<ol style="list-style-type: none"> <li>1. Create a word processing document using graphics and lists</li> <li>2. Create a word processing document using tables and letters</li> <li>3. Create a spreadsheet and chart data using functions, creating tables, and managing large workbooks</li> <li>4. Utilize spreadsheet financial and lookup functions, define names, validate data and utilize pivot tables.</li> <li>5. Create a database with defined tables and fields using queries, forms and reports</li> <li>6. Sort and query a database and create templates</li> <li>7. Create, edit and view a presentation using pictures and slide transitions</li> <li>8. Format presentations and utilize animation, tables, and charts</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a word processing document using graphics and lists</li> <li>2. Create a word processing document using tables and letters</li> <li>3. Create a spreadsheet and chart data using functions, creating tables, and managing large workbooks</li> <li>4. Utilize spreadsheet financial and lookup functions, define names, validate data and utilize pivot tables.</li> <li>5. Create a database with defined tables and fields using queries, forms and reports</li> <li>6. Sort and query a database and create templates</li> <li>7. Create, edit and view a presentation using pictures and slide transitions</li> <li>8. Format presentations and utilize animation, tables, and charts</li> </ol>

#### Req/Adv

Changed	Questions	Current Version	Proposed Version
!	<b>Prerequisite(s):</b>	No Value	No value
!	<b>Corequisite(s):</b>	No Value	No value
	<b>Advisory(ies):</b>	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value

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

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2CB	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	CIS 099	CIS 099
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	CIS	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	CTE	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value



Changed	Questions	Current Version	Proposed Version
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	02/06/2018	No Value
!	<b>Emergency Approval</b>	No	No Value
!	<b>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)</b>	N	No Value
!	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value
!	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
!	<b>In Service Indicator</b>	N	No Value
!	<b>Sports/Physical Education Course Indicator</b>	N	No Value
!	<b>COA Code</b>	C	No Value

Changed	Questions	Current Version	Proposed Version
!	Fund Code	114000	No Value
!	Organization Code	233003	No Value
!	Account Code	1320	No Value
!	Program Code	070100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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	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

Blue Form content area is currently blank.

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

Changed	Questions	Current Version	Proposed Version
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	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
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### A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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!	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	Advisory Courses: EWRT 1A or EWRT 1AH or ESL 5
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!	<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>	No Value	Method of evaluation C. "Developing project(s) to evaluate ability to analyze critically and synthesize course materials related to appropriate computer usage of Office Software." The students are required to analyze diverse texts and discourse. The project(s) would involve engaging with various texts and discourse materials, requiring students to critically analyze and synthesize them within the context of computer usage and Office Software applications.
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!	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	Method of evaluation C. "Developing project(s) to evaluate ability to analyze critically and synthesize course materials related to appropriate computer usage of Office Software ." Using computer software for word processing involves composing essays. Thus, the ability to effectively use Office Software applications is essential for composing and formatting essays. This evaluation method would assess students' proficiency in using computer software to complete writing assignments
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Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	Method of evaluation A. "A successful completion of homework assignments which are evaluated for completeness and correctness. "This method assesses students' ability to apply MLA guidelines by requiring them to format essays, cite sources, and compile a works cited page in their homework assignments. By evaluating the completeness and correctness of these assignments, the students should utilize MLA guidelines effectively.
	<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>	No Value	Method of evaluation A. "A successful completion of homework assignments which are evaluated for completeness and correctness." Generate syntactically diverse sentences devoid of mechanical errors. The instructor assesses students' ability to create syntactically varied sentences and ensures they are free of mechanical errors through the evaluation of homework assignments .
	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	Method of evaluation C. "Developing project(s) to evaluate ability to analyze critically and synthesize course materials related to appropriate computer usage of Office Software applications. Evaluated on correctness and completion." The project(s) would likely involve engaging with various perspectives and materials, requiring students to critically analyze, compare, and evaluate them within the context of computer usage and Office Software applications

## B-Matrix Form

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

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

### C-Matrix Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1:</b> Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	<b>Objective 2:</b> 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
	<b>Objective 3:</b> Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	<b>Objective 4:</b> Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	<b>Objective 5: Edit</b> 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><b>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.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value
	<p><b>Objective 4: Develop linear function models.</b></p>	No Value	No Value
	<p><b>Objective 5: Use systems of two linear equations to solve real world problems.</b></p>	No Value	No Value

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

### E-Matrix Form

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

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

## F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

### **G-Matrix Form**

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

### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<b>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.)</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<p><b>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.)</b></p>	No Value	No Value
	<p><b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>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.)</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
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	<b>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.)</b>	No Value	No Value
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	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

	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/3/2024	Mary Pape - Department Chair	Basic Course Info	Required	Need to upload Hybrid and Online modality forms	Y
3/3/2024	Mary Pape - Department Chair	Methods if Evaluation	Required	Give criteria for evaluating such as "evaluated for correctness" or completeness, or incorporating certain constructs.	Y
3/12/2024	Mary Pape - Department Chair	Methods if Evaluation	Required	Evaluation Methods needed.	Y
3/12/2024	Mary Pape - Dept Chair	Matrix A	Required	Must complete matrix A	

I will send email with some samples for the matrix and online and hybrid forms.

Changed	Questions	Current Version	Proposed Version																				
	<b>Stage 3: Division Curriculum Representative</b>	No Value	No Value																				
	<b>Stage 4: Division Dean</b>	No Value	No Value																				
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value																				
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/4/24</td> <td>Zack JudsonA</td> <td>Matrix Required</td> <td>Please indicate where the listed skills/activities/assignments can be found in eLumen</td> <td>incomplete 4/11 - zj Y - 4/17/24</td> </tr> <tr> <td>4/11/24</td> <td>Zack JudsonG</td> <td>Matrix Required</td> <td>The entries in the left hand column must come from the course objectives, not the expanded content in the outline There seems to be some confusion. The Matrix G currently attached mimics the Matrix A which is for a different advisory. Your Matrix G is for your CIS 22B OR CIS 22BH OR CIS 27 OR CIS 35A advisory. For this advisory, select one of these courses as a</td> <td>incomplete - 4/17/24 - zj</td> </tr> <tr> <td>4/24/24</td> <td>Zack JudsonG</td> <td>Matrix Required</td> <td>representative course, then fill out Matrix G using the objectives from your representative course in the left column and the corresponding material in CIS 99 in the right hand column. Feel free to email me if you feel you need more one-on-one explanation.</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	4/4/24	Zack JudsonA	Matrix Required	Please indicate where the listed skills/activities/assignments can be found in eLumen	incomplete 4/11 - zj Y - 4/17/24	4/11/24	Zack JudsonG	Matrix Required	The entries in the left hand column must come from the course objectives, not the expanded content in the outline There seems to be some confusion. The Matrix G currently attached mimics the Matrix A which is for a different advisory. Your Matrix G is for your CIS 22B OR CIS 22BH OR CIS 27 OR CIS 35A advisory. For this advisory, select one of these courses as a	incomplete - 4/17/24 - zj	4/24/24	Zack JudsonG	Matrix Required	representative course, then fill out Matrix G using the objectives from your representative course in the left column and the corresponding material in CIS 99 in the right hand column. Feel free to email me if you feel you need more one-on-one explanation.	
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed																			
4/4/24	Zack JudsonA	Matrix Required	Please indicate where the listed skills/activities/assignments can be found in eLumen	incomplete 4/11 - zj Y - 4/17/24																			
4/11/24	Zack JudsonG	Matrix Required	The entries in the left hand column must come from the course objectives, not the expanded content in the outline There seems to be some confusion. The Matrix G currently attached mimics the Matrix A which is for a different advisory. Your Matrix G is for your CIS 22B OR CIS 22BH OR CIS 27 OR CIS 35A advisory. For this advisory, select one of these courses as a	incomplete - 4/17/24 - zj																			
4/24/24	Zack JudsonG	Matrix Required	representative course, then fill out Matrix G using the objectives from your representative course in the left column and the corresponding material in CIS 99 in the right hand column. Feel free to email me if you feel you need more one-on-one explanation.																				
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value																				
	<b>Stage 9: Articulation Officer</b>	No Value	No Value																				

Changed	Questions	Current Version	Proposed Version
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	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
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	<b>Stage 14: Curriculum Committee</b>	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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	<b>Curriculum ID</b>	CISD099.
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	<b>Distance Education Approved</b>	Yes
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	<b>Board of Trustees Approval Date</b>	
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	<b>Curriculum Committee Approval Date</b>	
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000542002
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### Articulation

Changed	Field	Current Version
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	<b>Course Crosswalk CRS- DEPT-NAME</b>	
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	<b>Course Crosswalk CRS- NUMBER</b>	
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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)
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval



<b>Section</b>	<b>Changed field</b>
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	Print/No Print to Catalog
A-Matrix Form	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.
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.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

**Section****Changed field**

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
!	<b>Faculty Initiator</b>	• Bob Kalpin	• Abeer Alameer • Pape, Mary
	<b>Course ID (CB01A and CB01B)</b>	CISD399.	CISD399.
	<b>Course Control Number</b>	CCC000624626	CCC000624626
	<b>Course Title (CB02)</b>	Office Software Applications	Office Software Applications
	<b>Short Course Title</b>	OFFICE SOFTWARE APPLICATIONS	OFFICE SOFTWARE APPLICATIONS
	<b>TOP Code (CB03)</b>	0701.00	0701.00 Information Technology, General
	<b>CIP Code</b>	Data Entry/Microcomputer Applications, General	11.0601 Data Entry/Microcomputer Applications, General
	<b>Department</b>	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
!	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Possibly Occupational	Possibly Occupational
	<b>Course Description</b>	This course introduces concepts and hands-on projects using four common office productivity software programs including word processing, spreadsheet, database, and presentation software. This noncredit, tuition-free course will be completed in the same class with CIS D099. students covering the same course content.	This course introduces concepts and hands-on projects using four common office productivity software programs including word processing, spreadsheet, database, and presentation software. This noncredit, tuition-free course will be completed in the same class with CIS D099. students covering the same course content.
!	<b>Course Type (CB27)</b>	No value	• Lower Division
	<b>Mode of Delivery</b>	• Online • Hybrid	• Online • Hybrid

## Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"><li>• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)</li></ul>
!	Discipline 2	No value	<ul style="list-style-type: none"><li>• Office Technologies (Secretarial skills, office systems, word processing, computer applications, automated office training)</li></ul>
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"><li>• FHDA FSA - CIS</li></ul>

## Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

## Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a noncredit enhanced, CTE course that is part of the Business Software Applications Certificate of Completion. This course provides extensive skills and knowledge of office software applications that are required for many professions.	This is a noncredit enhanced, CTE course that is part of the Business Software Applications Certificate of Completion. This course provides extensive skills and knowledge of office software applications that are required for many professions.

## 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
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

### CTE Course

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

### Honors/Non-honors Course

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

### Mirrored Credit/Noncredit Course

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

### Cross-listed Course

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

### More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
	Grade Options	<ul style="list-style-type: none"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul>
	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	<b>Associated Program</b> Business Software Applications	<b>Associated Program</b> Business Software Applications
		<b>Award Type</b> Certificate of Completion	<b>Award Type</b> Certificate of Completion
		<b>Associated Program</b> Business Software Applications	<b>Associated Program</b> Business Software Applications
		<b>Award Type</b> Certificate of Completion	<b>Award Type</b> Certificate of Completion

### Transferability & Gen. Ed. Options

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

### Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	4	4
	<b>Lecture Hours - Out of Class</b>	8	8
	<b>Laboratory Hours - In Class</b>	1.5	1.5
	<b>Laboratory Hours - Out of Class</b>	0	0

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>NA Hours - In Class</b>	0	0
	<b>NA Hours - Out of Class</b>	0	0

**Course Student Hours - Profile Name: Default Profile**

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

Changed	Field	Current Version	Proposed Version
	<b>Total - Course Out-of-Class Hours</b>	96	96
	<b>Total Credit Units - Minimum Credit Units</b>	0	0
	<b>Total Credit Units - Maximum Credit Units</b>	0	0

### Speciality Hours

Changed	Field	Current Version	Proposed Version
	<b>Speciality Hours</b>	No value	No value

### Credit / Non-Credit Options

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


### Credit Units

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Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	48	48
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

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

Specifications			
Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Lecture and visual aids Quiz and examination review Laboratory experience which involve students in problem solving Hands-on lab assignments Discussion of assigned reading Homework and extended projects</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Lecture and visual aids Quiz and examination review Laboratory experience which involve students in problem solving Hands-on lab assignments Discussion of assigned reading Homework and extended projects</p>

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

1. Reading from texts and handouts
2. Written homework questions from assigned readings
3. Problem-solving documents and project activities using word processing, spreadsheet, database and presentation software

1. Reading from texts and handouts
2. Written homework questions from assigned readings
3. Problem-solving documents and project activities using word processing, spreadsheet, database and presentation software



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Midterm and final exams or quizzes to evaluate comprehension and mastery of key terms and concepts as well as application skills related to analysis and synthesis of computer application concepts.
2. Writing project(s) to evaluate ability to analyze critically and synthesize course materials related to appropriate computer usage of computer office applications.
3. Participation in lab skills exercises that demonstrate ability to critically evaluate the proper use of computer applications and computer concepts to complete a given set of software application tasks.

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

1. A successful completion of homework assignments which are evaluated for completeness and correctness.
2. Midterm and final exams or quizzes to evaluate formative and summative comprehension and mastery of key terms and concepts as well as application skills related to analysis and synthesis of Office Software concepts. Evaluated on correctness and completion.
3. Developing project(s) to evaluate ability to analyze critically and synthesize course materials related to appropriate computer usage of Office Software applications. Evaluated on correctness and completion.
4. Participation in lab skills exercises that demonstrate ability to critically evaluate the proper use of Office Software and computer concepts to complete a given set of software application tasks. Evaluated on correctness and completion.

Changed	Field	Current Version	Proposed Version
!	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• Computers with appropriate software applications installed, printer</li></ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• Computer with access to Office Software: Word, Excel and PowerPoint</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• Computers with appropriate software applications installed, printer</li></ul>



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Shelley Gaskin, Alicia Vargas, Debra Geoghan, Nancy Graviett. "Go! with Microsoft Office 2019", Volume 1, Pearson Education, Inc. 2020.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Manning, Cheri, "Microsoft Office 365: A Skills Approach, 2019", Inc. Triad Interactive, 2020.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Carol Cram, David Beskeen, "Illustrated Microsoft Office 365 & Office 2019 Introductory", 1st Edition, Cengage, 2020.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	"The Microsoft 365: The Most Updated Complete Guide to Excel, Word, PowerPoint, Outlook and Access."
<b>Author</b>	Holler, James.
<b>Publisher</b>	Publisher: Holler, James.
<b>Date/Edition</b>	December 2022.
<b>ISBN</b>	No value

<b>Title</b>	"Microsoft Office 365 For Beginners 2023"
<b>Author</b>	Burnett, Scott. Publisher:
<b>Publisher</b>	Burnett, Scott.
<b>Date/Edition</b>	2022
<b>ISBN</b>	No value

<b>Title</b>	"Microsoft Office Step by Step".
<b>Author</b>	Lambert, Joan. Frye, Curtis.
<b>Publisher</b>	Pearson Publisher,
<b>Date/Edition</b>	2021.
<b>ISBN</b>	No value

Changed Field

Current Version

Proposed Version



**Suggested Reading List**

**Reading List** Free tutorial - <http://office.microsoft.com/en-us/training/default.aspx>

**May include, but are not limited to** No value

No value

## Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version

**Course Objectives**

- Use graphics and lists
- Create tables and letters
- Format research papers and newsletters
- Create a spreadsheet and chart data
- Use functions, create tables, and manage large workbooks
- Analyze data with pie charts, line charts, and what-if analysis tools
- Use Financial and lookup functions, define names, validate data and utilize pivot tables
- Create database with defined tables and fields using queries, forms, reports and templates
- Sort and query within multiple databases
- Utilize forms, filters, and reports
- Create, edit and view presentations using pictures and slide transitions
- Format electronic presentations
- Enhance a presentation with animation, tables, charts, digital images and clips.

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

**CSLOs** Demonstrate correct format for creating letters using a word processing software.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate correct format for creating letters using a word processing software.

**Expected SLO Performance** 0.0

**CSLOs** Create spreadsheets to solve business problems.

**Expected SLO Performance** 0.0

**CSLOs** Create spreadsheets to solve business problems.

**Expected SLO Performance** 0.0

**CSLOs** Use of database software to create, search, modify and arrange information.

**Expected SLO Performance** 0.0

**CSLOs** Use of database software to create, search, modify and arrange information.

**Expected SLO Performance** 0.0

**CSLOs** Create a text/graphics presentation using presentation graphics software.

**Expected SLO Performance** 0.0

**CSLOs** Create a text/graphics presentation using presentation graphics software.

**Expected SLO Performance** 0.0

**Course Outline**



**Course Content**

1. Use graphics and lists
  1. Create a new document and insert text
  2. Insert and format graphics
  3. Insert and modify text boxes and shapes
  4. Preview and print a document
  5. Change document and paragraph layout
  6. Create and modify lists
  7. Set and modify tab stops
  8. Insert a SmartArt graphic objects
2. Create tables and letters
  1. Create tables
  2. Add text to tables
  3. Format tables
  4. Create a new document from an existing document
  5. Change and reorganize text
  6. Use the proofing options
  7. Create a document using a pre-designed template
3. Format research papers and newsletters
  1. Create mailing labels using mail merge
  2. Insert footnotes in research papers
  3. Create citations and a bibliography in research papers
  4. Format multiple-column newsletters
  5. Use special character and paragraph formatting
4. Create a spreadsheet and chart data
  1. Create, save, and navigate an excel workbook
  2. Enter data in a worksheet
  3. Construct and copy formulas and use the sum function
  4. Format cells with merge & center and cell styles
  5. Chart data in a column chart
  6. Prepare a worksheet for printing
  7. Enter data by range
  8. Construct formulas for mathematical operations
  9. Edit values in a worksheet
5. Use functions, create tables, and manage large workbooks

1. Use graphics and lists
  1. Create a new document and insert text
  2. Insert and format graphics
  3. Insert and modify text boxes and shapes
  4. Preview and print a document
  5. Change document and paragraph layout
  6. Create and modify lists
  7. Insert a SmartArt graphic objects
2. Create tables and letters
  1. Create tables
  2. Add text to tables
  3. Format tables
  4. Create a new document from an existing document
  5. Change and reorganize text
  6. Use the proofing options
  7. Create a document using a template
3. Format research papers and newsletters
  1. Create mailing labels using mail merge
  2. Insert footnotes in research papers
  3. Create citations and a bibliography in research papers
  4. Format multiple-column newsletters
  5. Use special character and paragraph formatting
4. Create a spreadsheet and chart data
  1. Create, save, and navigate an excel workbook
  2. Enter data in a worksheet
  3. Construct and apply the sum function
  4. Format cells with merge & center and cell styles
  5. Chart data in a column chart
  6. Prepare a worksheet for printing
  7. Enter data by range
  8. Construct formulas and functions for mathematical operations
  9. Edit values in a worksheet
5. Use functions, create tables, and manage large workbooks



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

- 
- |   |   |
|---|---|
| 1. Use sum, average, median, min, and max functions   | 1. Use sum, average, median, min, and max functions   |
| 2. Move data, resolve error messages, and rotate text                                       | 2. Move data, resolve error messages, and rotate text                                       |
| 3. Use countif and if functions and apply conditional formatting                            | 3. Use COUNTIF and IF functions and apply conditional formatting                            |
| 4. Use date & time functions and freeze panes   | 4. Use date & time functions and freeze panes   |
| 5. Create, sort, and filter an excel tables   | 5. Create, sort, and filter Excel tables  |
| 6. Format and print a large worksheet   | 6. Format and print a large worksheet   |
| 7. Navigate a workbook and rename worksheets  | 7. Navigate a workbook and rename worksheets  |
| 8. Enter dates, clear contents, and clear formats   | 8. Enter dates, clear contents, and clear formats   |
| 9. Copy and paste cell contents   | 9. Copy and paste cell contents   |
| 10. Edit and format multiple worksheets at the same time                                    | 10. Edit and format multiple worksheets at the same time                                    |
| 11. Create a summary sheet  | 11. Create a summary sheet  |
| 12. Format and print multiple worksheets in a workbook                                      | 12. Format and print multiple worksheets in a workbook                                      |
| 6. Analyze data with pie charts, line charts, and what-if analysis tools                    | 6. Analyze data with pie charts, line charts, and what-if analysis tools                    |
| 1. Chart data with a pie chart  | 1. Chart data with a pie chart  |
| 2. Format a pie chart   | 2. Format a pie chart   |
| 3. Edit a workbook and update a chart   | 3. Edit a workbook and update a chart   |
| 4. Use goal seek to perform what-if analysis  | 4. Perform what-if analysis   |
| 5. Design a worksheet for what-if analysis  | 5. Design a worksheet for what-if analysis  |
| 6. Answer what-if questions by changing values in a worksheet                               | 6. Answer what-if questions by changing values in a worksheet                               |
| 7. Chart data with a line chart   | 7. Chart data with a line chart   |
| 7. Use Financial and lookup functions, define names, validate data and utilize pivot tables | 7. Use Financial and lookup functions, define names, validate data and utilize pivot tables |
| 1. Use financial functions such as Sum, Count, Average and If.                              | 1. Use financial functions such as Sum, Count, Average, MAX, MIN and If.                    |
| 2. Use goal seek  | 2. Use goal seek to perform financial analysis  |
| 3. Create a data table  | 3. Create a data table  |
| 4. Define names   | 4. Define names   |
| 5. Use defined names in a formula   | 5. Use defined names in a formula   |
| 6. Use lookup functions   | 6. Use lookup functions   |
| 7. Validate data  | 7. Validate data  |
| 8. Use pivot table to manage data   | 8. Use pivot table to manage data   |
| 8. Create database with defined tables and fields using queries, forms,                     |   |

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

- 
- |  |   |
|--|---|
| reports and templates  | 8. Create database with defined tables and fields using queries, forms, reports and templates |
| 1. Identify good database design                                       | 1. Identify good database design  |
| 2. Create a table and define fields in a new blank database            | 2. Create a table and define fields in a new blank database                                   |
| 3. Change the structure of tables and add a second table               | 3. Change the structure of tables and add a second table                                      |
| 4. Create and use a query, form, and report                            | 4. Create and use a query, form, and report   |
| 5. Save and close a database   | 5. Save and close a database  |
| 6. Create a database using a template                                  | 6. Create a database using a template   |
| 7. Organize objects in the navigation pane                             | 7. Organize objects in the navigation pane  |
| 8. Create a new table in a database created with a template            | 8. Create a new table in a database created with a template                                   |
| 9. Print a report and a table in a database created with a template    | 9. Merge two databases for numerical interaction  |
| 9. Sort and query within multiple databases                            | 10. Print a report and a table in a database created with a template                          |
| 1. Open existing databases   | 9. Sort and query within multiple databases   |
| 2. Create table relationships  | 1. Open existing databases  |
| 3. Sort records in a table   | 2. Create table and database relationships  |
| 4. Create a query in design view                                       | 3. Sort records in a table  |
| 5. Create a new query from an existing query                           | 4. Create a query in design view  |
| 6. Sort query results  | 5. Create a new query from an existing query  |
| 7. Specify criteria in a query   | 6. Sort query results   |
| 8. Specify numeric criteria in a query                                 | 7. Specify criteria in a query  |
| 9. Use compound criteria   | 8. Specify numeric criteria in a query  |
| 10. Create a query based on more than one table                        | 9. Use compound criteria  |
| 11. Use wildcards in a query   | 10. Create a query based on more than one table   |
| 12. Use calculated fields in a query                                   | 11. Use wildcards in a query  |
| 13. Calculate statistics and group data in a query                     | 12. Use calculated fields in a query  |
| 14. Create a crosstab query  | 13. Calculate statistics and group data in a query  |
| 10. Utilize forms, filters, and reports                                | 14. Create a crosstab query   |
| 1. Create and use a form to add and delete records                     | 10. Utilize forms, filters, and reports   |
| 2. Create a form by using the form wizard                              | 1. Create and use a form to add and delete records  |
| 3. Modify a form in design view and in layout view                     | 2. Create a form by using the form wizard   |
| 4. Filter records  | 3. Modify a form in design view and in layout view  |
| 5. Create a report by using the report tool                            | 4. Filter records   |
| 6. Create reports by using the blank report tool and the report wizard |   |

Changed	Field	Current Version	Proposed Version
		<ul style="list-style-type: none"> <li>7. Modify the design of a report</li> <li>8. Print a report and keep data together</li> <li>11. Create, edit and view presentations using pictures and slide transitions               <ul style="list-style-type: none"> <li>1. Create a new presentation</li> <li>2. Edit presentations in normal view</li> <li>3. Add pictures to presentations</li> <li>4. Print and view presentations</li> <li>5. Edit existing presentations</li> <li>6. Format presentations</li> <li>7. Use slide sorter view</li> <li>8. Apply slide transitions</li> </ul> </li> <li>12. Format electronic presentations               <ul style="list-style-type: none"> <li>1. Format numbered and bulleted lists</li> <li>2. Insert clipart</li> <li>3. Insert text boxes and shapes</li> <li>4. Format objects</li> <li>5. Remove picture backgrounds and insert WordArt</li> <li>6. Create and format a SmartArt graphic</li> </ul> </li> <li>13. Enhance a presentation with animation, tables, charts, digital images and clips.               <ul style="list-style-type: none"> <li>1. Customize slide backgrounds</li> <li>2. Animate a slide show</li> <li>3. Insert a video</li> <li>4. Create and modify tables</li> <li>5. Create and modify charts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>5. Create a report by using the report wizard</li> <li>6. Modify the design of a report</li> <li>7. Print a report and keep data together</li> <li>11. Create, edit and view presentations using pictures and slide transitions               <ul style="list-style-type: none"> <li>1. Create a new presentation</li> <li>2. Edit presentations in normal view</li> <li>3. Add pictures to presentations</li> <li>4. Print and view presentations</li> <li>5. Edit existing presentations</li> <li>6. Format presentations</li> <li>7. Use slide sorter view</li> <li>8. Apply slide transitions</li> </ul> </li> <li>12. Format electronic presentations               <ul style="list-style-type: none"> <li>1. Format numbered and bulleted lists</li> <li>2. Insert clipart</li> <li>3. Insert text boxes and shapes</li> <li>4. Format objects</li> <li>5. Remove picture backgrounds and insert WordArt</li> <li>6. Create and format a SmartArt graphic</li> </ul> </li> <li>13. Enhance a presentation with animation, tables, charts, digital images and clips.               <ul style="list-style-type: none"> <li>1. Customize slide backgrounds using design templates</li> <li>2. Animate a slide show</li> <li>3. Insert a video</li> <li>4. Create and modify tables</li> <li>5. Create and modify charts</li> </ul> </li> </ul>
	<b>Lab Component in this Course</b>	Yes	Yes

Changed	Field	Current Version	Proposed Version
	<b>Lab Outline</b>	<ol style="list-style-type: none"> <li>1. Create a word processing document using graphics and lists</li> <li>2. Create a word processing document using tables and letters</li> <li>3. Create a spreadsheet and chart data using functions, creating tables, and managing large workbooks</li> <li>4. Utilize spreadsheet financial and lookup functions, define names, validate data and utilize pivot tables.</li> <li>5. Create a database with defined tables and fields using queries, forms and reports</li> <li>6. Sort and query a database and create templates</li> <li>7. Create, edit and view a presentation using pictures and slide transitions</li> <li>8. Format presentations and utilize animation, tables, and charts</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a word processing document using graphics and lists</li> <li>2. Create a word processing document using tables and letters</li> <li>3. Create a spreadsheet and chart data using functions, creating tables, and managing large workbooks</li> <li>4. Utilize spreadsheet financial and lookup functions, define names, validate data and utilize pivot tables.</li> <li>5. Create a database with defined tables and fields using queries, forms and reports</li> <li>6. Sort and query a database and create templates</li> <li>7. Create, edit and view a presentation using pictures and slide transitions</li> <li>8. Format presentations and utilize animation, tables, and charts</li> </ol>

#### Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)

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

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202222	No Value
!	<b>Banner Division</b>	2CB	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	CIS 399	CIS 399
	<b>Course Status</b>	New	New
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	CIS	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	CTE Noncredit Enhanced	CTE Noncredit Enhanced
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	06/02/2020	No Value
!	<b>Emergency Approval</b>	No	No Value
!	<b>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)</b>	T	No Value
!	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	A	No Value
!	<b>Noncredit Enhanced Funding Indicator</b>	Y	No Value
!	<b>In Service Indicator</b>	N	No Value
!	<b>Sports/Physical Education Course Indicator</b>	N	No Value
!	<b>COA Code</b>	C	No Value

Changed	Questions	Current Version	Proposed Version
!	Fund Code	114000	No Value
!	Organization Code	233003	No Value
!	Account Code	1320	No Value
!	Program Code	070100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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	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

Blue Form content area.

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



Changed	Questions	Current Version	Proposed Version
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	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
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### A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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!	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	Advisory Courses: EWRT 1A or EWRT 1AH or ESL 5
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!	<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>	No Value	Method of evaluation C. "Developing project(s) to evaluate ability to analyze critically and synthesize course materials related to appropriate computer usage of Office Software." The students are required to analyze diverse texts and discourse. The project(s) would involve engaging with various texts and discourse materials, requiring students to critically analyze and synthesize them within the context of computer usage and Office Software applications.
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!	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	Method of evaluation C. "Developing project(s) to evaluate ability to analyze critically and synthesize course materials related to appropriate computer usage of Office Software ." Using computer software for word processing involves composing essays. Thus, the ability to effectively use Office Software applications is essential for composing and formatting essays. This evaluation method would assess students' proficiency in using computer software to complete writing assignments
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**Changed****Questions****Current Version****Proposed Version**

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

No Value

Method of evaluation A. "A successful completion of homework assignments which are evaluated for completeness and correctness. "This method assesses students' ability to apply MLA guidelines by requiring them to format essays, cite sources, and compile a works cited page in their homework assignments. By evaluating the completeness and correctness of these assignments, the students should utilize MLA guidelines effectively.



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

No Value

Method of evaluation A. "A successful completion of homework assignments which are evaluated for completeness and correctness." Generate syntactically diverse sentences devoid of mechanical errors. The instructor assesses students' ability to create syntactically varied sentences and ensures they are free of mechanical errors through the evaluation of homework assignments



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

No Value

Method of evaluation C. "Developing project(s) to evaluate ability to analyze critically and synthesize course materials related to appropriate computer usage of Office Software applications. Evaluated on correctness and completion." The project(s) would likely involve engaging with various perspectives and materials, requiring students to critically analyze, compare, and evaluate them within the context of computer usage and Office Software applications.

**B-Matrix Form**

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

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

### C-Matrix Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value

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

**D-Matrix Form**

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

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

### E-Matrix Form

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



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

## F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

### **G-Matrix Form**

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

### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<b>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.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p><b>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.)</b></p>	No Value	No Value
	<p><b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>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.)</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
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	<b>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.)</b>	No Value	No Value
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	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

**Date**

**Name - Role OR Tab**

**Part - Type of Field Edit**

**Edit**

**Initiator - Indicate "Y" When Completed**

3/12/2024

Mary Pape - Matrix A  
 Dept Chair

Required

Matrix A must be completed by citing from CIS 99/399 elements from outline, Assignments and Methods of Evaluation. You need to cite where from.

Y

Changed	Questions	Current Version	Proposed Version										
!	Stage 7: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/4/24</td> <td>Zack Judson</td> <td>MatrixA</td> <td>Required</td> <td>Indicate where the listed skills/activities/assignments can be found in eLumen</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	4/4/24	Zack Judson	MatrixA	Required	Indicate where the listed skills/activities/assignments can be found in eLumen
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed									
4/4/24	Zack Judson	MatrixA	Required	Indicate where the listed skills/activities/assignments can be found in eLumen									
	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	CISD399.
	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	CCC000624626

## 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**  
08/01/2024

### 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
Transferability & Gen. Ed. Options	GE Information
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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
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	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	Specifications
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

**Section****Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

Comments

Stage 3: Division Curriculum Representative

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**



- Catherina Wong

- Vernon Gallegos
- Shaw, Janet

Changed	Field	Current Version	Proposed Version
	<b>Course ID (CB01A and CB01B)</b>	DANCD025A	DANCD025A
	<b>Course Control Number</b>	CCC000511483	CCC000511483
	<b>Course Title (CB02)</b>	Theory and Technique of Salsa Dance I	Theory and Technique of Salsa Dance I
	<b>Short Course Title</b>	THEORY & TECHNIQUE SALSA I	THEORY & TECHNIQUE SALSA I
	<b>TOP Code (CB03)</b>	1008.00	1008.00 Dance
	<b>CIP Code</b>	Dance, General	50.0301 Dance, General
	<b>Department</b>	DANC - Dance	DANC - Dance
!	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational
	<b>Course Description</b>	This is an introductory course to the discipline and creative art of salsa dance with exposure to the basic forms of social dance in a salsa dance context. Students will develop a working vocabulary of traditional salsa dance movements and an understanding of the cultural and historical contexts that produced specific dance styles.	This is an introductory course to the discipline and creative art of salsa dance with exposure to the basic forms of social dance in a salsa dance context. Students will develop a working vocabulary of traditional salsa dance movements and an understanding of the cultural and historical contexts that produced specific dance styles.
!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>

### Faculty Requirements

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

**Formerly Statement**

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

**Course Justification**

Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE and is a part of the Liberal Arts Degree. Students will learn salsa dance technique as well as salsa dance partnering and will perform in the Visual and Performing Arts Center.	The course is CSU and UC transferable. This course meets a general education requirement for De Anza and CSUGE and is a part of the Liberal Arts Degree. Students will learn salsa dance technique as well as salsa dance partnering and will perform in the Visual and Performing Arts Center.

**Stand-Alone Statement**

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

**Course Philosophy**

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Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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### Foothill Equivalency

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

**Changed Field**

**Current Version**

**Proposed Version**

**Repeatability  
Statement**

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

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

**Associated Programs**

**Changed Field**

**Current Version**

**Proposed Version**

**Course is part of a program**

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

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

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

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<b>Award Type</b>	Associate in Arts (A.A.) Degree

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

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

<b>Associated Program</b>	Kinesiology for Transfer (In Development)
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Kinesiology for Transfer (In Development)
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
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<b>Associated Program</b>	CSU GE
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Changed	Field	Current Version	Proposed Version
		<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)
		<b>Associated Program</b> Associate in Arts in Kinesiology for Transfer	<b>Associated Program</b> Associate in Arts in Kinesiology for Transfer
		<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree
		<b>Associated Program</b> Kinesiology for Transfer	<b>Associated Program</b> Kinesiology for Transfer
		<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree

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

Changed	Field	Current Version	Proposed Version
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**GE Information**

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGEP - Approved.</li> </ul>
-	No value

**Weekly Student Hours - Profile Name: Default Profile**

Changed	Field	Current Version	Proposed Version
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Lecture Hours - In Class

0

0

Lecture Hours - Out of Class

0

0

Laboratory Hours - In Class

3

3

Laboratory Hours - Out of Class

0

0

NA Hours - In Class

0

0

NA Hours - Out of Class

0

0

**Course Student Hours - Profile Name: Default Profile**

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

Changed	Field	Current Version	Proposed Version
	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"/>



Changed	Field	Current Version	Proposed Version
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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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	Total Laboratory Hours per Term	36	36
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	Total Contact Hours per Term	-	0
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	Total Credit Units	1	1
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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



**Methods of Instruction**

<b>Methods of Instruction</b>	
<b>Methods of Instruction</b>	<p>Discussion of assigned reading</p> <p>Quiz and examination review performed in class</p> <p>Collaborative learning and small group exercises</p> <p>Collaborative projects</p> <p>Discussion and problem solving performed in class</p> <p>Guest speakers</p> <p>Classroom discussion sessions and quizzes that evaluate the proceedings weekly exercises</p>

<b>Methods of Instruction</b>	<p>Methods of Instruction</p> <p>Discussion of assigned reading</p> <p>Quiz and examination review performed in class</p> <p>Collaborative learning and small group exercises</p> <p>Collaborative projects</p> <p>Discussion and problem solving performed in class</p> <p>Guest speakers</p> <p>Classroom discussion sessions and quizzes that evaluate the proceedings weekly exercises</p>
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**Assignments**

1. Readings from textbook.
2. Apply skills exercises to practice dance competence, such as: drilling; group reinforcement of material; and adaptation practice of choreography and performance skills.
3. Critique a live-performance paper on topics which will help students integrate and think critically about the materials from the course. For instance, students will demonstrate mastery of concepts, and apply those concepts to practical situations in performance and choreography.
4. Quarterly Dance Demonstration.

1. Readings from textbook.
2. Apply skills exercises to practice dance competence, such as: drilling; group reinforcement of material; and adaptation practice of choreography and performance skills.
3. Critique a live-performance paper on topics which will help students integrate and think critically about the materials from the course. For instance, students will demonstrate mastery of concepts, and apply those concepts to practical situations in performance and choreography.
4. Quarterly Dance Demonstration.

**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. Exams or quizzes to evaluate comprehension and mastery of key terms and concepts covered in class as well as application skills related to analysis of salsa dance idiom.
2. Participation in class discussions and skills exercises to evaluate ability to demonstrate cultural competence (appropriate and effective use of communication skills/strategies).
3. Writing assignment(s) to evaluate ability to analyze critically and synthesize course materials and personal experience related various salsa dances, their origins, characteristics and development.
4. Dance Demonstration will be

**Methods  
of  
Evaluation**

1. Exams or quizzes to evaluate comprehension and mastery of key terms and concepts covered in class as well as application skills related to analysis of salsa dance idiom.
2. Participation in class discussions and skills exercises to evaluate ability to demonstrate cultural competence (appropriate and effective use of communication skills/strategies).
3. Writing assignment(s) to evaluate ability to analyze critically and synthesize course materials and personal experience related various salsa dances, their origins, characteristics and development.
4. Dance Demonstration will be

**Changed Field**

**Current Version**

**Proposed Version**

evaluated by the quality of the final dance choreography by focusing on time, space, energy, unity, transitions and quality of the performance value with includes memorization, technique, projection, character study and confidence.

5. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.

6. Final is the student's own choreography. Student will take full responsibility creating Hip-hop movement or a hybrid of Hip-hop movement either in a group or solo to complete their own dance choreography.

evaluated by the quality of the final dance choreography by focusing on time, space, energy, unity, transitions and quality of the performance value with includes memorization, technique, projection, character study and confidence.

5. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.

6. Final is the student's own choreography. Student will take full responsibility creating Salsa movement either in a group or solo to complete their own dance choreography.

Changed	Field	Current Version	Proposed Version
!	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• Dance shoes</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• Large area with an appropriate raised dance floor and an updated sound system adaptable to burned CDs, MP3, ipods, cellphones, and computers to keep current with technology</li></ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• Dance shoes</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• Large area with an appropriate sprung dance floor and an updated sound system adaptable to burned CDs, MP3, ipods, cellphones, and computers to keep current with technology</li></ul>



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	*Fahey, Thomas; Insel, Paul' Roth, Walton. "Fit and Well". 12th Brief Ed. New York, NY, Ma:McGraw Hill Publishing Co, 2019.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness, 16th Edition
<b>Author</b>	Thomas Fahey, Paul Insel and Walton Roth
<b>Publisher</b>	McGraw Hill Publishing Co
<b>Date/Edition</b>	16th Edition 2025
<b>ISBN</b>	ISBN10: 1266356606   ISBN13: 9781266356605

<b>Title</b>	Handbook of Salsa Dance Patterns
<b>Author</b>	Marisol Enchufa
<b>Publisher</b>	Independently Published
<b>Date/Edition</b>	April 13th, 2020
<b>ISBN</b>	9798745546679

<b>Title</b>	Salsa!...or "Everything Your Mother Never Told You About Salsa Dancing!" (The Little Book of Dancing)
<b>Author</b>	Daniel Allen
<b>Publisher</b>	CreateSpace Independent Publishing
<b>Date/Edition</b>	February 23, 2014

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

<b>ISBN</b>	ISBN-10 1495296520 ISBN-13 978-1495296529
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<b>Title</b>	Social Dancing Guide Book: Social Dancing Guide for Bachata, Kizomba, Salsa, Zouk: Beginners Guide Are You Ready for the Dance Floor?
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<b>Author</b>	Sambou Kamissoko
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<b>Publisher</b>	Kizsalsa
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<b>Date/Edition</b>	11/01/2018
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<b>ISBN</b>	ISBN-13: 9781732943605
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**Suggested Reading List**

No value

<b>Reading List</b>	Sambou, kamissoki. "Social Dancing Guide, Kindle Ed., 2018.
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Flores, Juan. "Salsa Rising" Kindle Ed., 2016.
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Hutchinson, Sydney. "Salsa World: A Global Dance in Local Context", Kindle Ed., 2015.
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Hickman, Michael. "Me, Salsa Dance: Yes!" Kindle Ed., 2016.
<b>May include, but are not limited to</b>	No value

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

<b>Reading List</b>	Hutchinson, Sydney. "A Global Dance in Local Contexts". Temple University Press, 2013.
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<b>May include, but are not limited to</b>	No value
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**Learning Outcomes and Objectives****Changed Field****Current Version****Proposed Version****Course Objectives**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the historical and cultural functions of salsa dance</li> <li>• Apply dance fundamentals</li> <li>• Perform and identify the essential characteristics of the basic salsa steps</li> <li>• Correlate basic exercise physiology and nutrition to dance technique</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the historical and cultural functions of salsa dance</li> <li>• Apply dance fundamentals</li> <li>• Perform and identify the essential characteristics of the basic salsa steps</li> <li>• Correlate basic exercise physiology and nutrition to dance technique</li> </ul> |
|---|---|

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

**CSLOs** Perform the basic steps of a variety of partner dances with consistent confidence, demonstrating correct body placement, while exhibiting traditional rhythms and forms of salsa dance.

**Expected SLO Performance** 0.0

**CSLOs** Perform the basic steps of a variety of partner dances with consistent confidence, demonstrating correct body placement, while exhibiting traditional rhythms and forms of salsa dance.

**Expected SLO Performance** 0.0

**CSLOs** Analyze salsa dance and music combinations with correct terminology, and identify the cultural context of specific dance forms.

**Expected SLO Performance** 0.0

**CSLOs** Analyze salsa dance and music combinations with correct terminology, and identify the cultural context of specific dance forms.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the historical and cultural functions of salsa dance               <ol style="list-style-type: none"> <li>1. Cuba's contribution to salsa                   <ol style="list-style-type: none"> <li>1. Casino (Cuban style of Salsa dance)</li> <li>2. Miami style Casino</li> <li>3. Rueda de Casino</li> </ol> </li> <li>2. Puerto Rico's contribution to salsa                   <ol style="list-style-type: none"> <li>1. Tito Puente ("The Mambo King").</li> <li>2. Shoulder shimmies</li> <li>3. fast flash footwork</li> <li>4. Slide step</li> </ol> </li> <li>3. Saint Domingue contribution to salsa                   <ol style="list-style-type: none"> <li>1. Polyrhythms</li> <li>2. Highly syncopated music</li> <li>3. Small steps</li> </ol> </li> <li>4. New York's contribution to salsa                   <ol style="list-style-type: none"> <li>1. second beat of the music ("on 2")</li> <li>2. remaining in the "slot"</li> <li>3. greater emphasis on performing "shines"</li> </ol> </li> <li>5. Bachata (little brother to Salsa Dance).</li> </ol> </li> <li>2. Apply dance fundamentals               <ol style="list-style-type: none"> <li>1. Salsa dance etiquette</li> <li>2. Posture</li> <li>3. Dance positions</li> <li>4. Leading and following techniques</li> <li>5. Musical fundamentals related to Salsa dance                   <ol style="list-style-type: none"> <li>1. On the beat/off the beat (up beat/down beat)</li> <li>2. Instrumentation: piano, bass, bongos,</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the historical and cultural functions of salsa dance               <ol style="list-style-type: none"> <li>1. Cuba's contribution to salsa                   <ol style="list-style-type: none"> <li>1. Casino (Cuban style of Salsa dance)</li> <li>2. Miami style Casino</li> <li>3. Rueda de Casino</li> </ol> </li> <li>2. Puerto Rico's contribution to salsa                   <ol style="list-style-type: none"> <li>1. Tito Puente ("The Mambo King").</li> <li>2. Shoulder shimmies</li> <li>3. fast flash footwork</li> <li>4. Slide step</li> </ol> </li> <li>3. Saint Domingue contribution to salsa                   <ol style="list-style-type: none"> <li>1. Polyrhythms</li> <li>2. Highly syncopated music</li> <li>3. Small steps</li> </ol> </li> <li>4. New York's contribution to salsa                   <ol style="list-style-type: none"> <li>1. second beat of the music ("on 2")</li> <li>2. remaining in the "slot"</li> <li>3. greater emphasis on performing "shines"</li> </ol> </li> <li>5. Bachata (little brother to Salsa Dance).</li> </ol> </li> <li>2. Apply dance fundamentals               <ol style="list-style-type: none"> <li>1. Salsa dance etiquette</li> <li>2. Posture</li> <li>3. Dance positions</li> <li>4. Leading and following techniques</li> <li>5. Musical fundamentals related to Salsa dance                   <ol style="list-style-type: none"> <li>1. On the beat/off the beat (up beat/down beat)</li> <li>2. Instrumentation: piano, bass, bongos, timbales</li> </ol> </li> </ol> </li> </ol>

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

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	timbales(usually metal drums), tumbadoras (conga drums) or cajones (wooden drum boxes), claves or palitos (wooden sticks), cucharas (spoons), and maracas, atcheres or marugas (metal rattles or shakers).	(usually metal drums), tumbadoras (conga drums) or cajones (wooden drum boxes), claves or palitos (wooden sticks), cucharas (spoons), and maracas, atcheres or marugas (metal rattles or shakers).
	3. Dance phrasing	3. Dance phrasing
	4. Accent	4. Accent
	5. How all of the above affect the style of a dance	5. How all of the above affect the style of a dance
	3. Perform and identify the essential characteristics of the basic salsa steps	3. Perform and identify the essential characteristics of the basic salsa steps
	1. Salsa technique: 8-count step, stopping on the 4th and 8th count or pattern of six steps danced over eight counts of music. Reinvention of the mambo, which is a parent of the rumba. Salsa originates in Cuba with blending of African drum rhythms and the Spanish guitar evolved into cha-cha-cha, mambo and salsa.	1. Salsa technique: 8-count step, stopping on the 4th and 8th count or pattern of six steps danced over eight counts of music. Reinvention of the mambo, which is a parent of the rumba. Salsa originates in Cuba with blending of African drum rhythms and the Spanish guitar evolved into cha-cha-cha, mambo and salsa.
	2. Mambo: 4/4 time. Mambo originated in Cuba where there were substantial settlements of Haitians. Mambo is a fusion of Swing and Cuban music.	2. Mambo: 4/4 time. Mambo originated in Cuba where there were substantial settlements of Haitians. Mambo is a fusion of Swing and Cuban music.
	3. Merengue: 4/4 time. Merengue is the national dance of Dominican Republic. Merengue is a combination of two dance, the African and the French minuet, from the late 1700's.	3. Merengue: 4/4 time. Merengue is the national dance of Dominican Republic. Merengue is a combination of two dance, the African and the French minuet, from the late 1700's.

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

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|--|---|
| 4. Cha-cha-cha: 4/4 time.<br>The Cha Cha Cha is an offshoot of the Mambo.  | 5. Bachata: 4/4 time.<br>Bachata is an offshoot of Salsa dance. |
| 4. Correlate basic exercise physiology and nutrition to dance technique  |   |
| 1. Theories of anaerobic vs. aerobic exercise  |   |
| 1. Developing cardiovascular endurance   |   |
| 2. Anaerobic training  |   |
| 3. Improving efficiency and body mechanics   |   |
| 2. Identify nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females. |   |
| 1. Balanced diet for wellness  |   |
| 2. Eating before class   |   |
| 3. Post class food and fluids  |   |
| 3. Identify and apply flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females.                |   |
| 1. Techniques for overall flexibility  |   |
| 2. Theories about stretching during warm-up  |   |
| 3. Theories about stretching post exercise   |   |
| 4. Techniques to avoid common injuries   |   |
- 
- |  |   |
|--|---|
| 4. Cha-cha-cha: 4/4 time.<br>The Cha Cha Cha is an offshoot of the Mambo.  | 5. Bachata: 4/4 time.<br>Bachata is an offshoot of Salsa dance. |
| 4. Correlate basic exercise physiology and nutrition to dance technique  |   |
| 1. Theories of anaerobic vs. aerobic exercise  |   |
| 1. Developing cardiovascular endurance   |   |
| 2. Anaerobic training  |   |
| 3. Improving efficiency and body mechanics   |   |
| 2. Identify nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females. |   |
| 1. Balanced diet for wellness  |   |
| 2. Eating before class   |   |
| 3. Post class food and fluids  |   |
| 3. Identify and apply flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females.                |   |
| 1. Techniques for overall flexibility  |   |
| 2. Theories about stretching during warm-up  |   |
| 3. Theories about stretching post exercise   |   |
| 4. Techniques to avoid common injuries   |   |
-

Changed	Field	Current Version	Proposed Version
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value





### Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

## Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2CA	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2020	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	DANC 025A	DANC 025A
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	DANC	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	No	No Value



Changed	Questions	Current Version	Proposed Version
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Emergency Approval</b>	No	No Value
	<b>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)</b>	N	No Value
	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	F	No Value
	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	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	231010	No Value
!	Account Code	1320	No Value
!	Program Code	100800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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	No Value
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated methods of instruction to reflect how course content is taught Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

## Blue Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	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
	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	No Value
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	No Value
	<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>	No Value	No Value
	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	No Value

### B-Matrix Form

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Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b></p>	No Value	No Value
!	<p><b>Objective 2: Develop analytical ideas and topics for essays.</b></p>	No Value	<p>Assignments: C. Critique a live-performance paper on topics which will help students integrate and think critically about the materials from the course. For instance, students will demonstrate mastery of concepts, and apply those concepts to practical situations in performance and choreography. Methods of Evaluation: C. Writing assignment(s) to evaluate ability to analyze critically and synthesize course materials and personal experience related various salsa dances, their origins, characteristics and development.</p>
	<p><b>Objective 3: Compose and support thesis statements for analytical essays.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**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**

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

### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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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**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

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

No Value

No Value

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**Objective 3:  
Explore functions.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Develop linear  
function  
models.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 1:  
Develop,  
throughout the  
course as  
applicable,  
systematic  
problem-  
solving  
methods.**

No Value

No Value

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

No Value

No Value

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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

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

No Value

No Value

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

No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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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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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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**

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Changed	Questions	Current Version	Proposed Version
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	<p><b>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.</b></p>	No Value	No Value
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### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>	No Value	No Value
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	<p><b>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.</b></p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	<b>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.</b>	No Value	No Value
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	<b>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.</b>	No Value	No Value
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**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 1:</b>  <b>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.)</b></p>	<p>No Value</p>	<p>Outline: B. Apply dance fundamentals</p> <ol style="list-style-type: none"> <li>1. Salsa dance etiquette</li> <li>2. Posture</li> <li>3. Dance positions</li> <li>4. Leading and following techniques</li> <li>5. Musical fundamentals related to Salsa dance             <ol style="list-style-type: none"> <li>a. On the beat/off the beat (up beat/down beat)</li> <li>b. Instrumentation: piano, bass, bongos, timbales (usually metal drums), tumbadoras (conga drums) or cajones (wooden drum boxes), claves or palitos (wooden sticks), cucharas (spoons), and maracas, atcheres or marugas (metal rattles or shakers).</li> <li>c. Dance phrasing</li> <li>d. Accent</li> <li>e. How all of the above affect the style of a dance</li> </ol> </li> </ol> <p>C. Perform and identify the essential characteristics of the basic salsa steps</p> <ol style="list-style-type: none"> <li>1. Salsa technique: 8-count step, stopping on the 4th and 8th count or pattern of six steps danced over eight counts of music. Reinvention of the mambo, which is a parent of the rumba. Salsa originates in Cuba with blending of African drum rhythms and the Spanish guitar evolved into cha-cha-cha, mambo and salsa.</li> <li>2. Mambo: 4/4 time. Mambo originated in Cuba where there were substantial settlements of Haitians. Mambo is a fusion of Swing and Cuban music.</li> <li>3. Merengue: 4/4 time. Merengue is the national dance of Dominican Republic. Merengue is a combination of two dance, the African and the French minuet, from the late 1700's.</li> <li>4. Cha-cha-cha: 4/4 time. The Cha Cha Cha is an offshoot of the Mambo.</li> <li>5. Bachata: 4/4 time. Bachata is an offshoot of Salsa dance.</li> </ol>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>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.)</b></p>	<p>No Value</p>	<p>Assignments: B. Apply skills exercises to practice dance competence, such as: drilling; group reinforcement of material; and adaptation practice of choreography and performance skills. C. Critique a live-performance paper on topics which will help students integrate and think critically about the materials from the course. For instance, students will demonstrate mastery of concepts, and apply those concepts to practical situations in performance and choreography. D. Quarterly Dance Demonstration. Methods of Evaluation: B. Participation in class discussions and skills exercises to evaluate ability to demonstrate cultural competence (appropriate and effective use of communication skills/strategies). F. Final is the student's own choreography. Student will take full responsibility creating Salsa movement either in a group or solo to complete their own dance choreography.</p>
	<p><b>!</b> <b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	<p>No Value</p>	<p>Assignments: C. Critique a live-performance paper on topics which will help students integrate and think critically about the materials from the course. For instance, students will demonstrate mastery of concepts, and apply those concepts to practical situations in performance and choreography. Methods of Evaluation: C. Writing assignment(s) to evaluate ability to analyze critically and synthesize course materials and personal experience related various salsa dances, their origins, characteristics and development. F. Final is the student's own choreography. Student will take full responsibility creating Salsa movement either in a group or solo to complete their own dance choreography.</p>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>Criteria 4:</b>  <b>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.)</b></p>	<p>No Value</p>	<p>Outline: A. Demonstrate an understanding of the historical and cultural functions of salsa dance 1. Cuba's contribution to salsa a. Casino (Cuban style of Salsa dance) b. Miami style Casino c. Rueda de Casino 2. Puerto Rico's contribution to salsa a. Tito Puente ("The Mambo King"). b. Shoulder shimmies c. fast flash footwork d. Slide step 3. Saint Domingue contribution to salsa a. Polyrhythms b. Highly syncopated music c. Small steps 4. New York's contribution to salsa a. second beat of the music ("on 2") b. remaining in the "slot" c. greater emphasis on performing "shines" 5. Bachata (little brother to Salsa Dance).</p>
	<p><b>!</b> <b>Criteria 5:</b>  <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	<p>No Value</p>	<p>Outline: A. Demonstrate an understanding of the historical and cultural functions of salsa dance 1. Cuba's contribution to salsa a. Casino (Cuban style of Salsa dance) b. Miami style Casino c. Rueda de Casino 2. Puerto Rico's contribution to salsa a. Tito Puente ("The Mambo King"). b. Shoulder shimmies c. fast flash footwork d. Slide step 3. Saint Domingue contribution to salsa a. Polyrhythms b. Highly syncopated music c. Small steps 4. New York's contribution to salsa a. second beat of the music ("on 2") b. remaining in the "slot" c. greater emphasis on performing "shines" 5. Bachata (little brother to Salsa Dance).</p>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>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.)</b></p>	No Value	<p>D. Correlate basic exercise physiology and nutrition to dance technique 1. Theories of anaerobic vs. aerobic exercise a. Developing cardiovascular endurance b. Anaerobic training c. Improving efficiency and body mechanics 2. Identify nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females. a. Balanced diet for wellness b. Eating before class c. Post class food and fluids 3. Identify and apply flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. a. Techniques for overall flexibility b. Theories about stretching during warm-up c. Theories about stretching post exercise d. Techniques to avoid common injuries</p>

**De Anza GE - ESGC Form**

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

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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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	<b>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.</b>	No Value	No Value
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### Comments

Changed	Questions	Current Version	Proposed Version
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	<b>Stage 2: Department Chair</b>	No Value	No Value
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	<b>Stage 3: Division Curriculum Representative</b>	No Value	Fill out B Matrix that align with the listed advisories.
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	<b>Stage 4: Division Dean</b>	No Value	No Value
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	<b>Stage 5: SLO Coordinator</b>	No Value	No Value
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	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	No Value
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	<b>Stage 8: AVP - Instruction</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

### Course Administration Codes

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	DANCD025A
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2025 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2020 12:00:00 AM
	<b>Course Control Number</b>	CCC000511483

### Articulation

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	

De Anza College  
**Change Report**  
08/01/2024

### 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
Transferability & Gen. Ed. Options	GE Information
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
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)

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
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	Print/No Print to Catalog
Summary of Revisions	Specifications
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.

**Section****Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

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"> <li>Catherina Wong</li> </ul>	<ul style="list-style-type: none"> <li>Vernon Gallegos</li> <li>Shaw, Janet</li> </ul>
	Course ID (CB01A and CB01B)	DANCD025B	DANCD025B
	Course Control Number	CCC000556459	CCC000556459
	Course Title (CB02)	Theory and Technique of Salsa Dance II	Theory and Technique of Salsa Dance II
	Short Course Title	THEORY & TECHNIQUE SALSA II	THEORY & TECHNIQUE SALSA II
	TOP Code (CB03)	1008.00	1008.00 Dance
	CIP Code	Dance, General	50.0301 Dance, General
	Department	DANC - Dance	DANC - Dance
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>This is an intermediate course that follows on the creative art skills learned in Dance D025A: Theory and Technique of Salsa Dance I with exposure to intermediate forms of social dance in a salsa dance context. Students will develop a working vocabulary of traditional salsa dance movements and an understanding of the cultural and historical contexts that produced specific dance styles.</p>	<p>This is an intermediate course that <del>follows</del> <u>builds</u> on the <u>basic</u> creative art skills learned in Dance D025A: Theory and Technique of Salsa Dance I with exposure to intermediate forms of social dance in a salsa dance context. Students will develop a working vocabulary of traditional salsa dance movements and an understanding of the cultural and historical contexts that produced specific dance styles.</p>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	Mode of Delivery	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>

## Faculty Requirements

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

## Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly DANC D065B.)	(Formerly DANC D065B.)

## Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable and it meets a general education requirement for De Anza and CSUGE. Students will learn intermediate salsa dance techniques as well as salsa dance partnering and will perform in the Visual and Performing Arts Center.	The course is CSU and UC transferable and it meets a general education requirement for De Anza and CSUGE. Students will learn intermediate salsa dance techniques as well as salsa dance partnering and will perform in the Visual and Performing Arts Center.

## 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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### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
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### 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
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	<b>Grade Options</b>	<ul style="list-style-type: none"><li>• Letter Grade</li><li>• Pass/No Pass</li></ul>	<ul style="list-style-type: none"><li>• Letter Grade</li><li>• Pass/No Pass</li></ul>
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	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Repeatability Statement</b>	(This course is included in the Social/Cultural Dance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Social/Cultural Dance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)
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### Associated Programs

**Changed Field**

**Current Version**

**Proposed Version**

**Course is part of a program**

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

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

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

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

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

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

<b>Associated Program</b>	Kinesiology for Transfer (In Development)
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Kinesiology for Transfer (In Development)
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
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<b>Associated Program</b>	CSU GE
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Changed	Field	Current Version	Proposed Version
		<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)
		<b>Associated Program</b> Associate in Arts in Kinesiology for Transfer	<b>Associated Program</b> Associate in Arts in Kinesiology for Transfer
		<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree
		<b>Associated Program</b> Kinesiology for Transfer	<b>Associated Program</b> Kinesiology for Transfer
		<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree

### Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
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**GE Information**

<b>System/Institution</b>	De Anza GE	<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>
-	No value	-	No value
<b>System/Institution</b>	CSU GE		
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGEP - Approved.</li> </ul>		
-	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

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

Changed	Field	Current Version	Proposed Version
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	<b>Total - Course In-Class (Contact) Hours</b>	36	36
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	<b>Total - Course Out-of-Class Hours</b>	0	0
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	<b>Total Credit Units - Minimum Credit Units</b>	1	1
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	<b>Total Credit Units - Maximum Credit Units</b>	1	1
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### Speciality Hours

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
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	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
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	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
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	<b>Funding Agency Category (CB23)</b>	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	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

#### Methods of Instruction

**Methods of Instruction** Discussion of assigned reading  
 Discussion and problem solving performed in class  
 Quiz and examination review performed in class  
 Homework and extended projects  
 Collaborative learning and small group exercises  
 Collaborative projects  
 Skills Practice  
 Guest speakers

#### Methods of Instruction

**Methods of Instruction** Discussion of assigned reading  
 Discussion and problem solving performed in class  
 Quiz and examination review performed in class  
 Homework and extended projects  
 Collaborative learning and small group exercises  
 Collaborative projects  
 Skills Practice  
 Guest speakers



### Assignments

1. Reading from textbook and handouts
2. Skills exercises to practice dance competence, such as: drilling; group reinforcement of material; and adaptation of practice of choreography and performance skills.
3. Critique of live-performance paper on topics which will help students integrate and think critically about the material from the course. For instance, students will demonstrate mastery of concepts, and apply those concepts to practical situations in performance and choreography.
4. Quarterly Dance Demonstration.

1. Reading from textbook and handouts
2. Skills exercises to practice dance competence, such as: drilling; group reinforcement of material; and adaptation of practice of choreography and performance skills.
3. Critique of live-performance paper on topics which will help students integrate and think critically about the material from the course. For instance, students will demonstrate mastery of concepts, and apply those concepts to practical situations in performance and choreography.
4. Quarterly Dance Demonstration.

**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. Required readings from text as preparation for class discussion and application of concepts in written analysis.
2. Written critique, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigation involving Salsa dance terminology, theory and historical perspectives.
3. Skills test to analyze rhythms of specific dances, identify and compare variety of salsa dance musical forms as well analyze characteristics

**Methods  
of  
Evaluation**

1. Required readings from text as preparation for class discussion and application of concepts in written analysis.
2. Written critique, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigation involving Salsa dance terminology, theory and historical perspectives.
3. Skills test to analyze rhythms of specific dances, identify and compare variety of salsa dance musical forms as well analyze characteristics of salsa dance styles.
4. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on time, space,

**Changed Field**

**Current Version**

**Proposed Version**

of salsa dance styles.

4. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on time, space, energy, unity, transitions and quality of the performance value with includes memorization, technique, projection, character study and confidence.

5. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.

6. Final is the student's own choreography. Student will take full responsibility creating Hip-hop movement or a hybrid of Hip-hop movement either in a group or solo to complete their own

energy, unity, transitions and quality of the performance value with includes memorization, technique, projection, character study and confidence.

5. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.

6. Final is the student's own choreography. Student will take full responsibility creating Salsa movement either in a group or solo to complete their own dance choreography.

**Changed Field**

**Current Version**

**Proposed Version**

dance  
choreography.



**Essential Student  
Materials/Essential  
College Facilities**

**Essential Student Materials:**

- Dance shoes

**Essential College Facilities:**

- Large area with an appropriate raised dance floor and an updated audio system adaptable to burned CDs, MP3, ipods, cellphone and computers to keep current with technology

**Essential Student Materials:**

- Dance shoes

**Essential College Facilities:**

- Large area with an appropriate sprung dance floor and an updated audio system adaptable to burned CDs, MP3, ipods, cellphone and computers to keep current with technology



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	*Fahey, Thomas; Insel, Paul' Roth, Walton. "Fit and Well". 11th Brief Ed. New York, NY, Ma:McGraw Hill Publishing Co, 2019.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness, 16th Edition
<b>Author</b>	Thomas Fahey, Paul Insel and Walton Roth
<b>Publisher</b>	McGraw Hill Publishing Co
<b>Date/Edition</b>	16th Edition 2025
<b>ISBN</b>	ISBN: ISBN10: 1266356606   ISBN13: 9781266356605

<b>Title</b>	The Salsa Dancing Game for Men: The ABC's. (and/or The Salsa Dancing Game For Women)
<b>Author</b>	Michael Hickman
<b>Publisher</b>	ReadupAmerica,
<b>Date/Edition</b>	July 1, 2016
<b>ISBN</b>	0991441087, 9780991441082

<b>Title</b>	Handbook of Salsa Dance Patterns
<b>Author</b>	Marisol Enchufa
<b>Publisher</b>	Independently
<b>Date/Edition</b>	April 13th, 2020
<b>ISBN</b>	9798745546679



**Suggested Reading List**

No value

**Reading List** Hickman, Michael. "The Salsa Dancing Game". Pine Lake, Georgia: ReadupAmerica Publishing Co, 2016.

**May include, but are not limited to** No value

**Reading List** Hauri, Carey. "Life Salsa". Rochester, New York: Starry Night Publishing, 2015.

**May include, but are not limited to** No value

**Reading List** Hutchinson, Sydney. "A Global Dance in Local Contexts". Temple University Press 2013.

**May include, but are not limited to** No value

**Reading List** Luker, Kristin. "Salsa Dancing into the Social Sciences". Cambridge, MA: Harvard University Press, 2010.



**Changed Field**

**Current Version**

**Proposed Version**

**May include, but are not limited to** No value

### Learning Outcomes and Objectives

**Changed**

**Field**

**Current Version**

**Proposed Version**



**Course Objectives**

- Demonstrate an intermediate understanding of the historical and cultural functions of salsa dance
- Apply intermediate techniques
- Perform and identify the essential characteristics of the intermediate and advanced salsa steps
- Correlate intermediate exercise physiology and nutrition to dance technique

- Demonstrate an intermediate understanding of the historical and cultural functions of salsa dance
- Apply intermediate techniques
- Perform and identify the essential characteristics of the intermediate and advanced salsa steps
- Correlate intermediate exercise physiology and nutrition to dance technique

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

**CSLOs** Perform basic, intermediate steps of Salsa dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination.

**Expected SLO Performance** 0.0

**CSLOs** Perform basic, intermediate steps of Salsa dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination.

**Expected SLO Performance** 0.0

**CSLOs** Create Salsa dance sequences and express individuality through movement.

**Expected SLO Performance** 0.0

**CSLOs** Create Salsa dance sequences and express individuality through movement.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> <li>1. Demonstrate an intermediate understanding of the historical and cultural functions of salsa dance               <ol style="list-style-type: none"> <li>1. Cuba's contribution to salsa dance.                   <ol style="list-style-type: none"> <li>1. Casino (Cuban style of salsa dance)</li> <li>2. Miami style Casino</li> </ol> </li> <li>2. Puerto Rico's contribution to salsa dance                   <ol style="list-style-type: none"> <li>1. Tito Puente (The Mambo King)</li> <li>2. Shoulder shimmies</li> <li>3. slide step</li> </ol> </li> <li>3. Saint Domingue's contribution to salsa dance                   <ol style="list-style-type: none"> <li>1. Polyrhythms</li> <li>2. Small steps</li> </ol> </li> <li>4. New York's contribution to salsa dance                   <ol style="list-style-type: none"> <li>1. Second beat of the music (on "2")</li> <li>2. remaining in the "slot"</li> </ol> </li> <li>5. African Influences.                   <ol style="list-style-type: none"> <li>1. Music for example the Cha-Cha-Cha rhythm</li> </ol> </li> <li>6. African-American influences.                   <ol style="list-style-type: none"> <li>1. Music, partnering and gymnastic tricks.</li> </ol> </li> </ol> </li> <li>2. Apply intermediate techniques               <ol style="list-style-type: none"> <li>1. Salsa dance etiquette</li> <li>2. Posture</li> <li>3. Dance positions</li> <li>4. Leading and following techniques</li> <li>5. Musical fundamentals related to Salsa dance                   <ol style="list-style-type: none"> <li>1. On the beat/off the beat (up beat/down beat)</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate an intermediate understanding of the historical and cultural functions of salsa dance               <ol style="list-style-type: none"> <li>1. Cuba's contribution to salsa dance.                   <ol style="list-style-type: none"> <li>1. Casino (Cuban style of salsa dance)</li> <li>2. Miami style Casino</li> </ol> </li> <li>2. Puerto Rico's contribution to salsa dance                   <ol style="list-style-type: none"> <li>1. Tito Puente (The Mambo King)</li> <li>2. Shoulder shimmies</li> <li>3. slide step</li> </ol> </li> <li>3. Saint Domingue's contribution to salsa dance                   <ol style="list-style-type: none"> <li>1. Polyrhythms</li> <li>2. Small steps</li> </ol> </li> <li>4. New York's contribution to salsa dance                   <ol style="list-style-type: none"> <li>1. Second beat of the music (on "2")</li> <li>2. remaining in the "slot"</li> </ol> </li> <li>5. African Influences.                   <ol style="list-style-type: none"> <li>1. Music for example the Cha-Cha-Cha rhythm</li> </ol> </li> <li>6. African-American influences.                   <ol style="list-style-type: none"> <li>1. Music, partnering and gymnastic tricks.</li> </ol> </li> </ol> </li> <li>2. Apply intermediate techniques               <ol style="list-style-type: none"> <li>1. Salsa dance etiquette</li> <li>2. Posture</li> <li>3. Dance positions</li> <li>4. Leading and following techniques</li> <li>5. Musical fundamentals related to Salsa dance                   <ol style="list-style-type: none"> <li>1. On the beat/off the beat (up beat/down beat)</li> </ol> </li> </ol> </li> </ol>

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

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- |  |  |  |
|--|--|--|
|  | <p>2. Instrumentation:<br/>piano,<br/>bass, bongos,<br/>timbales (usually<br/>metal drums),<br/>tumbadoras (conga<br/>drums) or cajones<br/>(wooden drum<br/>boxes), claves or<br/>palitos (wooden<br/>sticks), cucharas<br/>(spoons), and<br/>maracas, atcheres<br/>or marugas (metal<br/>rattles or shakers).</p> <p>3. Dance phrasing</p> <p>4. Accent</p> <p>5. How all of the<br/>above affect the<br/>style of a dance</p> <p>3. Perform and identify the<br/>essential characteristics of the<br/>intermediate and advanced<br/>salsa steps</p> <p>1. Salsa technique: 8-count<br/>step, stopping on the 4th<br/>and 8th count or pattern of<br/>six steps danced over<br/>eight counts of music.<br/>Reinvention of the<br/>mambo, which is a parent<br/>of the rumba. Salsa<br/>originates in Cuba with<br/>blending of African drum<br/>rhythms and the Spanish<br/>guitar evolved into cha-<br/>cha-cha, mambo and<br/>salsa.</p> <p>2. Mambo: 4/4 time. Mambo<br/>originated in Cuba where<br/>there were substantial<br/>settlements of Haitians.<br/>Mambo is a fusion of<br/>Swing and Cuban music.</p> <p>3. Merengue: 4/4 time.<br/>Merengue is the national<br/>dance of Dominican<br/>Republic. Merengue is a</p> | <p>2. Instrumentation:<br/>piano, bass,<br/>bongos, timbales<br/>(usually metal<br/>drums),<br/>tumbadoras (conga<br/>drums) or cajones<br/>(wooden drum<br/>boxes), claves or<br/>palitos (wooden<br/>sticks), cucharas<br/>(spoons), and<br/>maracas, atcheres<br/>or marugas (metal<br/>rattles or shakers).</p> <p>3. Dance phrasing</p> <p>4. Accent</p> <p>5. How all of the<br/>above affect the<br/>style of a dance</p> <p>3. Perform and identify the<br/>essential characteristics of the<br/>intermediate and advanced<br/>salsa steps</p> <p>1. Salsa technique: 8-count<br/>step, stopping on the 4th<br/>and 8th count or pattern of<br/>six steps danced over<br/>eight counts of music.<br/>Reinvention of the<br/>mambo, which is a parent<br/>of the rumba. Salsa<br/>originates in Cuba with<br/>blending of African drum<br/>rhythms and the Spanish<br/>guitar evolved into cha-<br/>cha-cha, mambo and<br/>salsa.</p> <p>2. Mambo: 4/4 time. Mambo<br/>originated in Cuba where<br/>there were substantial<br/>settlements of Haitians.<br/>Mambo is a fusion of<br/>Swing and Cuban music.</p> <p>3. Merengue: 4/4 time.<br/>Merengue is the national<br/>dance of Dominican<br/>Republic. Merengue is a</p> |
|--|--|--|

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

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combination of two dance, the African and the French minuet, from the late 1700's.	combination of two dance, the African and the French minuet, from the late 1700's.
4. Cha-cha-cha: 4/4 time. The Cha Cha Cha is an offshoot of the Mambo.	4. Cha-cha-cha: 4/4 time. The Cha Cha Cha is an offshoot of the Mambo.
4. Correlate intermediate exercise physiology and nutrition to dance technique	4. Correlate intermediate exercise physiology and nutrition to dance technique
1. Theories of anaerobic vs. aerobic exercise	1. Theories of anaerobic vs. aerobic exercise
1. Developing cardiovascular endurance	1. Developing cardiovascular endurance
2. Anaerobic training	2. Anaerobic training
3. Improving efficiency and body mechanics	3. Improving efficiency and body mechanics
2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females.	2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females.
1. Balanced diet for wellness	1. Balanced diet for wellness
2. Eating before class	2. Eating before class
3. Post class food and fluids	3. Post class food and fluids
3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females.	3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females.
1. Techniques for overall flexibility	1. Techniques for overall flexibility
2. Theories about stretching during warm-up	2. Theories about stretching during warm-up
3. Theories about stretching post exercise	3. Theories about stretching post exercise
4. Techniques to avoid common injuries	4. Techniques to avoid common injuries












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Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

### Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	DANC D025A	DANC D025A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH 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

**Curriculum Office**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Banner Start Term (202122)</b>	202122	No Value
	<b>Banner Division</b>	2CA	No Value
	<b>Catalog Term (21-22)</b>	23-24	No Value
	<b>5 Year Revision Year (2021)</b>	2020	No Value
	<b>Effective Quarter</b>	Fall	No Value
	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	DANC 025B	DANC 025B
	<b>Course Status</b>	Non-substantial	Non-substantial
	<b>Course Status Code</b>	A	No Value
	<b>Banner Department</b>	DANC	No Value
	<b>Course Level</b>	DU	No Value
	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
	<b>CTE Status</b>	No	No Value

Changed	Questions	Current Version	Proposed Version
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Emergency Approval</b>	No	No Value
!	<b>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)</b>	N	No Value
!	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	F	No Value
!	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value



Changed	Questions	Current Version	Proposed Version
!	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	231010	No Value
!	Account Code	1320	No Value
!	Program Code	100800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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	No Value
	Units and Hours	No Value	No Value
!	Specifications	No Value	Aligned methods of evaluation with SLO's and/or course objectives
	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

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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

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

No Value

No Value

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### B-Matrix Form

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Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</b></p> <p><b>If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b></p>	No Value	No Value
!	<p><b>Objective 2: Develop analytical ideas and topics for essays.</b></p>	No Value	<p>Assignments: C. Critique of live-performance paper on topics which will help students integrate and think critically about the material from the course. For instance, students will demonstrate mastery of concepts, and apply those concepts to practical situations in performance and choreography. Methods of Evaluation: B. Written critique, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigation involving Salsa dance terminology, theory and historical perspectives.</p>
	<p><b>Objective 3: Compose and support thesis statements for analytical essays.</b></p>	No Value	No Value

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

**C-Matrix Form**

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

**D-Matrix Form**

Empty space for the D-Matrix Form.



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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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**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

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

No Value

No Value

---

**Objective 3:  
Explore functions.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

No Value

No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 1:  
Develop,  
throughout the  
course as  
applicable,  
systematic  
problem-  
solving  
methods.**

No Value

No Value

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

No Value

No Value

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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

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**F-Matrix Form**

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**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

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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

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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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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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

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

No Value

No Value

---

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

No Value

No Value

---

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

No Value

No Value

## G-Matrix Form

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Changed	Questions	Current Version	Proposed Version
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	<p><b>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.</b></p>	No Value	No Value
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### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>	No Value	No Value
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	<p><b>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.</b></p>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>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.</b>	No Value	No Value
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**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>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.)</b></p>	<p>No Value</p>	<p>Outline: B. Apply intermediate techniques</p> <ol style="list-style-type: none"> <li>1. Salsa dance etiquette</li> <li>2. Posture</li> <li>3. Dance positions</li> <li>4. Leading and following techniques</li> <li>5. Musical fundamentals related to Salsa dance             <ol style="list-style-type: none"> <li>a. On the beat/off the beat (up beat/down beat)</li> <li>b. Instrumentation: piano, bass, bongos, timbales (usually metal drums), tumbadoras (conga drums) or cajones (wooden drum boxes), claves or palitos (wooden sticks), cucharas (spoons), and maracas, atcheres or marugas (metal rattles or shakers).</li> <li>c. Dance phrasing</li> <li>d. Accent</li> <li>e. How all of the above affect the style of a dance</li> </ol> </li> </ol> <p>C. Perform and identify the essential characteristics of the intermediate and advanced salsa steps</p> <ol style="list-style-type: none"> <li>1. Salsa technique: 8-count step, stopping on the 4th and 8th count or pattern of six steps danced over eight counts of music. Reinvention of the mambo, which is a parent of the rumba. Salsa originates in Cuba with blending of African drum rhythms and the Spanish guitar evolved into cha-cha-cha, mambo and salsa.</li> <li>2. Mambo: 4/4 time. Mambo originated in Cuba where there were substantial settlements of Haitians. Mambo is a fusion of Swing and Cuban music.</li> <li>3. Merengue: 4/4 time. Merengue is the national dance of Dominican Republic. Merengue is a combination of two dance, the African and the French minuet, from the late 1700's.</li> <li>4. Cha-cha-cha: 4/4 time. The Cha Cha Cha is an offshoot of the Mambo.</li> </ol>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>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.)</b></p>	<p>No Value</p>	<p>Assignments: B. Skills exercises to practice dance competence, such as: drilling; group reinforcement of material; and adaptation of practice of choreography and performance skills. C. Critique of live-performance paper on topics which will help students integrate and think critically about the material from the course. For instance, students will demonstrate mastery of concepts, and apply those concepts to practical situations in performance and choreography. Methods of Evaluation: B. Written critique, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigation involving Salsa dance terminology, theory and historical perspectives. F. Final is the student's own choreography. Student will take full responsibility creating Salsa movement either in a group or solo to complete their own dance choreography.</p>
	<p><b>!</b> <b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	<p>No Value</p>	<p>Assignments: C. Critique of live-performance paper on topics which will help students integrate and think critically about the material from the course. For instance, students will demonstrate mastery of concepts, and apply those concepts to practical situations in performance and choreography. Methods of Evaluation: B. Written critique, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigation involving Salsa dance terminology, theory and historical perspectives.</p>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>Criteria 4:</b>  <b>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.)</b></p>	<p>No Value</p>	<p>Outline: A. Demonstrate an intermediate understanding of the historical and cultural functions of salsa dance 1. Cuba's contribution to salsa dance. a. Casino (Cuban style of salsa dance) b. Miami style Casino 2. Puerto Rico's contribution to salsa dance a. Tito Puente (The Mambo King) b. Shoulder shimmies c. slide step 3. Saint Domingue's contribution to salsa dance a. Polyrhythms b. Small steps 4. New York's contribution to salsa dance a. Second beat of the music (on "2") b. remaining in the "slot" 5. African Influences. a. Music for example the Cha-Cha-Cha rhythm 6. African-American influences. a. Music, partnering and gymnastic tricks.</p>
	<p><b>!</b> <b>Criteria 5:</b>  <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	<p>No Value</p>	<p>A. Demonstrate an intermediate understanding of the historical and cultural functions of salsa dance 1. Cuba's contribution to salsa dance. a. Casino (Cuban style of salsa dance) b. Miami style Casino 2. Puerto Rico's contribution to salsa dance a. Tito Puente (The Mambo King) b. Shoulder shimmies c. slide step 3. Saint Domingue's contribution to salsa dance a. Polyrhythms b. Small steps 4. New York's contribution to salsa dance a. Second beat of the music (on "2") b. remaining in the "slot" 5. African Influences. a. Music for example the Cha-Cha-Cha rhythm 6. African-American influences. a. Music, partnering and gymnastic tricks.</p>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>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.)</b></p>	No Value	<p>D. Correlate intermediate exercise physiology and nutrition to dance technique 1. Theories of anaerobic vs. aerobic exercise a. Developing cardiovascular endurance b. Anaerobic training c. Improving efficiency and body mechanics 2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females. a. Balanced diet for wellness b. Eating before class c. Post class food and fluids 3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. a. Techniques for overall flexibility b. Theories about stretching during warm-up c. Theories about stretching post exercise d. Techniques to avoid common injuries</p>

**De Anza GE - ESGC Form**

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
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	<b>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.</b>	No Value	No Value
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	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	<p><b>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.</b></p>	No Value	No Value
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### Comments

Changed	Questions	Current Version	Proposed Version
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	<p><b>Stage 2: Department Chair</b></p>	No Value	No Value
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	<p><b>Stage 3: Division Curriculum Representative</b></p>	No Value	No Value
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	<p><b>Stage 4: Division Dean</b></p>	No Value	No Value
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	<p><b>Stage 5: SLO Coordinator</b></p>	No Value	No Value
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	<p><b>Stage 7: Content Review Matrix Liaison</b></p>	No Value	No Value
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	<p><b>Stage 8: AVP - Instruction</b></p>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

### Course Administration Codes

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	DANCD025B
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2025 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2020 12:00:00 AM
	<b>Course Control Number</b>	CCC000556459

### Articulation

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	

De Anza College  
**Change Report**  
08/01/2024

### 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
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level

<b>Section</b>	<b>Changed field</b>
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	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
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

**Section****Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

Comments

Stage 3: Division Curriculum Representative

Comments

Stage 9: Articulation Officer

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**



- Chris Deming

- Ilan Glasman

Changed	Field	Current Version	Proposed Version
	<b>Course ID (CB01A and CB01B)</b>	MUSID001A	MUSID001A
	<b>Course Control Number</b>	CCC000501350	CCC000501350
	<b>Course Title (CB02)</b>	Music Appreciation: Music in Western Cultures	Music Appreciation: Music in Western Cultures
	<b>Short Course Title</b>	MUSIC APPREC: WESTRN CULTURE	MUSIC APPREC: WESTRN CULTURE
	<b>TOP Code (CB03)</b>	1004.00	1004.00 Music
	<b>CIP Code</b>	Music, General	50.0901 Music, General
	<b>Department</b>	MUSI - Music	MUSI - Music
!	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational
!	<b>Course Description</b>	Introduction to the discipline of music; methods of understanding music available in modern culture; listening techniques; use of fundamental concepts including form, style, musical media, and textures; acquaintance with and comparison of musical examples from various eras and cultures; roles of music in society.	<del>Introduction-</del> <u>This course is an introduction</u> to the discipline of music; methods of understanding music available in modern culture; listening techniques; use of fundamental concepts including form, style, musical media, and textures; acquaintance with and comparison of musical examples from various eras and cultures; roles of music in <del>society-</del> <u>society</u> .
!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>• Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> <li>• Hybrid</li> </ul>

## Faculty Requirements

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

### 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 fulfills transfer requirements in general education, is UC- and CSU-transferrable and comparable to similar lower-division courses typically offered at four-year institutions, and this course belongs to the A.A. degree in Music. This course meets a general education requirement for De Anza, CSU GE and IGETC. The course serves as in introduction to understanding music for general education and music major students.</p>	<p>This course fulfills transfer requirements in general education, is UC- and CSU-transferrable and comparable to similar lower-division courses typically offered at four-year institutions, and this course belongs to the A.A. degree in Music. This course meets a general education requirement for De Anza, CSU GE and IGETC. The course serves as in introduction to understanding music for general education and music major students.</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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### 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	MUS F001.	MUS F001.
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	Does the course have a Foothill equivalent?	Yes	Yes
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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	<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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	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
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	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
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	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
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	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
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	<b>Repeat Limit</b>	0	0
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Changed	Field	Current Version	Proposed Version
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	<b>Grade Options</b>	<ul style="list-style-type: none"><li>• Letter Grade</li><li>• Pass/No Pass</li></ul>	<ul style="list-style-type: none"><li>• Letter Grade</li><li>• Pass/No Pass</li></ul>
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	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Repeatability Statement</b>	No value	
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### Associated Programs

**Changed Field****Current Version****Proposed Version****Course is part of a program****Associated Program** Music**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Music**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Music**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Music**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) 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**Associated Program** CSU GE

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

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

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

**Associated Program** CSU GE

**Associated Program** CSU GE

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

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

**Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
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	<b>Course General Education Status (CB25)</b>	Y	Y
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	<b>Transfer Status</b>	Approved	Approved
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GE Information	
<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GC1 - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GC1 - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	C-ID
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• MUS - Approved.</li> </ul>
-	C-ID MUS 100

<b>System/Institution</b>	C-ID
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• MUS - Approved.</li> </ul>
-	C-ID MUS 100

<b>System/Institution</b>	IGETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG3A - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	Cal-GETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CA3A - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGC1 - Approved.</li> </ul>
-	No value

**Weekly Student Hours - Profile Name: Default Profile**

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

**Course Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Duration (Weeks)</b>	12	12
	<b>Hours per unit divisor</b>	36	36
	<b>Total Student Learning Hours</b>	144	144
	<b>Lecture Hours - Course In- Class (Contact) per Term</b>	48	48
	<b>Lecture Hours - Course Out- of-Class per Term</b>	96	96

Changed	Field	Current Version	Proposed Version
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	Laboratory Hours - Course In-Class (Contact) per Term	0	0
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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	48	48
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	Total - Course Out-of-Class Hours	96	96
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	Total Credit Units - Minimum Credit Units	4	4
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	Total Credit Units - Maximum Credit Units	4	4
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### Speciality Hours

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

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

## Credit Units

Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	144	144
	<b>Total Laboratory Hours per Term</b>	-	0
	<b>Total Contact Hours per Term</b>	-	0




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

**SKIP**

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

**Specifications**

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Quiz and examination review performed in class  Homework and extended projects  Collaborative learning and small group exercises  Other: In-class listening to music examples  Discussion and problem solving performed in class  Field observation and field trips</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Quiz and examination review performed in class  Homework and extended projects  Collaborative learning and small group exercises  Other: In-class listening to music examples  Discussion and problem solving performed in class  Field observation and field trips</p>

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

1. Weekly assigned readings from required text and assigned listening to musical examples accompanying the required text.
2. Weekly written assignments requiring assimilation of assigned reading and listening, and description of recorded musical examples.
3. Activities
  1. Assigned weekly listening to recordings of musical examples.
  2. Weekly assignments requiring assimilation of assigned reading and listening, and description of recorded musical examples.
  3. Describe, analyze, compare, and discuss musical examples and issues in class and/or online.
  4. Attend live concerts
4. Writing - Written assignments based on live performances, including concert reviews and/or concert reports. A concert review is typically two to three pages in length and includes an overview and summary of the event and reflections on the student's experience. A concert report is three to six pages in length and includes an objective description of the performance, the student's subjective reaction to the music, and a summary critique of the concert.

1. Weekly assigned readings from required text and assigned listening to musical examples accompanying the required text.
2. Weekly written assignments requiring assimilation of assigned reading and listening, and description of recorded musical examples.
3. Activities
  1. Assigned weekly listening to recordings of musical examples.
  2. Weekly assignments requiring assimilation of assigned reading and listening, and description of recorded musical examples.
  3. Describe, analyze, compare, and discuss musical examples and issues in class and/or online.
  4. Attend live concerts

**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. Participation in class discussions to demonstrate ability to use terms and concepts, recognize and describe characteristics of musical examples, consider alternative points of view, distinguish among and compare examples and concepts, develop and refine thinking.
2. Midterm test(s), and final exam consisting of objective and essay questions, some based upon listening to musical examples, evaluated for comprehension, analysis, description, and interpretation.
3. Weekly quizzes to evaluate knowledge and comprehension of textbook readings and recorded listening assignments and assess student

**Methods  
of  
Evaluation**

1. Participation in class discussions to demonstrate ability to use terms and concepts, recognize and describe characteristics of musical examples, consider alternative points of view, distinguish among and compare examples and concepts, develop and refine thinking.
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3. Weekly quizzes to evaluate knowledge and comprehension of textbook readings and recorded listening assignments and assess student

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progress on comprehension and application of written and musical materials.

- 4. Weekly written assignments based upon assigned readings in text and elsewhere and on listening to recorded musical examples to evaluate formative skills with understanding of terms, concepts, musical examples and ability to listen critically.
- 5. Concert reports and/or reviews describing live performances to evaluate ability to apply listening and analyzing skills to the description of musical performances and to reflect upon response to performance.

progress on comprehension and application of written and musical materials.

- 4. Weekly written assignments based upon assigned readings in text and elsewhere and on listening to recorded musical examples to evaluate formative skills with understanding of terms, concepts, musical examples and ability to listen critically.
- 5. Concert reports and/or reviews describing live performances to evaluate ability to apply listening and analyzing skills to the description of musical performances and to reflect upon response to performance.

**Changed Field****Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Audio recordings of selected musical examples from the text

**Essential College Facilities:**

- Classroom with piano, high fidelity audio-video playback system (for audio cassette, record, compact disk, mp3, VHS tape, DVD), overhead projector
- Extensive collection of audio and video recordings

**Essential Student Materials:**

- Audio recordings of selected musical examples from the text

**Essential College Facilities:**

- Classroom with piano, high fidelity audio-video playback system (for audio cassette, record, compact disk, mp3, VHS tape, DVD), overhead projector
- Extensive collection of audio and video recordings

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	*Kamien, Roger: "Music: An Appreciation" (8th brief ed.), New York: McGraw Hill, 2015. With accompanying set of recordings.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Music: An Appreciation (With accompanying set of recordings)
<b>Author</b>	Roger Kamien
<b>Publisher</b>	McGraw Hill
<b>Date/Edition</b>	2022 / 13th edition
<b>ISBN</b>	No value



**Suggested Reading List**

No value

<b>Reading List</b>	Boyd, Malcolm. "Oxford Composer Companions J.S. Bach". United States: Oxford University Press, 1999.
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Briscoe, James, ed. "New Historical Anthology of Music by Women". Bloomington: Indiana University Press, 2004.
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Burkholder, J. Peter, Donald J. Grout, and Claude Palisca. "A History of Western Music". 9th ed. New York: W. W. Norton, 2014.
<b>May include, but are not limited to</b>	No value

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

**Reading List** Copland, Aaron. "What to Listen for in Music". New York: Signet Classic, 2002.

**May include, but are not limited to** No value

**Reading List** Darby, William & DuBois Jack. "American Film Music: Major Composers, Techniques, Trends 1915-1990". Jefferson, N.C. McFarland, 1999.

**May include, but are not limited to** No value

**Reading List** Diamond, Harold J. "Music Analyses: An Annotated Guide to the Literature". Schirmer Books, 1991.

**May include, but are not limited to** No value



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

**Reading List** Duckles, Vincent, and Ida Reed. "Music Reference and Research Materials: An Annotated Bibliography". 5th ed. Schirmer Books, 1997.

**May include, but are not limited to** No value

**Reading List** Hitchcock, H. Wiley, and Stanley Sadie, eds. "The New Grove Dictionary of American Music". Macmillan, 1986.

**May include, but are not limited to** No value

**Reading List** Kernfeld, Barry, ed. "New Grove Dictionary of Jazz". 2nd ed. Macmillan, 2002.

**May include, but are not limited to** No value

**Reading List** Larkin, Colin, ed. "Encyclopedia of Popular Music". 4th ed. Oxford University Press, 2006.

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**May include, but are not limited to** No value

**Reading List** Malm, William P. "Music Cultures of the Pacific, the Near East, and Asia". Prentice Hall, New Jersey, 1996.

**May include, but are not limited to** No value

**Reading List** Nettl, Bruno. "Excursions in World Music". 4th ed. Prentice Hall, 2004.

**May include, but are not limited to** No value

**Reading List** Porter, James, Timothy Rice, et al. "The Garland encyclopedia of World Music 10 vols". New York: Garland Publishing, 1998.

**May include, but are not limited to** No value

Changed Field	Current Version	Proposed Version
	<p data-bbox="581 174 1011 394"><b>Reading List</b> Sadie, Julie Anne, and Rhian Samuel, eds. "The Norton/Grove Dictionary of Women Composers". W. W. Norton and Company, 1995.</p> <p data-bbox="581 436 824 657"><b>May include, but are not limited to</b></p>	

### Learning Outcomes and Objectives

Changed Field	Current Version	Proposed Version
<b>Course Objectives</b>	<ul data-bbox="548 955 976 1864" style="list-style-type: none"> <li>• Employ a basic vocabulary of common music terms to describe observations of recorded and live music.</li> <li>• Recognize individual instruments and voices and the various ensembles in which they are used.</li> <li>• Demonstrate an understanding of the roles of music in human cultures and relate musical expression to other forms of artistic expression and to culture generally.</li> <li>• Distinguish features of important musical style periods, forms, composers, and practices.</li> <li>• Recognize, describe, and compare musical practices in contemporary society.</li> <li>• Recognize basic distinguishing characteristics among a representative group of musical compositions.</li> </ul>	<ul data-bbox="1052 955 1479 1864" style="list-style-type: none"> <li>• Employ a basic vocabulary of common music terms to describe observations of recorded and live music.</li> <li>• Recognize individual instruments and voices and the various ensembles in which they are used.</li> <li>• Demonstrate an understanding of the roles of music in human cultures and relate musical expression to other forms of artistic expression and to culture generally.</li> <li>• Distinguish features of important musical style periods, forms, composers, and practices.</li> <li>• Recognize, describe, and compare musical practices in contemporary society.</li> <li>• Recognize basic distinguishing characteristics among a representative group of musical compositions.</li> </ul>

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

**CSLOs** Employ a basic vocabulary of common music terms to describe observations of recorded and live music.

**Expected SLO Performance** 0.0

**CSLOs** Employ a basic vocabulary of common music terms to describe observations of recorded and live music.

**Expected SLO Performance** 0.0

**CSLOs** Recognize individual instruments and voices in the various ensembles in which they are used while identifying the time period of given compositions.

**Expected SLO Performance** 0.0

**CSLOs** Recognize individual instruments and voices in the various ensembles in which they are used while identifying the time period of given compositions.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	<p>1. Employ a basic vocabulary of common music terms to describe observations of recorded and live music.</p> <ol style="list-style-type: none"> <li>1. Fundamentals of musical sound               <ol style="list-style-type: none"> <li>1. Pitch: frequency, intervals, scales, definite and indefinite pitch.</li> <li>2. Dynamics: terraced dynamics, dynamic levels, crescendo/diminuendo, and expressive use of dynamics.</li> <li>3. Rhythm: Duration, tempo, meter.</li> <li>4. Tone color: Describing tone color, musical uses of tone color.</li> </ol> </li> <li>2. Basic concepts of musical organization and structure.               <ol style="list-style-type: none"> <li>1. Scales: major, minor, pentatonic, chromatic, modes.</li> <li>2. Melody: pitch and rhythm components, phrase.</li> <li>3. Harmony: chords, progressions.</li> <li>4. Key: major and minor, concept of modulation.</li> <li>5. Texture: monophonic, polyphonic, homophonic, heterophonic.</li> <li>6. Form: binary and ternary, common single and multiple movement forms.</li> </ol> </li> <li>3. Application of music terminology through description and discussion of musical examples, both recorded and performed live.               <ol style="list-style-type: none"> <li>1. Objective descriptions of musical features.</li> </ol> </li> </ol>	<p>1. Employ a basic vocabulary of common music terms to describe observations of recorded and live music.</p> <ol style="list-style-type: none"> <li>1. Fundamentals of musical sound               <ol style="list-style-type: none"> <li>1. Pitch: frequency, intervals, scales, definite and indefinite pitch.</li> <li>2. Dynamics: terraced dynamics, dynamic levels, crescendo/diminuendo, and expressive use of dynamics.</li> <li>3. Rhythm: Duration, tempo, meter.</li> <li>4. Tone color: Describing tone color, musical uses of tone color.</li> </ol> </li> <li>2. Basic concepts of musical organization and structure.               <ol style="list-style-type: none"> <li>1. Scales: major, minor, pentatonic, chromatic, modes.</li> <li>2. Melody: pitch and rhythm components, phrase.</li> <li>3. Harmony: chords, progressions.</li> <li>4. Key: major and minor, concept of modulation.</li> <li>5. Texture: monophonic, polyphonic, homophonic, heterophonic.</li> <li>6. Form: binary and ternary, common single and multiple movement forms.</li> </ol> </li> <li>3. Application of music terminology through description and discussion of musical examples, both recorded and performed live.               <ol style="list-style-type: none"> <li>1. Objective descriptions of musical features.</li> </ol> </li> </ol>

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| 2. Subjective reactions, particularly as related to musical features.   | 2. Subjective reactions, particularly as related to musical features.   |
| 2. Recognize individual instruments and voices and the various ensembles in which they are used.  | 2. Recognize individual instruments and voices and the various ensembles in which they are used.  |
| 1. Voices   | 1. Voices   |
| 1. Defined by gender, pitch range and tone color  | 1. Defined by gender, pitch range and tone color  |
| 2. Use in solo and ensemble performance situations  | 2. Use in solo and ensemble performance situations  |
| 3. Vocal practices: popular versus classical, cultural variations, amplification  | 3. Vocal practices: popular versus classical, cultural variations, amplification  |
| 2. Instruments  | 2. Instruments  |
| 1. Methods of categorizing instrumental sound sources.  | 1. Methods of categorizing instrumental sound sources.  |
| 2. Instrument families and their characteristics  | 2. Instrument families and their characteristics  |
| 3. Use in solo and ensemble performance situations  | 3. Use in solo and ensemble performance situations  |
| 4. Historical development and cultural variations   | 4. Historical development and cultural variations   |
| 3. Comparisons of instrumental and vocal practices and resources in different historical periods and cultures.  | 3. Comparisons of instrumental and vocal practices and resources in different historical periods and cultures.  |
| 1. Trace evolution of instrumental and vocal practices from Middle Ages to present time.  | 1. Trace evolution of instrumental and vocal practices from Middle Ages to present time.  |
| 2. Compare instrumental and vocal practices in music from multiple cultures.  | 2. Compare instrumental and vocal practices in music from multiple cultures.  |
| 3. Demonstrate an understanding of the roles of music in human cultures and relate musical expression to other forms of artistic expression and to culture generally. | 3. Demonstrate an understanding of the roles of music in human cultures and relate musical expression to other forms of artistic expression and to culture generally. |

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| <ol style="list-style-type: none"><li>1. Uses of music in human societies<ol style="list-style-type: none"><li>1. Music as entertainment</li><li>2. Ceremonial and religious music</li><li>3. Music as art</li><li>4. Music as an expression of popular culture</li><li>5. Relationships between popular and art music</li></ol></li><li>2. Representative examples and practices from major cultural traditions, including:<ol style="list-style-type: none"><li>1. Europe</li><li>2. India</li><li>3. Asia</li><li>4. Sub-Saharan Africa</li><li>5. Middle East</li><li>6. Latin-America</li></ol></li><li>3. Non-literate music from representative contemporary and historical cultures.<ol style="list-style-type: none"><li>1. Pre-notational early music</li><li>2. Non-notated music in popular, folk, and similar practices</li></ol></li><li>4. Distinguishing characteristics, including:<ol style="list-style-type: none"><li>1. Roles of music as sacred, popular, art, etc.</li><li>2. Practice and roles of improvisation and notation</li><li>3. Relative roles of melody, rhythm, and harmony</li></ol></li><li>5. Representative connections between musical culture and general culture in various eras, including:<ol style="list-style-type: none"><li>1. Religion in the Middle Ages</li><li>2. Humanism in the Renaissance</li><li>3. Classicism and reason</li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Uses of music in human societies<ol style="list-style-type: none"><li>1. Music as entertainment</li><li>2. Ceremonial and religious music</li><li>3. Music as art</li><li>4. Music as an expression of popular culture</li><li>5. Relationships between popular and art music</li></ol></li><li>2. Representative examples and practices from major cultural traditions, including:<ol style="list-style-type: none"><li>1. Europe</li><li>2. India</li><li>3. Asia</li><li>4. Sub-Saharan Africa</li><li>5. Middle East</li><li>6. Latin-America</li></ol></li><li>3. Non-literate music from representative contemporary and historical cultures.<ol style="list-style-type: none"><li>1. Pre-notational early music</li><li>2. Non-notated music in popular, folk, and similar practices</li></ol></li><li>4. Distinguishing characteristics, including:<ol style="list-style-type: none"><li>1. Roles of music as sacred, popular, art, etc.</li><li>2. Practice and roles of improvisation and notation</li><li>3. Relative roles of melody, rhythm, and harmony</li></ol></li><li>5. Representative connections between musical culture and general culture in various eras, including:<ol style="list-style-type: none"><li>1. Religion in the Middle Ages</li><li>2. Humanism in the Renaissance</li><li>3. Classicism and reason</li></ol></li></ol> |
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| 4. Romantic music, art, and literature   | 4. Romantic music, art, and literature   |
| 5. Electronic media, music as "art", and multicultural infusion in modern music  | 5. Electronic media, music as "art", and multicultural infusion in modern music  |
| 6. Gender issues in European art music. Examples include:<br>1. Middle Ages and Renaissance: gender segregation in sacred music<br>2. Baroque era: the castrati<br>3. Classical and Romantic eras: emergence of women performers, restrictions on women composers  | 6. Gender issues in European art music. Examples include:<br>1. Middle Ages and Renaissance: gender segregation in sacred music<br>2. Baroque era: the castrati<br>3. Classical and Romantic eras: emergence of women performers, restrictions on women composers  |
| 4. Distinguish features of important musical style periods, forms, composers, and practices.<br>1. Music of the Middle Ages and Renaissance eras<br>1. Historical and social context<br>2. Role of music and musicians in the Middle Ages and Renaissance<br>3. General characteristics of music in the Middle Ages and Renaissance<br>4. Sacred music: Gregorian chant, organum, motet, mass<br>5. Secular music for voices and instruments<br>1. Vocal: Italian and English madrigals<br>2. Instrumental: Dances, etc.<br>6. From monophony to polyphony and the beginnings of homophony | 4. Distinguish features of important musical style periods, forms, composers, and practices.<br>1. Music of the Middle Ages and Renaissance eras<br>1. Historical and social context<br>2. Role of music and musicians in the Middle Ages and Renaissance<br>3. General characteristics of music in the Middle Ages and Renaissance<br>4. Sacred music: Gregorian chant, organum, motet, mass<br>5. Secular music for voices and instruments<br>1. Vocal: Italian and English madrigals<br>2. Instrumental: Dances, etc.<br>6. From monophony to polyphony and the beginnings of homophony |
| 2. Music of the Baroque Era  | 2. Music of the Baroque Era  |



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| 1. Historical and social context  | 2. Music and musicians in Baroque society   | 3. General characteristics of Baroque music  | 4. Development of opera                    | 5. Representative forms of the Baroque era:<br>Opera, concerto, fugue, cantata, suite, and oratorio |
| <b>3. Music of the Classical Era</b>  |   |  |  |   |
| 1. Historical and social context  | 2. Music and musicians in Classical society | 3. Characteristics of the Classical style    | 4. Representative forms of Classical music |   |
| 1. Single-movement:<br>sonata-allegro, theme and variations, minuet and trio, rondo, scherzo. |   |  |  |   |
| 2. Multiple-movement:<br>symphony, string quartet, concerto, sonata.                          |   |  |  |   |
| 3. Opera:<br>continuing evolution, and new forms and practices.                               |   |  |  |   |
| <b>4. Music of the Romantic Era</b>   |   |  |  |   |
| 1. Historical and social context  | 2. Romantic literature and art              | 3. General characteristics of Romantic music | 4. Forms of the Romantic era               |   |

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|---|---|--|--|---|
| 1. Historical and social context  | 2. Music and musicians in Baroque society   | 3. General characteristics of Baroque music  | 4. Development of opera                    | 5. Representative forms of the Baroque era:<br>Opera, concerto, fugue, cantata, suite, and oratorio |
| <b>3. Music of the Classical Era</b>  |   |  |  |   |
| 1. Historical and social context  | 2. Music and musicians in Classical society | 3. Characteristics of the Classical style    | 4. Representative forms of Classical music |   |
| 1. Single-movement:<br>sonata-allegro, theme and variations, minuet and trio, rondo, scherzo. |   |  |  |   |
| 2. Multiple-movement:<br>symphony, string quartet, concerto, sonata.                          |   |  |  |   |
| 3. Opera:<br>continuing evolution, and new forms and practices.                               |   |  |  |   |
| <b>4. Music of the Romantic Era</b>   |   |  |  |   |
| 1. Historical and social context  | 2. Romantic literature and art              | 3. General characteristics of Romantic music | 4. Forms of the Romantic era               |   |

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| 1. Development and expansion of Classical forms.                               | 2. Opera: continuing evolution and new forms and practices. | 3. New instrumental forms: Tone poem, program symphony, concert overture, lieder, solo instrumental music. | 1. Development and expansion of Classical forms.                               | 2. Opera: continuing evolution and new forms and practices. | 3. New instrumental forms: Tone poem, program symphony, concert overture, lieder, solo instrumental music. |
| 5. Recognize, describe, and compare musical practices in contemporary society. |   |  | 5. Recognize, describe, and compare musical practices in contemporary society. |   |  |
| 1. Twentieth-century society   |   |  | 1. Twentieth-century society   |   |  |
| 1. Historical and political background   |   |  | 1. Historical and political background   |   |  |
| 2. Art and literature as related to music                                      |   |  | 2. Art and literature as related to music                                      |   |  |
| 3. Technology  |   |  | 3. Technology  |   |  |
| 2. Styles and trends in twentieth-century art music                            |   |  | 2. Styles and trends in twentieth-century art music                            |   |  |
| 1. The rejection of tonality   |   |  | 1. The rejection of tonality   |   |  |
| 2. Impressionism   |   |  | 2. Impressionism   |   |  |
| 3. Atonality, the 12-tone System, and Serialism                                |   |  | 3. Atonality, the 12-tone System, and Serialism                                |   |  |
| 4. Neoclassicism   |   |  | 4. Neoclassicism   |   |  |
| 5. Experimentalism   |   |  | 5. Experimentalism   |   |  |
| 6. Chance music  |   |  | 6. Chance music  |   |  |
| 7. Electronic music  |   |  | 7. Electronic music  |   |  |
| 8. Music in film   |   |  | 8. Music in film   |   |  |
| 9. Minimalism  |   |  | 9. Minimalism  |   |  |
| 10. Influence of popular music on art music                                    |   |  | 10. Influence of popular music on art music                                    |   |  |
| 3. Development of American musical identity in the twentieth-century           |   |  | 3. Development of American musical identity in the twentieth-century           |   |  |
| 1. American music and its relationship to European music before 1900           |   |  | 1. American music and its relationship to European music before 1900           |   |  |

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| 2. Composers<br>establishing distinctly<br>American musical<br>identities in the<br>twentieth century.   | 3. Multicultural sources<br>and features of<br>twentieth and twenty-<br>first century American<br>music  | 4. Cross-cultural influences in<br>twentieth-century music   |
| 1. Impressionism and the<br>music of Asia  | 2. Primitivism   | 3. Influences of Jazz<br>styles  |
| 4. Minimalism and the<br>music of India and<br>Africa  | 5. Evolving concepts of<br>"popular" and<br>"classical" music.   | 4. Minimalism and the<br>music of India and<br>Africa  |
| 5. The impact of technology on<br>music-making and musical<br>experience   | 1. Synthesis and<br>recording  | 5. Evolving concepts of<br>"popular" and<br>"classical" music.   |
| 2. Popular styles:<br>amplification,<br>electronic instruments,<br>and sampling.   | 3. Performance versus<br>playback  | 5. The impact of technology on<br>music-making and musical<br>experience   |
| 4. Post-literate musical<br>composition  | 5. The business of music:<br>music as a commodity  | 1. Synthesis and<br>recording  |
| 6. Recognize basic distinguishing<br>characteristics among a<br>representative group of musical<br>compositions.   | 1. Representative composers of<br>the Middle Ages and<br>Renaissance: Hildegard of<br>Bingen, Guillaume de<br>Machaut. Josquin Desprez,<br>Palestrina, the Gabriellis, | 2. Popular styles:<br>amplification,<br>electronic instruments,<br>and sampling.   |
| 1. Representative composers of<br>the Middle Ages and<br>Renaissance: Hildegard of<br>Bingen, Guillaume de<br>Machaut. Josquin Desprez,<br>Palestrina, the Gabriellis, | 2. Composers<br>establishing distinctly<br>American musical<br>identities in the<br>twentieth century.   | 3. Performance versus<br>playback  |
|  | 3. Multicultural sources<br>and features of<br>twentieth and twenty-<br>first century American<br>music  | 4. Post-literate musical<br>composition  |
|  | 4. Cross-cultural influences in<br>twentieth-century music   | 5. The business of music:<br>music as a commodity  |
|  | 1. Impressionism and the<br>music of Asia  | 6. Recognize basic distinguishing<br>characteristics among a<br>representative group of musical<br>compositions.   |
|  | 2. Primitivism   | 1. Representative composers of<br>the Middle Ages and<br>Renaissance: Hildegard of<br>Bingen, Guillaume de<br>Machaut. Josquin Desprez,<br>Palestrina, the Gabriellis, |
|  | 3. Influences of Jazz<br>styles  |  |
|  | 4. Minimalism and the<br>music of India and<br>Africa  |  |
|  | 5. Evolving concepts of<br>"popular" and<br>"classical" music.   |  |
|  | 5. The impact of technology on<br>music-making and musical<br>experience   |  |
|  | 1. Synthesis and<br>recording  |  |
|  | 2. Popular styles:<br>amplification,<br>electronic instruments,<br>and sampling.   |  |
|  | 3. Performance versus<br>playback  |  |
|  | 4. Post-literate musical<br>composition  |  |
|  | 5. The business of music:<br>music as a commodity  |  |
|  | 6. Recognize basic distinguishing<br>characteristics among a<br>representative group of musical<br>compositions.   |  |
|  | 1. Representative composers of<br>the Middle Ages and<br>Renaissance: Hildegard of<br>Bingen, Guillaume de<br>Machaut. Josquin Desprez,<br>Palestrina, the Gabriellis, |  |

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|    | Thomas Morley, Thomas Weelkes.  | Thomas Morley, Thomas Weelkes.   |
| 2. | Representative composers of the Baroque era: Claudio Monteverdi, Henry Purcell, Arcangelo Corelli, Isabella Leonarda, Elisabeth-Claude Jacquet de la Guerre, Johann Sebastian Bach, G. F. Handel, Barbara Strozzi, Antonio Vivaldi.   | 2. Representative composers of the Baroque era: Claudio Monteverdi, Henry Purcell, Arcangelo Corelli, Isabella Leonarda, Elisabeth-Claude Jacquet de la Guerre, Johann Sebastian Bach, G. F. Handel, Barbara Strozzi, Antonio Vivaldi.   |
| 3. | Representative composers of the Classical era: Franz Joseph Haydn, Wolfgang Amadeus Mozart, Ludwig van Beethoven, Chevalier de St. Georges, Maria Paradis, Marianna von Martines.   | 3. Representative composers of the Classical era: Franz Joseph Haydn, Wolfgang Amadeus Mozart, Ludwig van Beethoven, Chevalier de St. Georges, Maria Paradis, Marianna von Martines.   |
| 4. | Representative composers of the Romantic era: Franz Schubert, Robert Schumann, Clara Schumann, Giacomo Puccini, Richard Wagner, Modeste Mussorgsky, Peter Ilyich Tchaikovsky, Johannes Brahms, Fanny Hensel, Gustav Mahler.   | 4. Representative composers of the Romantic era: Franz Schubert, Robert Schumann, Clara Schumann, Giacomo Puccini, Richard Wagner, Modeste Mussorgsky, Peter Ilyich Tchaikovsky, Johannes Brahms, Fanny Hensel, Gustav Mahler.   |
| 5. | Representative composers of the modern era: Claude Debussy, Igor Stravinsky, Arnold Schoenberg, Bela Bartok, Charles Ives, Louise Armstrong, George Gershwin, Aaron Copland, Ellen Taaffe Zwilich, Joan Tower, Nadia Boulanger, Steve Reich, Philip Glass, Heitor Villa-Lobos, Alberto Ginastera, Carlos Chavez, John Adams, William Grant Still, Scott Joplin, Tan Dun, Chinery Ung, Laurie Anderson, John Corigliano, Bessie Smith, Ravi Shankar. | 5. Representative composers of the modern era: Claude Debussy, Igor Stravinsky, Arnold Schoenberg, Bela Bartok, Charles Ives, Louise Armstrong, George Gershwin, Aaron Copland, Ellen Taaffe Zwilich, Joan Tower, Nadia Boulanger, Steve Reich, Philip Glass, Heitor Villa-Lobos, Alberto Ginastera, Carlos Chavez, John Adams, William Grant Still, Scott Joplin, Tan Dun, Chinery Ung, Laurie Anderson, John Corigliano, Bessie Smith, Ravi Shankar. |

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**Lab  
Component  
in this  
Course**

No

No

Changed	Field	Current Version	Proposed Version
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	<b>Lab Outline</b>	No value	No value
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### Req/Adv

Changed	Questions	Current Version	Proposed Version
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	<b>Prerequisite(s):</b>	No Value	No Value
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	<b>Corequisite(s):</b>	No Value	No Value
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	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
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	<b>Advisory(ies) - Other:</b>	No Value	No Value
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	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
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	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
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	<b>Entrance Skills(s):</b>	No Value	No Value
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	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
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	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
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	<b>General Course Statement(s) - Other:</b>	No Value	No Value
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### Curriculum Office

Changed	Questions	Current Version	Proposed Version
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	<b>Banner Start Term (202122)</b>	202122	No Value
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Changed	Questions	Current Version	Proposed Version
!	<b>Banner Division</b>	2CA	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	MUSI 001A	MUSI 001A
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	MUSI	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	Hybrid Approval Date (MM/DD/YYYY)	12/05/2017	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	231012	No Value
!	Account Code	1320	No Value
!	Program Code	100400	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>2/13/18 - title change appr. (effect. F18). -mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>2/13/18 - title change appr. (effect. F18). -mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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	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><b>For changes to the units and hours tab;</b>  <b>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</b>  <b>and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</b></p>	No Value	No Value
	<p><b>1. Is the unit(s) change required for articulation?</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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### **B-Matrix Form**

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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

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

---

No Value

No Value

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**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

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

---

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
<b>!</b>	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	Method of Evaluation D: Weekly written assignments based upon assigned readings in text and elsewhere and on listening to recorded musical examples to evaluate formative skills with understanding of terms, concepts, musical examples and ability to listen critically; and Method of Evaluation E: Concert reports and/or reviews describing live performances to evaluate ability to apply listening and analyzing skills to the description of musical performances and to reflect upon response to performance
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

### C-Matrix Form

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

---

**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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**Changed**

**Questions**

**Current Version**

**Proposed Version**

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

No Value

No Value

---

**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

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**D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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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**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

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

No Value

No Value

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**Objective 3:  
Explore functions.**

No Value

No Value

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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

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

No Value

No Value

---

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Explore the  
function  
concept  
algebraically,  
numerically,  
verbally and  
graphically.**

No Value

No Value

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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

---

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

### **F-Matrix Form**

Blank area for F-Matrix Form.

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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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

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

Outline A: Employ a basic vocabulary of common music terms to describe observations of recorded and live music.

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>Criteria 2:</b>  <b>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.)</b></p>	<p>No Value</p>	<p>Method of Evaluation A: Participation in class discussions to demonstrate ability to use terms and concepts, recognize and describe characteristics of musical examples, consider alternative points of view, distinguish among and compare examples and concepts, develop and refine thinking; and Assignment B: Weekly written assignments requiring assimilation of assigned reading and listening, and description of recorded musical examples and problem solving performed in class</p>
	<p><b>!</b> <b>Criteria 3:</b>  <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	<p>No Value</p>	<p>Outline C: Demonstrate an understanding of the roles of music in human cultures and relate musical expression to other forms of artistic expression and to culture generally.</p>

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

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

No Value

Outline C6: Gender issues in European art music.



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

No Value

Outline D: Distinguish features of important musical style periods, forms, composers, and practices.

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Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>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.)</b></p>	No Value	Assignment C4: Attend live concerts

#### De Anza GE - ESGC Form

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

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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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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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## Comments

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Stage 2: Department Chair</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
!	Stage 3: Division Curriculum Representative	No Value	<p><b>1. In the Examples of Primary Texts and References section: Separate the book information line by line (author, title, publisher, etc.)</b></p> <p><b>2. On the "B-Matrix Form": <i>Under Objective 6, you are welcome to cut and paste the following, as an example:</i></b> Method of Evaluation D: Weekly written assignments based upon assigned readings in text and elsewhere and on listening to recorded musical examples to evaluate formative skills with understanding of terms, concepts, musical examples and ability to listen critically; and Method of Evaluation E: Concert reports and/or reviews describing live performances to evaluate ability to apply listening and analyzing skills to the description of musical performances and to reflect upon response to performance</p> <p><b>3. Under De Anza GE Form:</b> <b>Criteria 1:</b> Insert "Outline A" before your text. <b>Criteria 2:</b> <i>Instead of a Method of Instruction, replace text with something pulled from the Course Outline, Assignments, or Methods of Evaluation. Identify the source. You are welcome to cut and paste the following, as an example:</i> "Method of Evaluation A: Participation in class discussions to demonstrate ability to use terms and concepts, recognize and describe characteristics of musical examples, consider alternative points of view, distinguish among and compare examples and concepts, develop and refine thinking; and Assignment B: Weekly written assignments requiring assimilation of assigned reading and listening, and description of recorded musical examples." <b>Criteria 3:</b> Insert "Outline C" before your text. <b>Criteria 4:</b> Insert "Outline C6" before your text. <b>Criteria 5:</b> Insert "Outline D" before your text. <b>Criteria 6:</b> Insert "Assignment C4" before your text.</p>
	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						Initiator - Indicate "Y" When Completed
	<b>Stage 9: Articulation Officer</b>	No Value	<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>		
			<b>07/02/2024</b>	Specifications	Primary Textbooks	Required	Must have at least one primary textbook published within seven years of course effective date (2018 for a class effective in Fall 2025)		
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value						
	<b>Stage 14: Curriculum Committee</b>	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
	<b>Curriculum ID</b>	MUSID001A
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	



<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Curriculum Committee Approval Date</b>	
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000501350
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## **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
08/01/2024

### 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
Transferability & Gen. Ed. Options	GE Information
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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
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	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
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

**Section****Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

Comments

Stage 3: Division Curriculum Representative

Comments

Stage 9: Articulation Officer

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**



• Chris Deming

• Ilan Glasman

Changed	Field	Current Version	Proposed Version
	<b>Course ID (CB01A and CB01B)</b>	MUSID001B	MUSID001B
	<b>Course Control Number</b>	CCC000501351	CCC000501351
	<b>Course Title (CB02)</b>	Music Appreciation: Jazz Styles	Music Appreciation: Jazz Styles
	<b>Short Course Title</b>	MUSIC APPREC: JAZZ STYLES	MUSIC APPREC: JAZZ STYLES
	<b>TOP Code (CB03)</b>	1004.00	1004.00 Music
	<b>CIP Code</b>	Music, General	50.0901 Music, General
	<b>Department</b>	MUSI - Music	MUSI - Music
!	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational
!	<b>Course Description</b>	Introduction to the discipline of music through American Jazz; from its multicultural origins to the present; listening skills and use of fundamental musical elements for distinguished jazz styles; social issues, noted performers, and technological advancements found in jazz.	<del>Introduction</del> <u>This course is an introduction</u> to the discipline of music through American Jazz; from its multicultural origins to the present; listening skills and use of fundamental musical elements for distinguished jazz styles; social issues, noted performers, and technological advancements found in jazz.
!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

## Faculty Requirements

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

### 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 complements the existing GE music offerings of MUSI D001A, D001C, D001D, and D001E for transfer purposes; these units are acceptable for music majors. It belongs on the Music AA degree. It is UC and CSU transferable. It adds diversity and breadth to the music program, a multicultural perspective, and greater choices for both majors and non-majors.</p>	<p>This course complements the existing GE music offerings of MUSI D001A, D001C, D001D, and D001E for transfer purposes; these units are acceptable for music majors. It belongs on the Music AA degree. It is UC and CSU transferable. It adds diversity and breadth to the music program, a multicultural perspective, and greater choices for both majors and non-majors.</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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### Foothill Equivalency

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

**Changed Field****Current Version****Proposed Version****Course is part of a program****Associated Program** Music**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Music**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Music**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Music**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) 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**Associated Program** CSU GE

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

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

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

**Associated Program** CSU GE

**Associated Program** CSU GE

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

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

**Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
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	<b>Course General Education Status (CB25)</b>	Y	Y
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	<b>Transfer Status</b>	Approved	Approved
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GE Information	
<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GC1 - Approved.</li> </ul>
-	No value
<b>System/Institution</b>	IGETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG3A - Approved.</li> </ul>
-	No value
<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGC1 - Approved.</li> </ul>
-	No value

### Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	<b>Lecture Hours - In Class</b>	4	4
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	<b>Lecture Hours - Out of Class</b>	8	8
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	Speciality Hours	No value	No value

### Credit / Non-Credit Options

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

### Credit Units


Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	144	144
	<b>Total Laboratory Hours per Term</b>	-	0
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	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><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Quiz and examination review performed in class  Homework and extended projects  In-class musical demonstrations by the instructor and/or students  In-class audio/visual examples  Live concert attendance</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Quiz and examination review performed in class  Homework and extended projects  In-class musical demonstrations by the instructor and/or students  In-class audio/visual examples  Live concert attendance</p>



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

- | Changed Field      | Current Version  | Proposed Version   |
|--------------------|--|--|
| <b>Assignments</b> | <ol style="list-style-type: none"><li>1. Assigned readings for book report.</li><li>2. Assigned listening to musical examples accompanying the required worksheets for exam study.</li><li>3. Activities<ol style="list-style-type: none"><li>1. Attend two live concerts.</li><li>2. Observe 80 minutes of suggested jazz videos or Youtube performances per week.</li><li>3. Weekly worksheets to be completed for exam study.</li></ol></li><li>4. Writing<ol style="list-style-type: none"><li>1. Write two concert reports. Reports are two pages in length and include objective description of the performance, the student's subjective reaction to the music, and a summary critique of the concert.</li><li>2. Write summary paragraphs including personal opinion on each jazz video or Youtube log observed.</li><li>3. Write assigned book report including title, author, synopsis of entire book, and personal opinion regarding content and quality.</li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Assigned readings for book report.</li><li>2. Assigned listening to musical examples accompanying the required worksheets for exam study.</li><li>3. Activities<ol style="list-style-type: none"><li>1. Attend two live concerts.</li><li>2. Observe 80 minutes of suggested jazz videos or Youtube performances per week.</li><li>3. Weekly worksheets to be completed for exam study.</li></ol></li><li>4. Writing<ol style="list-style-type: none"><li>1. Write two concert reports. Reports are two pages in length and include objective description of the performance, the student's subjective reaction to the music, and a summary critique of the concert.</li><li>2. Write summary paragraphs including personal opinion on each jazz video or Youtube log observed.</li><li>3. Write assigned book report including title, author, synopsis of entire book, and personal opinion regarding content and quality.</li></ol></li></ol> |

**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. Participation in class discussions
2. Midterm and final exams consisting of objective and listening questions, evaluated for comprehension and analysis of course material and lectures.
3. Two concert reports describing live performances and evaluated on content, grammar, and spelling.
4. Written video reports/Youtube logs evaluated on content, grammar, and spelling from recommended videos in course statement and lectures.
5. Jazz book report from recommended reading list found in the course statement evaluated on content, grammar, and spelling.

**Methods  
of  
Evaluation**

1. Participation in class discussions
2. Midterm and final exams consisting of objective and listening questions, evaluated for comprehension and analysis of course material and lectures.
3. Two concert reports describing live performances and evaluated on content, grammar, and spelling.
4. Written video reports/Youtube logs evaluated on content, grammar, and spelling from recommended videos in course statement and lectures.
5. Jazz book report from recommended reading list found in the course statement evaluated on content, grammar, and spelling.

**Changed Field****Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- None.

**Essential College Facilities:**

- Classroom with piano, high fidelity audio-video playback system (for record, compact disk, mp3, DVD, YouTube access)
- Extensive collection of audio and video recordings

**Essential Student Materials:**

- None

**Essential College Facilities:**

- Classroom with piano, high fidelity audio-video playback system (for record, compact disk, mp3, DVD, YouTube access)
- Extensive collection of audio and video recordings

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Gioia, Ted; "The History of Jazz" (2nd ed.), New York:Oxford University Press, 2011.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	The History of Jazz
<b>Author</b>	Ted Gioia
<b>Publisher</b>	Oxford University Press
<b>Date/Edition</b>	3rd edition / 2021
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Farrington, Robert; Music 1B Worksheets #'s 1-9; De Anza College Bookstore, 2016.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value



**Suggested Reading List**

No value

<b>Reading List</b>	Gridley, Mark C., "Concise Guide to Jazz" (Seventh ed.), New Jersey: Prentice-Hall, Inc., 2013.
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Harker, Brian. "Jazz: An American Journey" (First ed.), New Jersey: Pearson Prentice-Hall, Inc. 2005.
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Megill, Donald and Demory, Richard: Introduction to Jazz History (Sixth ed.), New Jersey: Prentice-Hall, Inc., 2003.
<b>May include, but are not limited to</b>	No value

Changed	Field	Current Version	Proposed Version
		<p><b>Reading List</b> Martin, Henry and Waters, Keith. "Essential Jazz, the First 100 Years" (Second ed.), Belmont, CA: Thomson Schirmer, 2008 or non-media (third ed.) 2015.</p> <p><b>May include, but are not limited to</b> No value</p>	

### Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Recognize and describe the common elements of music found in jazz and other musical genres; distinguish the musical elements that allows jazz to stand alone as a unique art form.</li> <li>• Assess the musical and cultural roots of jazz from both a stylistic and historical perspective.</li> <li>• Recognize and describe the early dance-oriented jazz styles and relate them to the major creators and musicians of each style.</li> <li>• Recognize and describe the modern concert-oriented jazz styles and relate them to the major creators and musicians of each style.</li> <li>• Appraise and assess the technological innovations in the record and musical instrument industries, along with the contributions of women and musicians world-wide that have influenced jazz up to the present.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and describe the common elements of music found in jazz and other musical genres; distinguish the musical elements that allows jazz to stand alone as a unique art form.</li> <li>• Assess the musical and cultural roots of jazz from both a stylistic and historical perspective.</li> <li>• Recognize and describe the early dance-oriented jazz styles and relate them to the major creators and musicians of each style.</li> <li>• Recognize and describe the modern concert-oriented jazz styles and relate them to the major creators and musicians of each style.</li> <li>• Appraise and assess the technological innovations in the record and musical instrument industries, along with the contributions of women and musicians world-wide that have influenced jazz up to the present.</li> </ul>

**Changed Field**

**Current Version**

**Proposed Version**

**CSLOs**

**CSLOs**      Employ a basic vocabulary of common music terms to describe observations of recorded and live music.

**Expected SLO Performance**      0.0

**CSLOs**      Employ a basic vocabulary of common music terms to describe observations of recorded and live music.

**Expected SLO Performance**      0.0

**CSLOs**      Recognize individual instruments and voices and the various ensembles in which they are used.

**Expected SLO Performance**      0.0

**CSLOs**      Recognize individual instruments and voices and the various ensembles in which they are used.

**Expected SLO Performance**      0.0

**Course Outline**

Empty area for Course Outline content.

Changed	Field	Current Version	Proposed Version
	<p><b>Course Content</b></p>	<p>1. Recognize and describe the common elements of music found in jazz and other musical genres; distinguish the musical elements that allows jazz to stand alone as a unique art form.</p> <p>1. Organization and basic elements of musical sound</p> <ol style="list-style-type: none"> <li>1. Melody: pitch and rhythms components, phrases.</li> <li>2. Harmony: chords, progressions.</li> <li>3. Rhythm: duration, tempo, and meter</li> <li>4. Form: organization of music, AABA 32-bar song form.</li> <li>5. Timbre: quality of sound, tone quality of instruments</li> <li>6. Dynamics: volume of sound, loud or soft.</li> <li>7. Tempo: rate of speed of music, slow to fast.</li> <li>8. Texture: monophonic, homophonic, and polyphonic.</li> <li>9. Voices and instruments: soprano, alto, tenor, and bass voices, woodwinds, brass, percussion, and strings.</li> </ol> <p>2. Jazz elements</p> <ol style="list-style-type: none"> <li>1. Improvisation: spontaneously creating new pitches and rhythms that agree with chord progression.</li> <li>2. Jazz interpretation: adding personal</li> </ol>	<p>1. Recognize and describe the common elements of music found in jazz and other musical genres; distinguish the musical elements that allows jazz to stand alone as a unique art form.</p> <p>1. Organization and basic elements of musical sound</p> <ol style="list-style-type: none"> <li>1. Melody: pitch and rhythms components, phrases.</li> <li>2. Harmony: chords, progressions.</li> <li>3. Rhythm: duration, tempo, and meter</li> <li>4. Form: organization of music, AABA 32-bar song form.</li> <li>5. Timbre: quality of sound, tone quality of instruments</li> <li>6. Dynamics: volume of sound, loud or soft.</li> <li>7. Tempo: rate of speed of music, slow to fast.</li> <li>8. Texture: monophonic, homophonic, and polyphonic.</li> <li>9. Voices and instruments: soprano, alto, tenor, and bass voices, woodwinds, brass, percussion, and strings.</li> </ol> <p>2. Jazz elements</p> <ol style="list-style-type: none"> <li>1. Improvisation: spontaneously creating new pitches and rhythms that agree with chord progression.</li> <li>2. Jazz interpretation: adding personal</li> </ol>



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

- 
- |  |   |   |
|--|---|---|
| 3. Listening skills for jazz   | expression to jazz melodies by adding notes and vibrato, bending pitches.<br>3. Swing rhythm: 2/3 to 1/3 ratio of eighth notes.<br>4. Syncopation: jazz first style of music to emphasize the weak part of the beat or up-beat rhythms.<br>5. Sounds associated with jazz: bending, growling, and "ghosting" pitches; falls, glissandi and "doits".<br>6. Jazz forms: AABA, Blues, and Rondo. | expression to jazz melodies by adding notes and vibrato, bending pitches.<br>3. Swing rhythm: 2/3 to 1/3 ratio of eighth notes.<br>4. Syncopation: jazz first style of music to emphasize the weak part of the beat or up-beat rhythms.<br>5. Sounds associated with jazz: bending, growling, and "ghosting" pitches; falls, glissandi and "doits".<br>6. Jazz forms: AABA, Blues, and Rondo. |
| 2. Assess the musical and cultural roots of jazz from both a stylistic and historical perspective. | 1. Musical and cultural roots   | 2. Assess the musical and cultural roots of jazz from both a stylistic and historical perspective.  |
|  | 1. African: polyrhythm, pentatonic scale, call and response, vocal traditions.  | 1. Musical and cultural roots   |
|  | 2. European: instruments, melody, harmony, and form.  | 1. African: polyrhythm, pentatonic scale, call and response, vocal traditions.  |
|  |   | 2. European: instruments, melody, harmony, and form.  |

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

- 
- |   |   |
|---|---|
| 2. Pre-jazz sources   | 2. Pre-jazz sources   |
| 1. Congo Square and Creole musicians: exchange African and European musical ideas.  | 1. Congo Square and Creole musicians: exchange African and European musical ideas.  |
| 2. Gospel music: vocal traditions, chord progressions, and organ influence jazz.  | 2. Gospel music: vocal traditions, chord progressions, and organ influence jazz.  |
| 3. Minstrel musicians: expose Americans to African-American music.  | 3. Minstrel musicians: expose Americans to African-American music.  |
| 4. Military bands: march form, instruments, and musical training for soldiers.  | 4. Military bands: march form, instruments, and musical training for soldiers.  |
| 3. Blues music  | 3. Blues music  |
| 1. African-American based music from 1870's in Mississippi.   | 1. African-American based music from 1870's in Mississippi.   |
| 2. Musical elements: 12-bar form, AAB lyrics, blues scale.  | 2. Musical elements: 12-bar form, AAB lyrics, blues scale.  |
| 3. Rural Blues and noted musicians: Robert Johnson, Huddy Ledbetter, and Big Bill Broonzy.  | 3. Rural Blues and noted musicians: Robert Johnson, Huddy Ledbetter, and Big Bill Broonzy.  |
| 4. Urban Blues and noted musicians: Ma Rainey, Bessie Smith, Muddy Waters and B.B. King.  | 4. Urban Blues and noted musicians: Ma Rainey, Bessie Smith, Muddy Waters and B.B. King.  |
| 3. Recognize and describe the early dance-oriented jazz styles and relate them to the major creators and musicians of each style. | 3. Recognize and describe the early dance-oriented jazz styles and relate them to the major creators and musicians of each style. |
| 1. Ragtime  | 1. Ragtime  |
| 1. Keyboard style; in march form; no improvisation; bass and chords in left hand with   | 1. Keyboard style; in march form; no improvisation; bass and chords in left hand with   |

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

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	syncopated melody in right hand.	syncopated melody in right hand.
	2. Scott Joplin, Composer ; Jelly Roll Morton, Performer	2. Scott Joplin, Composer ; Jelly Roll Morton, Performer
	3. First heard and danced to in 1895 in Sedalia, Missouri	3. First heard and danced to in 1895 in Sedalia, Missouri
	2. New Orleans Dixieland	2. New Orleans Dixieland
	1. Instrumentation from marching bands in 1897.	1. Instrumentation from marching bands in 1897.
	2. Collective improvisation; blues and gospel based; flat-four rhythm.	2. Collective improvisation; blues and gospel based; flat-four rhythm.
	3. Trumpet Kings; Joe Oliver, Louis Armstrong, and Sidney Bechet (first saxophonist).	3. Trumpet Kings; Joe Oliver, Louis Armstrong, and Sidney Bechet (first saxophonist).
	4. Storyville closes down in 1919 and 1990's updated bands such as Dirty Dozen Brass Band continue.	4. Storyville closes down in 1919 and 1990's updated bands such as Dirty Dozen Brass Band continue.
	3. Chicago-style Dixieland, 1920's	3. Chicago-style Dixieland, 1920's
	1. Innovations: drum- set, bass, and piano now in rhythm section; saxophone added; based on "pop" tunes of the day; accents on 2+4; more solo improvisation.	1. Innovations: drum- set, bass, and piano now in rhythm section; saxophone added; based on "pop" tunes of the day; accents on 2+4; more solo improvisation.
	2. The black migration north; white musicians and women become involved in playing jazz.	2. The black migration north; white musicians and women become involved in playing jazz.
	3. Bix Beiderbecke and Frankie Trumbauer; Louis and Lily Hardin Armstrong;	3. Bix Beiderbecke and Frankie Trumbauer; Louis and Lily Hardin Armstrong;

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

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	Mary Lou Williams; Austin High Gang.	Mary Lou Williams; Austin High Gang.
4.	Boogie-Woogie (1920's) and Stride Piano (1930's)	4. Boogie-Woogie (1920's) and Stride Piano (1930's)
1.	Boogie-Woogie was the dance to the music of the "Western Roll"; blues-based; improvised riffs in right hand; "full- moving chords" or "walking bass lines" in left hand.	1. Boogie-Woogie was the dance to the music of the "Western Roll"; blues-based; improvised riffs in right hand; "full- moving chords" or "walking bass lines" in left hand.
2.	Clarence "Pine top" Smith, Jimmy Yancey, and Meade Lux: Lewis, pianists.	2. Clarence "Pine top" Smith, Jimmy Yancey, and Meade Lux: Lewis, pianists.
3.	Stride: based on standard "pop" tunes of the day; AABA forms with modern chord substitutions and reharmonization of melodies.	3. Stride: based on standard "pop" tunes of the day; AABA forms with modern chord substitutions and reharmonization of melodies.
4.	James P. Johnson, Fats Waller, Art Tatum, pianists.	4. James P. Johnson, Fats Waller, Art Tatum, pianists.
5.	Swing Era Big Bands, 1930-42	5. Swing Era Big Bands, 1930-42
1.	Kansas City: blues- based and riff- oriented; Benny Moten and Count Basie (Billie Holiday, vocals).	1. Kansas City: blues- based and riff- oriented; Benny Moten and Count Basie (Billie Holiday, vocals).
2.	New York: sophisticated arrangements; Fletcher Henderson, Chick Webb (Ella Fitzgerald, vocalist), and Jimmy Lunceford.	2. New York: sophisticated arrangements; Fletcher Henderson, Chick Webb (Ella Fitzgerald, vocalist), and Jimmy Lunceford.
3.	Duke Ellington: Pianist; jungle sounds, mood music, and large compositions (jazz	3. Duke Ellington: Pianist; jungle sounds, mood music, and large compositions (jazz

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

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	mass, two concertos); wrote for individuals in his band which inspired great loyalty.	mass, two concertos); wrote for individuals in his band which inspired great loyalty.
	4. Billy Strayhorn: arranger for Ellington; first openly gay musician in jazz; wrote "Take the A-Train".	4. Billy Strayhorn: arranger for Ellington; first openly gay musician in jazz; wrote "Take the A-Train".
	5. White dance bands: Glenn Miller (Army Air Force Band during world War II), Tommy Dorsey, Artie Shaw (Mel Torme, vocalist).	5. White dance bands: Glenn Miller (Army Air Force Band during world War II), Tommy Dorsey, Artie Shaw (Mel Torme, vocalist).
	6. Benny Goodman: Clarinetist; first integrated band; first band to perform in Carnegie Hall; developed small combo out of big band.	6. Benny Goodman: Clarinetist; first integrated band; first band to perform in Carnegie Hall; developed small combo out of big band.
	7. Billy Tipton: Pianist; cross-dressed as male in order to perform in jazz bands.	7. Billy Tipton: Pianist; cross-dressed as male in order to perform in jazz bands.
4. Recognize and describe the modern concert-oriented jazz styles and relate them to the major creators and musicians of each style.		4. Recognize and describe the modern concert-oriented jazz styles and relate them to the major creators and musicians of each style.
	1. Bebop (1943-50) and Modern Jazz	1. Bebop (1943-50) and Modern Jazz
	1. Fast tempos to discourage dancers; jazz becomes concert music as audience is encouraged to listen to artistic solos.	1. Fast tempos to discourage dancers; jazz becomes concert music as audience is encouraged to listen to artistic solos.
	2. New jagged melodies over standard chord changes; "bombs"	2. New jagged melodies over standard chord changes; "bombs"

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

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	and accents in drums; walking bass lines; higher chord extensions.	and accents in drums; walking bass lines; higher chord extensions.
	3. Charlie Parker, Dizzy Gillespie, Bud Powell, and Max Roach.	3. Charlie Parker, Dizzy Gillespie, Bud Powell, and Max Roach.
	4. Sociological influences on Bebop and modern jazz.	4. Sociological influences on Bebop and modern jazz.
	2. Cool Jazz (1950-55)	2. Cool Jazz (1950-55)
	1. All modern styles tend to be a reaction "against" the previous one by jazz musicians and fans.	1. All modern styles tend to be a reaction "against" the previous one by jazz musicians and fans.
	2. Medium swing tempi; classical influences with odd meters, contrapuntal melodies, forms and instruments; Third Stream.	2. Medium swing tempi; classical influences with odd meters, contrapuntal melodies, forms and instruments; Third Stream.
	3. Miles Davis, Modern Jazz Quartet, Dave Brubeck, Paul Desmond, Gerry Mulligan, Stan Getz, and Gil Evans.	3. Miles Davis, Modern Jazz Quartet, Dave Brubeck, Paul Desmond, Gerry Mulligan, Stan Getz, and Gil Evans.
	3. Funky and Hard Bop (1956-63)	3. Funky and Hard Bop (1956-63)
	1. Afro-Cuban rhythmic influences; back to blues and gospel chord progressions; organ introduced.	1. Afro-Cuban rhythmic influences; back to blues and gospel chord progressions; organ introduced.
	2. Horace Silver, Art Blakey, Thelonius Monk, Charles Mingus, Jimmy Smith, Cannonball Adderley Quintet.	2. Horace Silver, Art Blakey, Thelonius Monk, Charles Mingus, Jimmy Smith, Cannonball Adderley Quintet.
	3. Hard Bop as new innovations on Bebop; John Coltrane, Lee Morgan, and Elvin Jones	3. Hard Bop as new innovations on Bebop; John Coltrane, Lee Morgan, and Elvin Jones

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

## 4. Free Jazz (1964-69)

1. How the Civil Rights movement, Vietnam War, Rock and Roll influence American society in the 1960's.
2. Jazz musicians react by creating new, spontaneous music through freedom of expression, new textures with African flutes and percussion instruments, and a movement away from set melodies, forms, chord progressions, and rhythms.
3. Ornette Coleman, Cecil Taylor, Pharaoh Sanders, John Coltrane, Archie Shepp, and Charlie Haden.

## 5. Jazz Fusion (1970-present)

1. Fusing Rock musical elements with those from Jazz; electronic innovations for bass, drums, keyboards, and guitar sound effects.
2. 1970's rock bands with jazz influences such as Blood, Sweat, and Tears; Chicago; and Chase.
3. Miles Davis, Weather Report, Chick Corea, Herbie Hancock, Steps Ahead, Jean Luc Ponty, Freddie Hubbard, David Sanborn, and the Crusaders.

## 4. Free Jazz (1964-69)

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2. Jazz musicians react by creating new, spontaneous music through freedom of expression, new textures with African flutes and percussion instruments, and a movement away from set melodies, forms, chord progressions, and rhythms.
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## 5. Jazz Fusion (1970-present)

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3. Miles Davis, Weather Report, Chick Corea, Herbie Hancock, Steps Ahead, Jean Luc Ponty, Freddie Hubbard, David Sanborn, and the Crusaders.

**Changed Field****Current Version****Proposed Version****6. Contemporary Big Bands  
(1948-present)**

1. Modern jazz innovations such as more complex chord progressions and improvisation; electronic instruments added; rock and latin rhythms in addition to swing.

2. Stan Kenton, Woody Herman, Buddy Rich, Don Ellis, Maynard Ferguson, Thad Jones- Mel Lewis, Toshiko Akiyoshi, Dave Eshelman's Jazz Garden Big Band, Maria Schneider Jazz Orchestra, Clayton-Hamilton Jazz Orchestra, and Gordon Goodwin's Big Phat Band.

**7. Modern Vocal Jazz (1948-present)**

1. Scat singing is vocal improvisation; Eddie Jefferson's concept of vocalese is adding new lyrics to existing instrumental jazz standards.

2. Groups: Four Freshman; Lambert, Hendricks, and Ross; Manhattan Transfer; Take Six; New York Voices; and Singers Unlimited.

3. Soloists: Billie Holliday, Ella Fitzgerald, Sarah Vaughn, Carmen McRae, Betty Carter,

**6. Contemporary Big Bands  
(1948-present)**

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

Mel Torme, Bobby  
McFerrin, Harry  
Connick, Jr. Al  
Jarreau, and Diana  
Krall.

Mel Torme, Bobby  
McFerrin, Harry  
Connick, Jr. Al  
Jarreau, and Diana  
Krall.

5. Appraise and assess the technological innovations in the record and musical instrument industries, along with the contributions of women and musicians world-wide that have influenced jazz up to the present.

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1. Record Industry

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1. First Jazz recordings by Original Dixieland Jazz Band in 1917 and first blues recordings by Mamie Smith in 1920.

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2. Records were either 78 rpm or 45 rpm only allowing songs to be up to 3:30 minutes in length.

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3. 1948 brings 33rpm long play records which allows jazz artists to record much longer cuts and hence longer solos. Television also developed in this year which also brought new media exposure for artists.

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4. The 1960's brings the ability to have 24-32 tracks in the recording boards in studios which gives jazz musicians the ability to "over-dub" passages and solos in addition to engineers being able to isolate parts of the drum set and give each instrument their own track for

4. The 1960's brings the ability to have 24-32 tracks in the recording boards in studios which gives jazz musicians the ability to "over-dub" passages and solos in addition to engineers being able to isolate parts of the drum set and give each instrument their own track for

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

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	better audio quality. Reverb and tape loops also developed.	better audio quality. Reverb and tape loops also developed.
	5. 1980's brings digital recording which allows easier editing and longer duration of music on compact disks; from 35 minutes on 33 lp records to 73 on CD's.	5. 1980's brings digital recording which allows easier editing and longer duration of music on compact disks; from 35 minutes on 33 lp records to 73 on CD's.
	6. How mp3 downloads and "soundcloud" on the internet in the 1990's through the present affect the music industry.	6. How mp3 downloads and "soundcloud" on the internet in the 1990's through the present affect the music industry.
	2. Musical Instrument Industry	2. Musical Instrument Industry
	1. Parts of the drums set invented in the 1920's.	1. Parts of the drums set invented in the 1920's.
	2. Electrical amplification of the guitar and basic sound system for vocalists and soloists in the 1930's.	2. Electrical amplification of the guitar and basic sound system for vocalists and soloists in the 1930's.
	3. Electric pianos developed in late 1950's and reach peak quality with Fender-Rhodes pianos in 1970's.	3. Electric pianos developed in late 1950's and reach peak quality with Fender-Rhodes pianos in 1970's.
	4. Electric bass developed in 1950's and used in jazz fusion in the 1970's up to present.	4. Electric bass developed in 1950's and used in jazz fusion in the 1970's up to present.
	5. Synthesizers developed in 1970's and upgraded in 1980's with Yamaha DX7's and others.	5. Synthesizers developed in 1970's and upgraded in 1980's with Yamaha DX7's and others.
	6. Drum machines and computerized drum	6. Drum machines and computerized drum

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

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	programming developed in 1980's.	programming developed in 1980's.
	7. Electronic Wind and Brass Instruments (EWI's EBI's) developed in 1980's by Yamaha which are synthesized saxophones and trumpets.	7. Electronic Wind and Brass Instruments (EWI's EBI's) developed in 1980's by Yamaha which are synthesized saxophones and trumpets.
	3. Women in Jazz	3. Women in Jazz
	1. Female vocalists present throughout the history of jazz and blues; instrumentalists have been dominated by male musicians.	1. Female vocalists present throughout the history of jazz and blues; instrumentalists have been dominated by male musicians.
	2. Sexism world-wide with examples in Japan, Uganda, Europe and the United States.	2. Sexism world-wide with examples in Japan, Uganda, Europe and the United States.
	3. Jazz education in schools and colleges from 1960's to the present has given women more opportunities.	3. Jazz education in schools and colleges from 1960's to the present has given women more opportunities.
	4. Toshiko Akiyoshi, Maria Schneider, Ingrid Jensen, Mary Fettig, Joanne Brackeen, Elaine Elias, Susan Muscarella, Marion McPartland, and Patrice Rushen.	4. Toshiko Akiyoshi, Maria Schneider, Ingrid Jensen, Mary Fettig, Joanne Brackeen, Elaine Elias, Susan Muscarella, Marion McPartland, and Patrice Rushen.
	4. World music influence in Jazz	4. World music influence in Jazz
	1. Brazil: bossa novas and sambas; Marcos Silva, Flora Purim and Airto, and Toninho Horta .	1. Brazil: bossa novas and sambas; Marcos Silva, Flora Purim and Airto, and Toninho Horta .
	2. Argentina: Tangos with master composer and	2. Argentina: Tangos with master composer and

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

- bandeon performer, Astor Piazzola.
3. Cuba: Salsa and Meringues; Paquito d'Rivera, Arturo Sandoval, and Irakere.
  4. Puerto Rico: timbales and extensive use of congas; Poncho Sanchez and Tito Puente.
  5. Trinidad/ Tobago: steel drums (pans); Andy Narell
  6. Japan: koto and bamboo flutes combined with western instruments; Hiroshima and Terumasa Hino
  7. Iran: Middle Eastern scales and instruments combining with American jazz; Hafez Modirzadeh.

- bandeon performer, Astor Piazzola.
3. Cuba: Salsa and Meringues; Paquito d'Rivera, Arturo Sandoval, and Irakere.
  4. Puerto Rico: timbales and extensive use of congas; Poncho Sanchez and Tito Puente.
  5. Trinidad/ Tobago: steel drums (pans); Andy Narell
  6. Japan: koto and bamboo flutes combined with western instruments; Hiroshima and Terumasa Hino
  7. Iran: Middle Eastern scales and instruments combining with American jazz; Hafez Modirzadeh.

**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

Changed	Questions	Current Version	Proposed Version
	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2CA	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	MUSI 001B	MUSI 001B
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	MUSI	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)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
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!	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
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!	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
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!	Noncredit Enhanced Funding Indicator	N	No Value
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!	In Service Indicator	N	No Value
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!	Sports/Physical Education Course Indicator	N	No Value
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!	COA Code	C	No Value
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!	Fund Code	114000	No Value
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Changed	Questions	Current Version	Proposed Version
!	Organization Code	231013	No Value
!	Account Code	1320	No Value
!	Program Code	100400	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>2/13/18 - title change appr. (effect. F18). -mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>2/13/18 - title change appr. (effect. F18). -mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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	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

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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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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
	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	No Value
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
!	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	Assignment D1: Write two concert reports. Reports are two pages in length and include objective description of the performance, the student's subjective reaction to the music, and a summary critique of the concert.
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

### **C-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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.**

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No Value

No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	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

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

No Value

No Value

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**Objective 3:**  
Explore functions.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

### **E-Matrix Form**

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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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

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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

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

### **F-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

No Value

No Value

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

No Value

No Value

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**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

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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### **H-Matrix Form**

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

**De Anza GE Form**

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Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>Criteria 1:</b> <b>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.)</b></p>	No Value	Outline A: Recognize and describe the common elements of music found in jazz and other musical genres; distinguish the musical elements that allows jazz to stand alone as a unique art form.
	<p><b>!</b> <b>Criteria 2:</b> <b>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.)</b></p>	No Value	Assignment D; Write summary paragraphs including personal opinion on each jazz video or Youtube log observed.

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>Criteria 3:</b>  <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	<p>No Value</p>	<p>Outline C;Recognize and describe the early dance-oriented jazz styles and relate them to the major creators and musicians of each style.</p>
	<p><b>!</b> <b>Criteria 4:</b>  <b>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.)</b></p>	<p>No Value</p>	<p>Outline: D: Recognize and describe the modern concert-oriented jazz styles and relate them to the major creators and musicians of each style.</p>
	<p><b>!</b> <b>Criteria 5:</b>  <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	<p>No Value</p>	<p>Outline B: Assess the musical and cultural roots of jazz from both a stylistic and historical perspective.</p>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>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.)</b></p>	No Value	Outline E: Appraise and assess the technological innovations in the record and musical instrument industries, along with the contributions of women and musicians world-wide that have influenced jazz up to the present.

#### De Anza GE - ESGC Form

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

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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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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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## Comments

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Stage 2: Department Chair</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
!	<b>Stage 3:</b> <b>Division</b> <b>Curriculum</b> <b>Representative</b>	No Value	<p><b>1. In the Examples of Primary Texts and References section:</b>  <i>Separate the book information line by line (author, title, publisher, etc.)</i></p> <p><b>2. In the Suggested Reading List section:</b>  <i>Delete all entries. Only the English Department is allowed to use this section.</i></p> <p><b>3. On the B Matrix Form:</b>            Insert the following before your text: "Assignment D1"</p> <p><b>4. On the De Anza GE Form:</b>  <b>Criteria 1.</b> Insert "Outline A" before your text.  <b>Criteria 2.</b> Remove the Method of Instruction and replace with something from your Outline, Assignments, or Method of Evaluation.  <b>Criteria 3.</b> Insert "Outline C" before your text.  <b>Criteria 4.</b> Insert "Outline D" before your text.  <b>Criteria 5.</b> Insert "Outline B" before your text.  <b>Criteria 6.</b> Insert "Outline E" before your text.</p>
	<b>Stage 4:</b> <b>Division Dean</b>	No Value	No Value
	<b>Stage 5: SLO</b> <b>Coordinator</b>	No Value	No Value
	<b>Stage 7:</b> <b>Content</b> <b>Review Matrix</b> <b>Liaison</b>	No Value	No Value
	<b>Stage 8: AVP -</b> <b>Instruction</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed
	<b>Stage 9: Articulation Officer</b>	No Value	<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>		
			<b>07/02/2024</b>	Specifications	Primary Textbooks	Required	Must have at least one primary textbook published within seven years of course effective date (2018 for a class effective in Fall 2025)		
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value						
	<b>Stage 14: Curriculum Committee</b>	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
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	<b>Curriculum ID</b>	MUSID001B
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	<b>Distance Education Approved</b>	No
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	<b>Board of Trustees Approval Date</b>	
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Curriculum Committee Approval Date</b>	
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000501351
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## **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
08/01/2024

### 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
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code

<b>Section</b>	<b>Changed field</b>
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	Print/No Print to Catalog
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

**Section****Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

Comments

Stage 3: Division Curriculum Representative

Comments

Stage 9: Articulation Officer

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**

• Chris Deming

• Ilan Glasman

**Course ID (CB01A and CB01B)**

MUSID001C

MUSID001C

**Course Control Number**

CCC000501352

CCC000501352

**Course Title (CB02)**

Music Appreciation: World Music in America

Music Appreciation: World Music in America

Changed	Field	Current Version	Proposed Version
	<b>Short Course Title</b>	MUSIC APPREC: WRLD MUSIC	MUSIC APPREC: WRLD MUSIC
	<b>TOP Code (CB03)</b>	1004.00	1004.00 Music
	<b>CIP Code</b>	Music, General	50.0901 Music, General
	<b>Department</b>	MUSI - Music	MUSI - Music
!	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational
!	<b>Course Description</b>	An introduction to music through world music and its influence on current musical trends in the United States. Music of diverse cultures which will include Native Americans, Asia/Pacific Rim, India, Africa, South and Central America, Mexico, and the Caribbean are presented in conjunction with American and European traditions; listening skills for distinguishing musical cultures, instrumentations and artists.	<del>An</del> <u>This course is an</u> introduction to music through world music and its influence on current musical trends in the United States. Music of diverse cultures <del>which will include</del> <u>includes</u> Native Americans, Asia/Pacific Rim, India, Africa, South and Central America, Mexico, and the Caribbean are presented in conjunction with American and European traditions; listening skills for distinguishing musical cultures, instrumentations and artists.
!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

### Faculty Requirements

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

### Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

### Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course belongs on the Music AA degree. It is UC and CSU transferable. This course meets a general education requirement for De Anza, CSUGE and IGETC. This course offers a unique, global perspective on music.	This course belongs on the Music AA degree. It is UC and CSU transferable. This course meets a general education requirement for De Anza, CSUGE and IGETC. This course offers a unique, global perspective on music.

### 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	

Changed	Field	Current Version	Proposed Version
	<b>Foothill Course ID</b>	MUS F002D	MUS F002D
	<b>Does the course have a Foothill equivalent?</b>	Yes	Yes


**CTE Course**

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

**Honors/Non-honors Course**

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

**Mirrored Credit/Noncredit Course**

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

**Cross-listed Course**

Changed	Field	Current Version	Proposed Version
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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**

**Course is part of a program**

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

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

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

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

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

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

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	IGETC

<b>Associated Program</b>	IGETC



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

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

**Associated Program** Global Studies

**Associated Program** Global Studies

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

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

**Associated Program** Global Studies

**Associated Program** Global Studies

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

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

**Associated Program** Music

**Associated Program** Music

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

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

**Associated Program** Music

**Associated Program** Music

**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
	<b>Transfer Status (CB05)</b>	Transferable to both UC and CSU	Transferable to both UC and CSU
	<b>Course General Education Status (CB25)</b>	Y	Y
	<b>Transfer Status</b>	Approved	Approved



### GE Information

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GC1 - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GC1 - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	IGETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG3A - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	Cal-GETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CA3A - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGC1 - Approved.</li> </ul>
-	No value

## Weekly Student Hours - Profile Name: Default Profile

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

**Course Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Duration (Weeks)</b>	12	12
	<b>Hours per unit divisor</b>	36	36
	<b>Total Student Learning Hours</b>	144	144
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	48	48
	<b>Lecture Hours - Course Out-of-Class per Term</b>	96	96

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	Speciality Hours	No value	No value

## Credit / Non-Credit Options

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

## Credit Units

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

Changed	Field	Current Version	Proposed Version
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	<b>Minimum Credit Units</b>	4	4
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	<b>Maximum Credit Units</b>	4	4
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### SKIP

Changed	Field	Current Version	Proposed Version
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	<b>SKIP</b>	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  
 Quiz and examination review performed in class  
 Homework and extended projects  
 Collaborative learning and small group exercises  
 Live Concert  
 Attendance  
 In-class listening to audio examples

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Lecture and visual aids  
 Discussion of assigned reading  
 Quiz and examination review performed in class  
 Homework and extended projects  
 Collaborative learning and small group exercises  
 Live Concert  
 Attendance  
 In-class listening to audio examples

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

- | Changed Field  | Current Version   | Proposed Version  |
|--|---|---|
|  <b>Assignments</b> | <ol style="list-style-type: none"><li>1. Required reading from the textbook</li><li>2. Required weekly listening to selected music and written assignments on each</li><li>3. Written report on one live world music concert, from four to seven pages long</li><li>4. Written assignments from each chapter using study guides or handouts</li></ol> | <ol style="list-style-type: none"><li>1. Required reading from the textbook</li><li>2. Required weekly listening to selected music and written assignments on each</li><li>3. Written assignments from each chapter using study guides or handouts</li><li>4. Written report on one live world music concert, from four to seven pages long</li></ol> |

**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. Weekly quizzes evaluating knowledge and comprehension of textbook readings and listening assignments.
2. Midterm test(s), and final exam consisting of objective and essay questions, some based upon listening to musical examples, evaluated for comprehension, analysis, description, and interpretation of assigned reading, classroom discussion and listening assignments .
3. Written assignments based upon assigned readings in text and elsewhere and on listening to recorded musical examples, evaluated on comprehension of readings and understanding of musical concepts presented in class.
4. One concert report

**Methods  
of  
Evaluation**

1. Weekly quizzes evaluating knowledge and comprehension of textbook readings and listening assignments.
2. Midterm test(s), and final exam consisting of objective and essay questions, some based upon listening to musical examples, evaluated for comprehension, analysis, description, and interpretation of assigned reading, classroom discussion and listening assignments .
3. Written assignments based upon assigned readings in text and elsewhere and on listening to recorded musical examples, evaluated on comprehension of readings and understanding of musical concepts presented in class.
4. One concert report

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

describing live performance including an objective description of the performances, the student's subjective reaction to the music and a summary critique, along with related background research from approved sources on music style(s) represented in concert

5. Participation in class discussions

describing live performance including an objective description of the performances, the student's subjective reaction to the music and a summary critique, along with related background research from approved sources on music style(s) represented in concert

5. Participation in class discussions

**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- Access to CD player

**Essential College Facilities:**

- Classroom with piano, high-fidelity audio-video playback system (for audiocassette, record, compact disk, mp3, VHS tape, DVD)
- Extensive collection of audio and video recordings

**Essential Student Materials:**

- Access to CD player

**Essential College Facilities:**

- Classroom with piano, high-fidelity audio-video playback system (for audiocassette, record, compact disk, mp3, VHS tape, DVD)
- Extensive collection of audio and video recordings



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	*Miller, Terry and Andrew Shahriani. "World Music: A Global Journey," 4th ed. (with CDs or file download). Routledge, 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Alves, William. "Music of the Peoples of the World," 3rd ed (with CDs). Cengage, 2012.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Nettl, Bruno, ed. "Excursions in World Music." 7th ed. Routledge, 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	World Music: A Global Journey (with CDs or file download)
<b>Author</b>	Terry Miller and Andre Shahriani
<b>Publisher</b>	Routledge
<b>Date/Edition</b>	2021 / 5th edition
<b>ISBN</b>	No value

Changed Field

Current Version

Proposed Version



**Suggested Reading List**

No value

**Reading List** Barkley, Elizabeth, F. "Crossroads: Popular Music in America," 2nd ed. Pearson, 2006.

**May include, but are not limited to** No value

**Reading List** Bakan, Michael. "World Music: Traditions and Transformations," 2nd ed. McGraw-Hill, 2017

**May include, but are not limited to** No value

**Reading List** Malm, William. "Japanese Music and Musical Instruments." Tokyo, Rutland, Vt.: C. E. Tuttle Co., 1959.

**May include, but are not limited to** No value

**Reading List** McPhee, Colin. "Dance in Bali in Traditional Balinese Culture." Edited by Jane Belo. New York: Columbia University Press, 1970.

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

**May include, but are not limited to** No value

**Reading List** Rice, Timothy and James Porter, et al, eds. "The Garland Encyclopedia of World Music." 10 vols. New York: Garland Publishing, 1998 - (available in campus library).

**May include, but are not limited to** No value

**Reading List** Roberts, John Storm. "Black Music of Two Worlds" 2nd ed. Belmont: Thompson/Wadsworth, 1998.

**May include, but are not limited to** No value

**Reading List** Schechter, John M. "Music in Latin American Culture-Regional Traditions" (with accompanying CDs). Belmont: Wadsworth/Thompson, 1999.

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

**May include, but are not limited to** No value

**Reading List** Simon Broughton, ed. "The Rough Guide to World Music." 3rd ed. 2 vols. London, New York: Rough Guides, dist. By Penguin Group, 2009.

**May include, but are not limited to** No value

**Reading List** White, Robert. Music and Globalization: Critical Encounters. Indiana University Press, 2011

**May include, but are not limited to** No value

**Reading List** Tenzer, Michael. "Balinese Music." Singapore: Periplus Editions, 1991.

**May include, but are not limited to** No value

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

**Reading List** Cohen, John. "Mountain Music of Peru." Berkeley, CA: University of California Extension, Center for Media and Independent Learning, 1984.

**May include, but are not limited to** No value

**Reading List** Goldman, Michal. "Umm Kulthum: a voice like Egypt." Arab Film Distribution, c1996 (available in Learning Center).

**May include, but are not limited to** No value

**Reading List** Home Vision Video: "Repercussions: A Celebration of African-American Music." 5 vols.: "Africa Come Back", "The Popular Music of West Africa;" "Traditional Music from the Gambia;" "Caribbean Crucible;" "Drums of Dagbon;" "On the Battlefield: Gospel Quartets." 1984.

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

**May include, but are not limited to** No value

**Reading List** Ichikawa, Katsumori, ed. "JVC Anthology of World Music and Dance." 30 videocassettes. JVC-Victor Company of Japan, 1988 (available in Learning Center).

**May include, but are not limited to** No value

**Reading List** Lomax, Alan. "The Land Where the Blues Began." Vestapol Video, 1991.

**May include, but are not limited to** No value

**Reading List** Pasler, Jan. "Taksu: Music in the Life of Bali." PBS video, 1992.

**May include, but are not limited to** No value



## Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Employ a basic vocabulary of common music terms to describe observations of recorded and live music.</li> <li>• Demonstrate an understanding of the roles of music in human cultures</li> <li>• Identify genres, musical elements and cultural contexts for several musical traditions</li> <li>• Compare World-wide historical developments</li> <li>• Analyze aspects of inter- and intra-cultural conflict including colonialism, class and racism in relation to world music</li> <li>• Distinguish various styles of world music and representative artists who have integrated their musical/cultural backgrounds into music in the United States</li> </ul>	<ul style="list-style-type: none"> <li>• Employ a basic vocabulary of common music terms to describe observations of recorded and live music.</li> <li>• Demonstrate an understanding of the roles of music in human cultures</li> <li>• Identify genres, musical elements and cultural contexts for several musical traditions</li> <li>• Compare World-wide historical developments</li> <li>• Analyze aspects of inter- and intra-cultural conflict including colonialism, class and racism in relation to world music</li> <li>• Distinguish various styles of world music and representative artists who have integrated their musical/cultural backgrounds into music in the United States</li> </ul>

### CSLOs

<b>CSLOs</b>	Employ a basic vocabulary of common music terms to describe observations of recorded and live music.	<b>CSLOs</b>	Employ a basic vocabulary of common music terms to describe observations of recorded and live music.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0
<b>CSLOs</b>	Recognize individual instruments and voices and the various ensembles in which they are used.	<b>CSLOs</b>	Recognize individual instruments and voices and the various ensembles in which they are used.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0

## Course Outline

**Changed Field****Current Version****Proposed Version****Course  
Content**

1. Employ a basic vocabulary of common music terms to describe observations of recorded and live music.

1. Basic elements of musical sound
  1. Pitch: frequency, intervals, scales, definite and indefinite pitch.
  2. Rhythm - additive, divisive, and polyrhythms
  3. Dynamics/volume
  4. Tone color/timbre

2. Performing media

1. Voice - Western vs. non-Western concepts
2. Instruments

1. Western instrument classification concepts
2. Hornbostel-Sachs instrument classification: Chordophones, Aerophones, Ideophones, Membranophones, Electrophones

3. Basic concepts of musical organization and structure

1. Scales and tonality: major, minor, pentatonic, chromatic, modes, bimodality, non-western concepts of tonality
2. Melody: pitch and rhythm components, phrases
3. Harmony: chords, progressions

4. Texture: monophonic, polyphonic, homophonic, heterophonic

5. Form: strophic, binary and ternary, non-repeating forms

6. Application of music terminology through description and discussion of musical

1. Employ a basic vocabulary of common music terms to describe observations of recorded and live music.

1. Basic elements of musical sound

1. Pitch: frequency, intervals, scales, definite and indefinite pitch.
2. Rhythm - additive, divisive, and polyrhythms
3. Dynamics/volume
4. Tone color/timbre

2. Performing media

1. Voice - Western vs. non-Western concepts
2. Instruments

1. Western instrument classification concepts
2. Hornbostel-Sachs instrument classification: Chordophones, Aerophones, Ideophones, Membranophones, Electrophones

3. Basic concepts of musical organization and structure

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3. Harmony: chords, progressions

4. Texture: monophonic, polyphonic, homophonic, heterophonic

5. Form: strophic, binary and ternary, non-repeating forms

6. Application of music terminology through description and discussion of musical

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

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examples, both recorded and performed live	examples, both recorded and performed live
1. Objective descriptions of musical features	1. Objective descriptions of musical features
2. Subjective responses, particularly as related to music features	2. Subjective responses, particularly as related to music features
2. Demonstrate an understanding of the roles of music in human cultures	2. Demonstrate an understanding of the roles of music in human cultures
1. Uses of music in human societies	1. Uses of music in human societies
1. Music as entertainment	1. Music as entertainment
2. Ceremonial and religious music	2. Ceremonial and religious music
3. Music as art	3. Music as art
4. Music as an expression of popular culture	4. Music as an expression of popular culture
5. Relationships between traditional, popular and art music	5. Relationships between traditional, popular and art music
2. Contemporary and historic issues of gender in musical practice	2. Contemporary and historic issues of gender in musical practice
1. Traditional gender roles in music and dance	1. Traditional gender roles in music and dance
2. Gender discrimination, especially in instrumental music	2. Gender discrimination, especially in instrumental music
3. Emergence of women's music ensembles	3. Emergence of women's music ensembles
4. Film and the recording industry in the rise of woman "stars"	4. Film and the recording industry in the rise of woman "stars"
3. Folkloric music as both genre and political tool	3. Folkloric music as both genre and political tool
4. Sacred vs. secular music	4. Sacred vs. secular music
3. Identify genres, musical elements and cultural contexts for several musical traditions	3. Identify genres, musical elements and cultural contexts for several musical traditions
1. Native Americans	1. Native Americans
1. Traditional concepts of musical composition and song ownership (vision quest)	1. Traditional concepts of musical composition and song ownership (vision quest)
2. Ceremonial music combined with dance	2. Ceremonial music combined with dance
3. Vocables/syncopation in vocals	3. Vocables/syncopation in vocals
4. Percussion instruments/additive	4. Percussion instruments/additive

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

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	rhythms	rhythms
	5. Flutes and strings (Apache fiddle)	5. Flutes and strings (Apache fiddle)
	2. Mexican/Hispanic music	2. Mexican/Hispanic music
	1. Regional styles and instruments	1. Regional styles and instruments
	2. Canciones and corridos	2. Canciones and corridos
	3. Mariachi bands - instrumentation and function	3. Mariachi bands - instrumentation and function
	4. Banda music - concert bands with vocals based on polkas and quadrilles	4. Banda music - concert bands with vocals based on polkas and quadrilles
	5. Son Jarocho	5. Son Jarocho
	6. Son Huasteca	6. Son Huasteca
	3. Representative Sub-Saharan African musical contexts and instruments	3. Representative Sub-Saharan African musical contexts and instruments
	1. Religious, political, social ceremonies - all with dance	1. Religious, political, social ceremonies - all with dance
	2. Percussion instruments - "talking" drums; drumming "orchestras;" polyrhythms	2. Percussion instruments - "talking" drums; drumming "orchestras;" polyrhythms
	3. Vocal traditions - call and response and work songs	3. Vocal traditions - call and response and work songs
	4. Pitched instruments - kora, mbira, harps, flutes, trumpets	4. Pitched instruments - kora, mbira, harps, flutes, trumpets
	5. Scale types - Pentatonic, non-western diatonic scales	5. Scale types - Pentatonic, non-western diatonic scales
	6. Choral music traditions	6. Choral music traditions
	4. Music of North Africa, the Middle East and Iran	4. Music of North Africa, the Middle East and Iran
	1. Cradle of civilization, birthplace of many of the world's instruments	1. Cradle of civilization, birthplace of many of the world's instruments
	1. Lute: Oud	1. Lute: Oud
	2. Zither: Qanum	2. Zither: Qanum
	2. Rhythmic concepts: iqa, pulsatile and non-pulsatile music	2. Rhythmic concepts: iqa, pulsatile and non-pulsatile music
	3. Melodic concepts: mode	3. Melodic concepts: mode
	1. Arabic Maqam	1. Arabic Maqam
	2. Iranian dastgah system; the radif	2. Iranian dastgah system; the radif

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

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	as basis for improvisation	as basis for improvisation
	4. Form: instrumental and vocal “suites”	4. Form: instrumental and vocal “suites”
	5. Concepts of what constitutes music; varying interpretations of Koran that sometimes discourage music, particularly dance genres	5. Concepts of what constitutes music; varying interpretations of Koran that sometimes discourage music, particularly dance genres
	6. Popular Genres: Algerian rai, Arabic Sha’bi, Arabesk, Layali-muwwal	6. Popular Genres: Algerian rai, Arabic Sha’bi, Arabesk, Layali-muwwal
	5. Music of Japan	5. Music of Japan
	1. Scale and tuning systems	1. Scale and tuning systems
	2. Art music accompanying Noh and Kabuki theaters	2. Art music accompanying Noh and Kabuki theaters
	3. Nohgaku instruments: flute, drums	3. Nohgaku instruments: flute, drums
	4. Koto and other stringed instruments	4. Koto and other stringed instruments
	5. Shinto festival music	5. Shinto festival music
	6. Shakuhachi flute and Buddhist ritual music	6. Shakuhachi flute and Buddhist ritual music
	6. Music of Han people of China	6. Music of Han people of China
	1. Scale and tuning systems	1. Scale and tuning systems
	2. Representative Instruments: sheng, ch’in, p’ip’a, yanqin	2. Representative Instruments: sheng, ch’in, p’ip’a, yanqin
	3. Music and politics	3. Music and politics
	1. Confucius and feudal China	1. Confucius and feudal China
	2. Western influence	2. Western influence
	3. Mao and music in Communist China	3. Mao and music in Communist China
	4. Music and religion	4. Music and religion
	1. Taoism and Buddhism	1. Taoism and Buddhism
	2. Confucius	2. Confucius
	5. Chinese opera	5. Chinese opera
	6. Modern contexts for traditional music	6. Modern contexts for traditional music
	7. Music of North India (Hindustani music)	7. Music of North India (Hindustani music)
	1. Vadi: drone tone played by tamboura	1. Vadi: drone tone played by tamboura
	2. Rag: scales or modes, 200 types from which	2. Rag: scales or modes, 200 types from which

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

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	ragas are based	ragas are based
	3. Tala: rhythmic cycles played by tabla (tunable percussion)	3. Tala: rhythmic cycles played by tabla (tunable percussion)
	4. Sitar - improvised rag - creates rasas (feeling)	4. Sitar - improvised rag - creates rasas (feeling)
8. Indonesia		8. Indonesia
	1. Balinese Gamelan orchestras	1. Balinese Gamelan orchestras
	1. Balinese gamelan: gamelan gong gede, gamelan kebyar	1. Balinese gamelan: gamelan gong gede, gamelan kebyar
	2. Related genres: kecak, Barong dance	2. Related genres: kecak, Barong dance
	2. Javanese Gamelan	2. Javanese Gamelan
	1. Gendhing: compositions, levels of organization; core and elaborating melodies	1. Gendhing: compositions, levels of organization; core and elaborating melodies
	2. Gonggan: gong cycles, punctuation as organizing principal	2. Gonggan: gong cycles, punctuation as organizing principal
9. South American Music		9. South American Music
	1. Brazilian: bossa nova, samba batucada, candomble religious music and dance, capoeira music and dance	1. Brazilian: bossa nova, samba batucada, candomble religious music and dance, capoeira music and dance
	2. Argentina: tango music; bandoneon, drums, bass, clarinet	2. Argentina: tango music; bandoneon, drums, bass, clarinet
	3. Andean highlands: flutes (pan pipes), guitars, and percussion, mestizo traditions	3. Andean highlands: flutes (pan pipes), guitars, and percussion, mestizo traditions
10. Music of the Caribbean		10. Music of the Caribbean
	1. Trinidad and Tobago: steel drums	1. Trinidad and Tobago: steel drums
	2. Jamaica: Reggae and ska	2. Jamaica: Reggae and ska
	3. Cuba: "son" complex, afro-Cuban drum-dance traditions, salsa music	3. Cuba: "son" complex, afro-Cuban drum-dance traditions, salsa music

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

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|--|--|
| 11. Jewish-American music:<br>Klezmer instrumentation and traditions from Eastern Europe                               | 11. Jewish-American music:<br>Klezmer instrumentation and traditions from Eastern Europe                               |
| 12. Cajun and Zydeco music   | 12. Cajun and Zydeco music   |
| 1. Historical and ethnic differences resulting in distinct traditions  | 1. Historical and ethnic differences resulting in distinct traditions  |
| 2. Instrumentation: washboard, bass, guitar, drums, violin, vocals, harmonica  | 2. Instrumentation: washboard, bass, guitar, drums, violin, vocals, harmonica  |
| 3. Style elements: Based on quadrilles and other French folk songs and dances  | 3. Style elements: Based on quadrilles and other French folk songs and dances  |
| 4. Compare World-wide historical developments  | 4. Compare World-wide historical developments  |
| 1. Current Native American developments which including tribal/techno Pop, waila, contemporary stomp dances, powwow    | 1. Current Native American developments which including tribal/techno Pop, waila, contemporary stomp dances, powwow    |
| 2. Indigenous and Spanish influences in Mexico and Southwest United States   | 2. Indigenous and Spanish influences in Mexico and Southwest United States   |
| 1. Tejano music  | 1. Tejano music  |
| 2. Latin rock/rock en espanol  | 2. Latin rock/rock en espanol  |
| 3. African influences in Gospel, Rhythm and Blues, Jazz, Rock and Roll, Rap and Hip-Hop                                | 3. African influences in Gospel, Rhythm and Blues, Jazz, Rock and Roll, Rap and Hip-Hop                                |
| 4. Evolution of concept of classical music in Asia, meant to stay preserved and not to evolve as in Western traditions | 4. Evolution of concept of classical music in Asia, meant to stay preserved and not to evolve as in Western traditions |
| 1. Blending ancient Japanese music (gakaku) with western-style compositions - Hideki Togi                              | 1. Blending ancient Japanese music (gakaku) with western-style compositions - Hideki Togi                              |
| 2. Group singing now including mediated Music: Karaoke ("empty orchestra")   | 2. Group singing now including mediated Music: Karaoke ("empty orchestra")   |
| 3. American taiko drumming   | 3. American taiko drumming   |
| 5. Hindu vedas as basis of Indian music and evolves into use in jazz and progressive rock                              | 5. Hindu vedas as basis of Indian music and evolves into use in jazz and progressive rock                              |



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

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|--|--|
| 6. Brazilian music: syncretized indigenous, Portuguese, and African cultures; incorporation into international jazz  | 6. Brazilian music: syncretized indigenous, Portuguese, and African cultures; incorporation into international jazz  |
| 7. Cuban music: syncretized Spanish, and African cultures, incorporation into international jazz   | 7. Cuban music: syncretized Spanish, and African cultures, incorporation into international jazz   |
| 8. The international rap music explosion   | 8. The international rap music explosion   |
| 5. Analyze aspects of inter- and intra-cultural conflict including colonialism, class and racism in relation to world music                                    | 5. Analyze aspects of inter- and intra-cultural conflict including colonialism, class and racism in relation to world music                                    |
| 1. The effects of European and US colonialism on the music of North and South America, the Caribbean, Indonesia, India, and the African continent              | 1. The effects of European and US colonialism on the music of North and South America, the Caribbean, Indonesia, India, and the African continent              |
| 2. Creole musicians; black military bands in the U.S; race records in the 1920s-1950s; Black Musicians Union in San Francisco until 1962                       | 2. Creole musicians; black military bands in the U.S; race records in the 1920s-1950s; Black Musicians Union in San Francisco until 1962                       |
| 6. Distinguish various styles of world music and representative artists who have integrated their musical/cultural backgrounds into music in the United States | 6. Distinguish various styles of world music and representative artists who have integrated their musical/cultural backgrounds into music in the United States |
| 1. Native Americans - Jack Teagarden, Buffy St. Marie, Robbie Robertson and Men of the Wolf, Carlos Nakai  | 1. Native Americans - Jack Teagarden, Buffy St. Marie, Robbie Robertson and Men of the Wolf, Carlos Nakai  |
| 2. Mexican/Hispanic artists - Linda Ronstadt, Carlos Santana, War. Los Lobos, Ozomatli, Selena; from El Salvador - Ruben Blades and Michael Camillio           | 2. Mexican/Hispanic artists - Linda Ronstadt, Carlos Santana, War. Los Lobos, Ozomatli, Selena; from El Salvador - Ruben Blades and Michael Camillio           |
| 3. African Americans   | 3. African Americans   |
| 1. Spirituals and Gospel music - Mahalia Jackson, Staple Singers, Take Six, Charles Tindley, Thomas Dorsey   | 1. Spirituals and Gospel music - Mahalia Jackson, Staple Singers, Take Six, Charles Tindley, Thomas Dorsey   |
| 2. Rural Blues - Robert Johnson, Leadbelly, and Charlie Patton   | 2. Rural Blues - Robert Johnson, Leadbelly, and Charlie Patton   |
| 3. Urban Blues - Ma Rainey, Bessie Smith,  | 3. Urban Blues - Ma Rainey, Bessie Smith,  |

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

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	B.B. King, and Muddy Waters	B.B. King, and Muddy Waters
	4. Motown - Supremes, Temptations. Four Tops, Marvin Gaye, and Stevie Wonder	4. Motown - Supremes, Temptations. Four Tops, Marvin Gaye, and Stevie Wonder
	5. Rap artists - MC Hammer, Tupac, Guru, and Puff Daddy	5. Rap artists - MC Hammer, Tupac, Guru, and Puff Daddy
	6. Urban contemporary - Aretha Franklin, Whitney Houston, Anita Baker, Lionel Ritchie, and Luther Vandross	6. Urban contemporary - Aretha Franklin, Whitney Houston, Anita Baker, Lionel Ritchie, and Luther Vandross
	7. Other rock, pop artists: Jimi Hendrix, Earth, Wind and Fire, Prince	7. Other rock, pop artists: Jimi Hendrix, Earth, Wind and Fire, Prince
	4. Japanese artists - Hiroshima, Toshiko Akiyoshi, Midori, Kitaro, and Hideki Togi	4. Japanese artists - Hiroshima, Toshiko Akiyoshi, Midori, Kitaro, and Hideki Togi
	5. Chinese artists - Yo-Yo Ma, Jon Jang, Twelve Girl Band, Cui Jian	5. Chinese artists - Yo-Yo Ma, Jon Jang, Twelve Girl Band, Cui Jian
	6. Indian musicians - Ravi Shankar, Ali Akbar Khan, Shakkti and Zubin Mehta	6. Indian musicians - Ravi Shankar, Ali Akbar Khan, Shakkti and Zubin Mehta
	7. Filipino-Americans - vocal group, Kai and Bobby Rodriguez	7. Filipino-Americans - vocal group, Kai and Bobby Rodriguez
	8. Brazilian artists - Antonio Carlos Jobim, Joao Gilberto, Tonhino Horta, Milton Nascimento, Elaine Elias, and Sergio Mendes	8. Brazilian artists - Antonio Carlos Jobim, Joao Gilberto, Tonhino Horta, Milton Nascimento, Elaine Elias, and Sergio Mendes
	9. Argentina - Astor Piazzolla and Columbia - Claudia Gomez	9. Argentina - Astor Piazzolla and Columbia - Claudia Gomez
	10. Caribbean artists - Paquito D'Rivera, Arturo Sandoval, Gloria Estefan, Irakere, Gonzalo Rubalcaba, Los Van Van, Bob Marley, Mongo Santamaria, Paul Gonsalves, Juan Tizol, and Pancho Sanchez, Familia Valera-Miranda	10. Caribbean artists - Paquito D'Rivera, Arturo Sandoval, Gloria Estefan, Irakere, Gonzalo Rubalcaba, Los Van Van, Bob Marley, Mongo Santamaria, Paul Gonsalves, Juan Tizol, and Pancho Sanchez, Familia Valera-Miranda
	11. Jewish-American artists - George and Ira Gershwin, Irving Berlin, Leonard Bernstein, Isaac Stern, Jascha Heifetz, Arthur Rubenstein,	11. Jewish-American artists - George and Ira Gershwin, Irving Berlin, Leonard Bernstein, Isaac Stern, Jascha Heifetz, Arthur Rubenstein,

Changed	Field	Current Version	Proposed Version
		Itzhak Perlman, and Benny Goodman 12. Local and area clubs, artists and ensembles	Itzhak Perlman, and Benny Goodman 12. Local and area clubs, artists and ensembles
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

### Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

**Curriculum Office**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
❗	<b>Banner Start Term (202122)</b>	202122	No Value
❗	<b>Banner Division</b>	2CA	No Value
❗	<b>Catalog Term (21-22)</b>	23-24	No Value
❗	<b>5 Year Revision Year (2021)</b>	2018	No Value
❗	<b>Effective Quarter</b>	Fall	No Value
❗	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	MUSI 001C	MUSI 001C
	<b>Course Status</b>	Non-substantial	Non-substantial
❗	<b>Course Status Code</b>	A	No Value
❗	<b>Banner Department</b>	MUSI	No Value
❗	<b>Course Level</b>	DU	No Value
❗	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
❗	<b>CTE Status</b>	No	No Value

Changed	Questions	Current Version	Proposed Version
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Emergency Approval</b>	No	No Value
!	<b>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)</b>	N	No Value
!	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value
!	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
!	<b>In Service Indicator</b>	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	231013	No Value
!	Account Code	1320	No Value
!	Program Code	100400	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>2/13/18 - title change appr. (effect. F18). -mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>2/13/18 - title change appr. (effect. F18). -mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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	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><b>For changes to the units and hours tab;</b>  <b>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.</b></p>	No Value	No Value
	<p><b>1. Is the unit(s) change required for articulation?</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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**

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

### B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	No Value
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
!	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	Assignment D: Written report on one live world music concert, from four to seven pages long
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### C-Matrix Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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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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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>		
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No Value

No Value

### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>		
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No Value

No Value

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

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

No Value

No Value

---

**Objective 3:**  
**Explore functions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

### E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Explore arithmetic sequences and series.</b>	No Value	No Value
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	<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value
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### **F-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	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

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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

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

No Value

No Value

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

No Value

No Value

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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

---

**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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**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
	<b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value

**De Anza GE Form**

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

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

No Value

Outline A; Employ a basic vocabulary of common music terms to describe observations of recorded and live music.



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

No Value

Assignment D: Written report on one live world music concert, from four to seven pages long

Changed	Questions	Current Version	Proposed Version
!	<p><b>Criteria 3:</b>  <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	Outline F: Distinguish various styles of world music and representative artists who have integrated their musical/cultural backgrounds into music in the United States
!	<p><b>Criteria 4:</b>  <b>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.)</b></p>	No Value	Outline B; Demonstrate an understanding of the roles of music in human cultures
!	<p><b>Criteria 5:</b>  <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	Outline A2a: Performing media Voice - Western vs. non-Western concepts



**Changed**

**Questions**

**Current Version**

**Proposed Version**



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

No Value

Outline A6: Application of music terminology through description and discussion of musical examples, both recorded and performed live

**De Anza GE - ESGC Form**

**Changed**

**Questions**

**Current Version**

**Proposed Version**

**Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.**

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
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	<b>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.</b>	No Value	No Value
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	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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## Comments

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Stage 2: Department Chair</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<p><b>!</b></p> <p><b>Stage 3: Division Curriculum Representative</b></p>	<p>No Value</p>	<p><b>1. In the Examples of Primary Texts and References section:</b> Separate the book information line by line (author, title, publisher, etc.)</p> <p><b>2. In the Suggested Reading List section:</b> Remove all entries. This section is for use by the English Department only.</p> <p><b>3. In the B Matrix section:</b> Insert "Assignment D" before your text in Objective 3.</p> <p><b>4. In the De Anza GE Form section:</b>  <b>Criteria 1:</b> Insert "Outline A" before your text.  <b>Criteria 2:</b> Insert "Assignment D" before your text.  <b>Criteria 3:</b> Insert "Outline F" before your text.  <b>Criteria 4:</b> Insert "Outline B" before your text.  <b>Criteria 5:</b> Insert "Outline A2a" before your text  <b>Criteria 6:</b> Insert "Outline A6" before your text</p>
	<p><b>Stage 4: Division Dean</b></p>	<p>No Value</p>	<p>No Value</p>
	<p><b>Stage 5: SLO Coordinator</b></p>	<p>No Value</p>	<p>No Value</p>
	<p><b>Stage 7: Content Review Matrix Liaison</b></p>	<p>No Value</p>	<p>No Value</p>
	<p><b>Stage 8: AVP - Instruction</b></p>	<p>No Value</p>	<p>No Value</p>

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
	<b>Stage 9: Articulation Officer</b>	No Value	<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	
			<b>07/02/2024</b>	Specifications	Primary Textbooks	Required	Must have at least one primary textbook published within seven years of course effective date (2018 for a class effective in Fall 2025)	
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value					
	<b>Stage 14: Curriculum Committee</b>	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
	<b>Curriculum ID</b>	MUSID001C
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Curriculum Committee Approval Date</b>	
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000501352
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
08/01/2024

### 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
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level

<b>Section</b>	<b>Changed field</b>
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	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
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)



**Section****Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

Comments

Stage 3: Division Curriculum Representative

Comments

Stage 8: AVP - Instruction

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**

- Chris Deming

- Ilan Glasman

Changed	Field	Current Version	Proposed Version
	<b>Course ID (CB01A and CB01B)</b>	MUSID001D	MUSID001D
	<b>Course Control Number</b>	CCC000511509	CCC000511509
	<b>Course Title (CB02)</b>	Music Appreciation: Rock - From Roots to Rap	Music Appreciation: Rock - From Roots to Rap
	<b>Short Course Title</b>	MUSIC APPREC:ROCK-ROOTS TO RAP	MUSIC APPREC:ROCK-ROOTS TO RAP
	<b>TOP Code (CB03)</b>	1004.00	1004.00 Music
	<b>CIP Code</b>	Music, General	50.0901 Music, General
	<b>Department</b>	MUSI - Music	MUSI - Music
!	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational
!	<b>Course Description</b>	An introduction to music through rock music, tracing its beginnings in the early 1950s to the present. Various rock styles will be related to the historical trends and events of the time period being studied; listening techniques; use of fundamental concepts including form, style, musical media, and textures; acquaintance with and comparison of musical examples from various styles.	<del>An</del> <u>This course is an</u> introduction to music through rock music, tracing its beginnings in the early 1950s to the present. Various rock styles will be related to the historical trends and events of the time period being studied; listening techniques; use of fundamental concepts including form, style, musical media, and textures; acquaintance with and comparison of musical examples from various styles.
!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>• Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> <li>• Hybrid</li> </ul>

## Faculty Requirements

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

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 belongs on the Music AA degree. It is UC and CSU transferable. This course meets a general education requirement for De Anza, CSUGE and IGETC. It adds diversity and breadth to the music program, and a multicultural, popular music perspective.</p>	<p>This course belongs on the Music AA degree. It is UC and CSU transferable. This course meets a general education requirement for De Anza, CSUGE and IGETC. It adds diversity and breadth to the music program, and a multicultural, popular music perspective.</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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### 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	MUS F007.	MUS F007.
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	Does the course have a Foothill equivalent?	Yes	Yes
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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	<u>No</u>
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### 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
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"><li>• Letter Grade</li><li>• Pass/No Pass</li></ul>	<ul style="list-style-type: none"><li>• Letter Grade</li><li>• Pass/No Pass</li></ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Changed**

**Field**

**Current Version**

**Proposed Version**

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**Repeatability  
Statement**

No value

### **Associated Programs**

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**Changed Field**

**Current Version**

**Proposed Version**

**Course is part of a program**

<b>Associated Program</b>	Music
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Music
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Music
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Music
<b>Award Type</b>	Associate in Arts (A.A.) Degree

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

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

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

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

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

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

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE

<b>Associated Program</b>	CSU GE

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

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

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

**Associated Program** CSU GE

**Associated Program** CSU GE

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

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

**Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU



Changed	Field	Current Version	Proposed Version
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	<b>Course General Education Status (CB25)</b>	Y	Y
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	<b>Transfer Status</b>	Approved	Approved
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**GE Information**

<b>System/Institution</b>	De Anza GE
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<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GC1 - Approved.</li> </ul>
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-	No value
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<b>System/Institution</b>	De Anza GE
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<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GC1 - Approved.</li> </ul>
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-	No value
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<b>System/Institution</b>	IGETC
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<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG3A - Approved.</li> </ul>
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-	No value
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<b>System/Institution</b>	Cal-GETC
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<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CA3A - Approved.</li> </ul>
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-	No value
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<b>System/Institution</b>	CSU GE
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<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGC1 - Approved.</li> </ul>
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-	No value
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### Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	<b>Lecture Hours - In Class</b>	4	4
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	<b>Lecture Hours - Out of Class</b>	8	8
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

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

### Credit Units


Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	144	144
	<b>Total Laboratory Hours per Term</b>	-	0
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	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><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Homework and extended projects  Mid-term examination review performed in class  In-class music demonstrations by the instructor or students  In class listening of recorded examples</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Homework and extended projects  Mid-term examination review performed in class  In-class music demonstrations by the instructor or students  In class listening of recorded examples</p>

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

1. Required reading from the textbook
2. Written reports on two live Rock or Rap-related music concerts, with objective description and subjective reaction, including background research on genre and artist(s)
3. Written completion of definitions and terms for the seven worksheets covering the material in the course.

1. Required reading from the textbook
2. Written reports on two live Rock or Rap-related music concerts, with objective description and subjective reaction, including background research on genre and artist(s)
3. Written completion of definitions and terms for the seven worksheets covering the material in the course.



**Methods of Evaluation**

<b>Methods of Evaluation</b>	
<b>Methods of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Mid-term and final exams; objective and essays questions with listening where students demonstrate comprehension and analysis of course material</li> <li>2. Two concert reports with objective description and subjective opinion to show knowledge of musical elements and concepts</li> <li>3. Completion of definitions and terms from seven worksheets evaluated for accuracy</li> </ol>

<b>Methods of Evaluation</b>	
<b>Methods of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Mid-term and final exams; objective and essays questions with listening where students demonstrate comprehension and analysis of course material</li> <li>2. Two concert reports with objective description and subjective opinion to show knowledge of musical elements and concepts</li> <li>3. Completion of definitions and terms from seven worksheets evaluated for accuracy</li> </ol>

Changed	Field	Current Version	Proposed Version
	<b>Essential Student Materials/Essential College Facilities</b>	<p><b>Essential Student Materials:</b></p> <ul style="list-style-type: none"> <li>• Audio recordings of selected musical examples from the text</li> </ul> <p><b>Essential College Facilities:</b></p> <ul style="list-style-type: none"> <li>• Classroom with piano, high fidelity audio-video playback system (for audio cassette, record, compact disk, mp3, VHS tape, DVD)</li> <li>• Extensive collection of audio and video recordings</li> </ul>	<p><b>Essential Student Materials:</b></p> <ul style="list-style-type: none"> <li>• Audio recordings of selected musical examples from the text</li> </ul> <p><b>Essential College Facilities:</b></p> <ul style="list-style-type: none"> <li>• Classroom with piano, high fidelity audio-video playback system (for audio cassette, record, compact disk, mp3, VHS tape, DVD)</li> <li>• Extensive collection of audio and video recordings</li> </ul>



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

<b>Title</b>	No value
<b>Author</b>	*Charlton, Katherine. Rock Music Styles, a History, 7th ed. Boston: Mc Graw Hill, 2015
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Larson, Thomas. History of Rock and Roll, 5th ed. Kendall Hunt, 2016
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Campbell, Michael. Rock and Roll: An Introduction. 2d ed. Belmont: Thompson/Schirmer, 2008
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	History of Rock and Roll
<b>Author</b>	Thomas Larson
<b>Publisher</b>	Kendall Hunt
<b>Date/Edition</b>	2022 / 7th
<b>ISBN</b>	No value



**Suggested Reading List**

No value

<b>Reading List</b>	Barkley, Elizabeth. Crossroads: Popular Music in America, 2nd ed. Prentice Hall, 2006
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Chambers, Iain. Urban Rhythms: Pop Music and Popular Culture. St. Martin's Press, 1985
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Clarke, Donald. The Rise and Fall of Popular Music: A Narrative History from the Renaissance to Rock n' Roll. St. Martin's Press, 1995
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Frith, Simon. Rock and Popular Music : Politics, Policies, Institutions. Routledge Press, 1993
<b>May include, but are not limited to</b>	No value

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

**May include, but are not limited to** No value

**Reading List** Gillett, Charlie. The Sound of the City: The Rise of Rock and Roll. Da Capo Press, 1996

**May include, but are not limited to** No value

**Reading List** Macan, Edward. Rocking the Classics: English Progressive Rock and the Counterculture. Oxford University Press, 1997

**May include, but are not limited to** No value

**Reading List** Marsh Dave. Sun Records: an Oral History. Avon Books, 1998

**May include, but are not limited to** No value

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

**Reading List** Nager, Larry. Memphis Beat: the Story of America's Musical Crucible. St. Martin's Press, 1998

**May include, but are not limited to** No value

**Reading List** Potter, Russell A. Spectacular Vernaculars: Hip-Hop and the Politics of Modernism. State University of New York Press, 1995

**May include, but are not limited to** No value

**Reading List** Pratt, Ray. Rhythm and Resistance: Explorations in the Political Uses of Popular Music. Praeger, 1990

**May include, but are not limited to** No value

**Reading List** Raphael, Amy. Grrrls: Viva Rock Divas. St. Martin's Griffin, 1996

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

**May include, but are not limited to** No value

**Reading List** Reyes, David. Land of a Thousand Dances: Chicano Rock 'n' Roll from Southern California. University of New Mexico Press, 1998

**May include, but are not limited to** No value

**Reading List** Rock and Roll Hall of Fame and Museum. I Want to Take You Higher: The Psychedelic Era 1965-1969. Chronicle Books, 1997

**May include, but are not limited to** No value

**Reading List** Tawa, Nicholas. A Music for the Millions: Antebellum Democratic Attitudes and the Birth of American Popular Music. Pendragon Press, 1984

Changed	Field	Current Version	Proposed Version
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Video Resource: Lomax, Alan. The Land Where the Blues Began. Vestapol Video, 1991</p>	
		<p><b>May include, but are not limited to</b> No value</p>	

### Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the common functions and elements of Western popular music</li> <li>• Identify and distinguish between various rock and related genres, musical elements and instrumentation</li> <li>• Demonstrate knowledge of representative important writers, producers and performers of rock and rap music.</li> <li>• Identify historic elements in the development of rock and rap music and their contributing styles.</li> <li>• Identify social aspects reflected in, and contributing to, musical styles and song lyrics</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the common functions and elements of Western popular music</li> <li>• Identify and distinguish between various rock and related genres, musical elements and instrumentation</li> <li>• Demonstrate knowledge of representative important writers, producers and performers of rock and rap music.</li> <li>• Identify historic elements in the development of rock and rap music and their contributing styles.</li> <li>• Identify social aspects reflected in, and contributing to, musical styles and song lyrics</li> </ul>

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

**CSLOs**      Employ a basic vocabulary of common music terms to describe observations of recorded and live music.

**Expected SLO Performance**      0.0

**CSLOs**      Employ a basic vocabulary of common music terms to describe observations of recorded and live music.

**Expected SLO Performance**      0.0

**CSLOs**      Recognize individual instruments and voices and the various ensembles in which they are used.

**Expected SLO Performance**      0.0

**CSLOs**      Recognize individual instruments and voices and the various ensembles in which they are used.

**Expected SLO Performance**      0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	<p>1. Demonstrate an understanding of the common functions and elements of Western popular music</p> <ol style="list-style-type: none"> <li>1. Fundamentals of musical sound               <ol style="list-style-type: none"> <li>1. Pitch: frequency, intervals, scales, definite and indefinite pitch</li> <li>2. Rhythm: Duration, tempo, meter, syncopation, polyrhythm</li> <li>3. Tone color: Describing tone color, musical uses of tone color</li> </ol> </li> <li>2. Basic concepts of musical organization and structure               <ol style="list-style-type: none"> <li>1. Scales: major, minor, pentatonic, chromatic, modes</li> <li>2. Melody: pitch and rhythm components, phrase structure</li> <li>3. Harmony: chords, progressions</li> <li>4. Key: major and minor</li> <li>5. Texture: monophonic, polyphonic, homophonic, heterophonic</li> <li>6. Form                   <ol style="list-style-type: none"> <li>1. Strophic, verse-refrain, through-composed song structure</li> <li>2. Blues: eight-bar, twelve-bar, other blues forms</li> </ol> </li> </ol> </li> </ol>	<p>1. Demonstrate an understanding of the common functions and elements of Western popular music</p> <ol style="list-style-type: none"> <li>1. Fundamentals of musical sound               <ol style="list-style-type: none"> <li>1. Pitch: frequency, intervals, scales, definite and indefinite pitch</li> <li>2. Rhythm: Duration, tempo, meter, syncopation, polyrhythm</li> <li>3. Tone color: Describing tone color, musical uses of tone color</li> </ol> </li> <li>2. Basic concepts of musical organization and structure               <ol style="list-style-type: none"> <li>1. Scales: major, minor, pentatonic, chromatic, modes</li> <li>2. Melody: pitch and rhythm components, phrase structure</li> <li>3. Harmony: chords, progressions</li> <li>4. Key: major and minor</li> <li>5. Texture: monophonic, polyphonic, homophonic, heterophonic</li> <li>6. Form                   <ol style="list-style-type: none"> <li>1. Strophic, verse-refrain, through-composed song structure</li> <li>2. Blues: eight-bar, twelve-bar, other blues forms</li> </ol> </li> </ol> </li> </ol>



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

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|---|---|
| 3. Application of music terminology through description and discussion of musical examples, both recorded and performed live                        | 3. Application of music terminology through description and discussion of musical examples, both recorded and performed live                        |
| 1. Objective descriptions of musical features   | 1. Objective descriptions of musical features   |
| 2. Subjective reactions, particularly as related to music features  | 2. Subjective reactions, particularly as related to music features  |
| 2. Identify and distinguish between various rock and related genres, musical elements and instrumentation   | 2. Identify and distinguish between various rock and related genres, musical elements and instrumentation   |
| 1. Essential rhythmic elements that distinguish stylistic differences   | 1. Essential rhythmic elements that distinguish stylistic differences   |
| 2. Essential musical instruments that characterize various styles and reflect technological advances  | 2. Essential musical instruments that characterize various styles and reflect technological advances  |
| 3. Vocal styles that are emblematic of various musical styles, as well as individual styles that lie outside of, or become models for later artists | 3. Vocal styles that are emblematic of various musical styles, as well as individual styles that lie outside of, or become models for later artists |
| 4. Lyrical, thematic and production elements that distinguish various styles  | 4. Lyrical, thematic and production elements that distinguish various styles  |
| 3. Demonstrate knowledge of representative important writers, producers and performers of rock and rap music.                                       | 3. Demonstrate knowledge of representative important writers, producers and performers of rock and rap music.                                       |
| 1. Popular music before rock: Irving Berlin, Stephen Foster, Alan Freed, Benny Goodman, Scott Joplin, Glenn Miller, John Phillip Sousa              | 1. Popular music before rock: Irving Berlin, Stephen Foster, Alan Freed, Benny Goodman, Scott Joplin, Glenn Miller, John Phillip Sousa              |
| 2. Blues musicians: Phil and Leonard Chess, Willie Dixon, John Lee Hooker,  | 2. Blues musicians: Phil and Leonard Chess, Willie Dixon, John Lee Hooker,  |

Changed	Field	Current Version	Proposed Version
		Elmore James, Robert Johnson, B.B. King, Leadbelly, Memphis Minnie, Ma Rainey, Bessie Smith, T-Bone Walker, Muddy Waters, Sonny Boy Williamson II, Howlin' Wolf	Elmore James, Robert Johnson, B.B. King, Leadbelly, Memphis Minnie, Ma Rainey, Bessie Smith, T-Bone Walker, Muddy Waters, Sonny Boy Williamson II, Howlin' Wolf
		3. Other Rock music roots, such as Boogie Woogie, Gospel, Rhythm and Blues, Folk, Country: The Chords, Sam Cooke, Bo Diddley, Darrell Glenn, Woody Guthrie, Edwin Hawkins Singers, The Ink Spots, Mahalia Jackson, Alan Lomax, Professor Longhair, The Mills Brothers, Pete Seeger, Soul Stirrers, Willie Mae Thornton, The Weavers, Hank Williams, Sr.	3. Other Rock music roots, such as Boogie Woogie, Gospel, Rhythm and Blues, Folk, Country: The Chords, Sam Cooke, Bo Diddley, Darrell Glenn, Woody Guthrie, Edwin Hawkins Singers, The Ink Spots, Mahalia Jackson, Alan Lomax, Professor Longhair, The Mills Brothers, Pete Seeger, Soul Stirrers, Willie Mae Thornton, The Weavers, Hank Williams, Sr.
		4. Early Rock and Pop styles: Paul Anka, The Archies, The Beach Boys, Chuck Berry, Pat Boone, Chubby Checker, Dick Clark, Dick Dale, Dion and the Belmonts, Fats Domino, Duane Eddy, The Everly Brothers, The Four Seasons, Buddy Holly, Jerry Lee Lewis, Little Richard, Roy Orbison, Carl Perkins, Elvis Presley, Joe Turner, Ritchie Valens, Gene Vincent	4. Early Rock and Pop styles: Paul Anka, The Archies, The Beach Boys, Chuck Berry, Pat Boone, Chubby Checker, Dick Clark, Dick Dale, Dion and the Belmonts, Fats Domino, Duane Eddy, The Everly Brothers, The Four Seasons, Buddy Holly, Jerry Lee Lewis, Little Richard, Roy Orbison, Carl Perkins, Elvis Presley, Joe Turner, Ritchie Valens, Gene Vincent
		5. Soul: Booker T. and the MGs, James Brown, Ray Charles, The Commodores, Sam Cooke, Aretha Franklin, Four Tops, Berry Gordy, Jr., Holland-Dozier-Holland, The Impressions, Michael Jackson, Rick	5. Soul: Booker T. and the MGs, James Brown, Ray Charles, The Commodores, Sam Cooke, Aretha Franklin, Four Tops, Berry Gordy, Jr., Holland-Dozier-Holland, The Impressions, Michael Jackson, Rick

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	James, Gladys Knight and the Pips, The O'Jays, Teddy Pendergrass, Wilson Pickett, Otis Redding, The Supremes, Johnnie Taylor, Jackie Wilson	James, Gladys Knight and the Pips, The O'Jays, Teddy Pendergrass, Wilson Pickett, Otis Redding, The Supremes, Johnnie Taylor, Jackie Wilson
6.	Motown: Marvin Gaye, the Four Tops, Smokey Robinson and the Miracles, Martha Reeves and the Vandellas, the Supremes, the Temptations, Mary Wells, Stevie Wonder	6. Motown: Marvin Gaye, the Four Tops, Smokey Robinson and the Miracles, Martha Reeves and the Vandellas, the Supremes, the Temptations, Mary Wells, Stevie Wonder
7.	Folk Rock: Bob Dylan, The Byrds, The Turtles, The Lovin' Spoonful, The Mamas and the Papas, Simon and Garfunkel, Paul Simon, Barry McGuire, Sgt. Barry Sadler, Janis Ian, Buffalo Springfield, Crosby, Stills, and Nash (and Young), Donovan, Richard Thompson, Fairport Convention	7. Folk Rock: Bob Dylan, The Byrds, The Turtles, The Lovin' Spoonful, The Mamas and the Papas, Simon and Garfunkel, Paul Simon, Barry McGuire, Sgt. Barry Sadler, Janis Ian, Buffalo Springfield, Crosby, Stills, and Nash (and Young), Donovan, Richard Thompson, Fairport Convention
8.	Psychedelic Rock: The Doors, The Grateful Dead, The Jimi Hendrix Experience, Jefferson Airplane, Janis Joplin, The Steve Miller Band, Van Morrison, Quicksilver Messenger Service, Santana	8. Psychedelic Rock: The Doors, The Grateful Dead, The Jimi Hendrix Experience, Jefferson Airplane, Janis Joplin, The Steve Miller Band, Van Morrison, Quicksilver Messenger Service, Santana
9.	British Music of the 60's <ol style="list-style-type: none"><li>1. Invasions I and II: the Beatles, the Rolling Stones, the Searchers, Graham Nash and the Hollies, Herman's Hermits, the Kinks, the Who</li><li>2. British blues revival bands: Chris</li></ol>	9. British Music of the 60's <ol style="list-style-type: none"><li>1. Invasions I and II: the Beatles, the Rolling Stones, the Searchers, Graham Nash and the Hollies, Herman's Hermits, the Kinks, the Who</li><li>2. British blues revival bands: Chris</li></ol>

Changed	Field	Current Version	Proposed Version
		Barber, Cream, John Mayall's Blues-breakers, the Spencer Davis Blues Quartet (later, the Spencer Davis Group), the Yardbirds, Rod Stewart, eric Burdon and the Animals	Barber, Cream, John Mayall's Blues-breakers, the Spencer Davis Blues Quartet (later, the Spencer Davis Group), the Yardbirds, Rod Stewart, eric Burdon and the Animals
		10. American Reaction to the British Invasion: the Monkees, the Raspberries, the Kingsmen, Paul Revere and the Raiders, Paul Butterfield, Janis Joplin, Canned Heat, Jimi Hendrix, the Allman Brothers Band, Bonnie Raitt, George Thorogood, Stevie Ray Vaughan, Johnny and Edgar Winters, Robert Cray	10. American Reaction to the British Invasion: the Monkees, the Raspberries, the Kingsmen, Paul Revere and the Raiders, Paul Butterfield, Janis Joplin, Canned Heat, Jimi Hendrix, the Allman Brothers Band, Bonnie Raitt, George Thorogood, Stevie Ray Vaughan, Johnny and Edgar Winters, Robert Cray
		11. Country and Southern Rock: The Allman Brothers Band, The Band, The Buffalo Springfield, Creedence Clearwater Revival, The Charlie Daniels Band, Bob Dylan, The Eagles, John Fogerty, Lynyrd Skynyrd, The Marshall Tucker Band, The Nitty Gritty Dirt Band, Gram Parsons, Poco, Pure Prairie League, Linda Ronstadt, Hank Williams, Jr., Neil Young, ZZ top	11. Country and Southern Rock: The Allman Brothers Band, The Band, The Buffalo Springfield, Creedence Clearwater Revival, The Charlie Daniels Band, Bob Dylan, The Eagles, John Fogerty, Lynyrd Skynyrd, The Marshall Tucker Band, The Nitty Gritty Dirt Band, Gram Parsons, Poco, Pure Prairie League, Linda Ronstadt, Hank Williams, Jr., Neil Young, ZZ top
		12. Singer/Songwriters: James Taylor, Carly Simon, Van Morrison, Joni Mitchell, Carole King, Jackson Browne, Billy Joel, Bruce Springsteen, John Mellencamp,	12. Singer/Songwriters: James Taylor, Carly Simon, Van Morrison, Joni Mitchell, Carole King, Jackson Browne, Billy Joel, Bruce Springsteen, John Mellencamp,

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

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| 13. Jazz and Rock Fusion:<br>Blood, Sweat and Tears,<br>Chicago, Chick Corea,<br>Miles Davis, The Dixie<br>Dregs, Herbie Hancock,<br>Joni Mitchell, Thelonious<br>Monk, Gerry Mulligan,<br>Jaco Pastorius, Jean Luc<br>Ponty, Carlos Santana,<br>Steely Dan, Sting,<br>Weather Report | 14. Art Rock: Ian Anderson,<br>Laurie Anderson, The<br>Electric Light Orchestra,<br>Emerson, Lake and<br>Palmer, Robert Fripp,<br>Peter Gabriel, Genesis,<br>Jethro Tull, King Crimson,<br>Kraftwerk, the Moody<br>Blues, he Mothers of<br>Invention, Pink Floyd,<br>Procul Harum, Roger<br>Waters, Yes, Frank Zappa | 15. Hard Rock, Heavy Metal:<br>AC/DC, Aerosmith, Bad<br>Company, Pat Benatar,<br>Black Sabbath, Blue<br>Cheer, Bon Jovi, Boston,<br>Deep Purple, Dio, Guns N'<br>Roses, Heart, Iron<br>Butterfly, Iron Maiden,<br>Yngwie J. Malmsteen, Ted<br>Nugent, Judas Priest, Led<br>Zeppelin, Living Colour,<br>Metallica, Ozzy Osbourne,<br>Rush, Scorpions, Slayer,<br>Steppenwolf, Stryper, Van<br>Halen | 16. Glam Rock: Marc Balan,<br>David Bowie, Alice<br>Cooper, Elton John, Kiss,<br>The New York Dolls,<br>Poison, Queen, Roxy<br>Music, The Velvet<br>Underground | Suzanne Vega, Tracy<br>Chapman | 13. Jazz and Rock Fusion:<br>Blood, Sweat and Tears,<br>Chicago, Chick Corea,<br>Miles Davis, The Dixie<br>Dregs, Herbie Hancock,<br>Joni Mitchell, Thelonious<br>Monk, Gerry Mulligan,<br>Jaco Pastorius, Jean Luc<br>Ponty, Carlos Santana,<br>Steely Dan, Sting,<br>Weather Report | 14. Art Rock: Ian Anderson,<br>Laurie Anderson, The<br>Electric Light Orchestra,<br>Emerson, Lake and<br>Palmer, Robert Fripp,<br>Peter Gabriel, Genesis,<br>Jethro Tull, King Crimson,<br>Kraftwerk, the Moody<br>Blues, he Mothers of<br>Invention, Pink Floyd,<br>Procul Harum, Roger<br>Waters, Yes, Frank Zappa | 15. Hard Rock, Heavy Metal:<br>AC/DC, Aerosmith, Bad<br>Company, Pat Benatar,<br>Black Sabbath, Blue<br>Cheer, Bon Jovi, Boston,<br>Deep Purple, Dio, Guns N'<br>Roses, Heart, Iron<br>Butterfly, Iron Maiden,<br>Yngwie J. Malmsteen, Ted<br>Nugent, Judas Priest, Led<br>Zeppelin, Living Colour,<br>Metallica, Ozzy Osbourne,<br>Rush, Scorpions, Slayer,<br>Steppenwolf, Stryper, Van<br>Halen | 16. Glam Rock: Marc Balan,<br>David Bowie, Alice<br>Cooper, Elton John, Kiss,<br>The New York Dolls,<br>Poison, Queen, Roxy<br>Music, The Velvet<br>Underground | Suzanne Vega, Tracy<br>Chapman |
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**Changed Field****Current Version****Proposed Version**

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| 17. Punk and New Wave: The B-52's, Black Flag, Blondie, The Cars, Elvis Costello, The Clash, The Damned, The Dead Kennedys, Devo, the Jam, Malcolm McLaren, The MC5, Minor Threat, The New York Dolls, Iggy Pop and the Stooges, The Pretenders, The Ramones, Lou Reed, The Sex Pistols, Patti Smith, Social Distortion, talking Heads, The Velvet Underground, X | 17. Punk and New Wave: The B-52's, Black Flag, Blondie, The Cars, Elvis Costello, The Clash, The Damned, The Dead Kennedys, Devo, the Jam, Malcolm McLaren, The MC5, Minor Threat, The New York Dolls, Iggy Pop and the Stooges, The Pretenders, The Ramones, Lou Reed, The Sex Pistols, Patti Smith, Social Distortion, talking Heads, The Velvet Underground, X |
| 18. Ska and Reggae: The Clash, Jimmy Cliff, Desmond Dekker, King Tubby, Bob Marley, the Police The Skatelites, The Specials, Steel Pulse, Peter Tosh, UB40, The Wailers   | 18. Ska and Reggae: The Clash, Jimmy Cliff, Desmond Dekker, King Tubby, Bob Marley, the Police The Skatelites, The Specials, Steel Pulse, Peter Tosh, UB40, The Wailers   |
| 19. Funk and Disco: Average White Band, The Bee Gees, Chic, George Clinton, Bootsy Collins, Earth, Wind and Fire, Funkadelic, KC and the Sunshine Band, Kool and the Gang, The Ohio Players, Parliament, Sly and the Family Stone, Sly Stone, Donna Summer, Barry White   | 19. Funk and Disco: Average White Band, The Bee Gees, Chic, George Clinton, Bootsy Collins, Earth, Wind and Fire, Funkadelic, KC and the Sunshine Band, Kool and the Gang, The Ohio Players, Parliament, Sly and the Family Stone, Sly Stone, Donna Summer, Barry White   |
| 20. Hip-Hop and Rap: Afrika Bambaataa, Arrested Development, The Beastie Boys, Chuck D, Coolio, De La Soul, Digable Planets, DJ Kool Herc, Eminem, Grandmaster Flash, Hammer, Lauryn Hill, Ice Cube, Ice-T, Kid Frost, The Last Poets, Notorious B.I.G., W.W.A., Public Enemy, Queen  | 20. Hip-Hop and Rap: Afrika Bambaataa, Arrested Development, The Beastie Boys, Chuck D, Coolio, De La Soul, Digable Planets, DJ Kool Herc, Eminem, Grandmaster Flash, Hammer, Lauryn Hill, Ice Cube, Ice-T, Kid Frost, The Last Poets, Notorious B.I.G., W.W.A., Public Enemy, Queen  |

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

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Latifah, Monie Love, Run-D.M.C., Salt-N-Pepa, The Sugar Hill Gang	Latifah, Monie Love, Run-D.M.C., Salt-N-Pepa, The Sugar Hill Gang
21. Major Movements, genres and artists of the Eighties and Nineties	21. Major Movements, genres and artists of the Eighties and Nineties
1. MTV superstars: Paula Abdul, Madonna, Janet Jackson, Michael Jackson, Prince	1. MTV superstars: Paula Abdul, Madonna, Janet Jackson, Michael Jackson, Prince
2. Alternative rock, post-punk, Industrial Rock: the Cure, Death Cab for Cutie, Fugazi, Husker Du, Mission, Morrissey, Napalm Death, Nine Inch Nails, Radiohead, Rage Against the Machine, R.E.M., the Replacements, Siouxi and the Banshees, the Smiths, U2, , White Stripes, Wilco	2. Alternative rock, post-punk, Industrial Rock: the Cure, Death Cab for Cutie, Fugazi, Husker Du, Mission, Morrissey, Napalm Death, Nine Inch Nails, Radiohead, Rage Against the Machine, R.E.M., the Replacements, Siouxi and the Banshees, the Smiths, U2, , White Stripes, Wilco
22. Rock in the Nineties and Early Two-Thousands--No wave, grunge, Riot Grrrls: Bikini Kill, Ani DiFranco, Hole, Alanis Morissette, Mudhoney, Marilyn Manson, Nirvana, Pearl Jam, Rage Against the Machine, Henry Rollins Band, Smashing Pumpkins, Sonic Youth, Soundgarden, Tool	22. Rock in the Nineties and Early Two-Thousands--No wave, grunge, Riot Grrrls: Bikini Kill, Ani DiFranco, Hole, Alanis Morissette, Mudhoney, Marilyn Manson, Nirvana, Pearl Jam, Rage Against the Machine, Henry Rollins Band, Smashing Pumpkins, Sonic Youth, Soundgarden, Tool
23. Techno music and rave culture	23. Techno music and rave culture
1. Styles: Chicago house music, Detroit techno, hard-core	1. Styles: Chicago house music, Detroit techno, hard-core
2. DJ as artist	2. DJ as artist

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

- | Changed Field | Current Version  | Proposed Version   |
|---------------|--|--|
|               | 24. Pop Punk, Rock Rap, and Jam Bands in the 2000s: Creed, Eminem, Foo Fighters, Green Day, Coldplay, Red Hot Chili Peppers, Black-eyed Peas, Dave Matthews Band, Phish, Jay-Z, Kanye West, Beyonce, Lady Gaga | 24. Pop Punk, Rock Rap, and Jam Bands in the 2000s: Creed, Eminem, Foo Fighters, Green Day, Coldplay, Red Hot Chili Peppers, Black-eyed Peas, Dave Matthews Band, Phish, Jay-Z, Kanye West, Beyonce, Lady Gaga |
|               | 4. Identify historic elements in the development of rock and rap music and their contributing styles.  | 4. Identify historic elements in the development of rock and rap music and their contributing styles.  |
|               | 1. Musical landscape of Non-Western contributors to Rock music   | 1. Musical landscape of Non-Western contributors to Rock music   |
|               | 1. West African traditions   | 1. West African traditions   |
|               | 2. Latin American music  | 2. Latin American music  |
|               | 1. Mexico, South America   | 1. Mexico, South America   |
|               | 2. Islands of the Antilles: Haiti, Jamaica, Trinidad, Cuba   | 2. Islands of the Antilles: Haiti, Jamaica, Trinidad, Cuba   |
|               | 3. Folk music from the British Isles   | 3. Folk music from the British Isles   |
|               | 2. Slavery and post-reconstruction conditions  | 2. Slavery and post-reconstruction conditions  |
|               | 1. African musical esthetics   | 1. African musical esthetics   |
|               | 2. Marginalization of African-Americans  | 2. Marginalization of African-Americans  |
|               | 3. American popular music before rock  | 3. American popular music before rock  |
|               | 1. Blues and Gospel music  | 1. Blues and Gospel music  |
|               | 2. Folk and Country music  | 2. Folk and Country music  |
|               | 4. Wars, especially Vietnam  | 4. Wars, especially Vietnam  |
|               | 5. The Civil Rights Movement   | 5. The Civil Rights Movement   |
|               | 6. Media   | 6. Media   |
|               |  | 1. Radio   |



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

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	1. Radio	2. Commercial recording
	2. Commercial recording	3. Television
	3. Television	4. Music Television (MTV)
	4. Music Television (MTV)	5. Computers and Internet with Mp3 downloads and file sharing
	5. Computers and Internet with Mp3 downloads and file sharing	7. Technology and musical change
	7. Technology and musical change	1. 45 and 33 rpm records
	1. 45 and 33 rpm records	2. electronic effects
	2. electronic effects	3. drum machines, synthesizers, samplers
	3. drum machines, synthesizers, samplers	8. Recording industry and market forces
	8. Recording industry and market forces	1. Race records
	1. Race records	2. "Payola" in the rock/pop industry in the 1950's to the present
	2. "Payola" in the rock/pop industry in the 1950's to the present	3. Promoters: Bill Graham, Chet Helms
	3. Promoters: Bill Graham, Chet Helms	4. The iTunes Store and other online purchasing sites
	4. The iTunes Store and other online purchasing sites	5. Identify social aspects reflected in, and contributing to, musical styles and song lyrics
	5. Identify social aspects reflected in, and contributing to, musical styles and song lyrics	1. Racism
	1. Racism	2. Gender issues: identity, sexism, misogyny
	2. Gender issues: identity, sexism, misogyny	3. Capitalism and materialism
	3. Capitalism and materialism	4. Conformity versus individualism
	4. Conformity versus individualism	5. Youth culture
	5. Youth culture	1. Generational conflict
	1. Generational conflict	2. Identity construction
	2. Identity construction	6. Class conflict
	6. Class conflict	7. Anti-war, anti-Government protest
	7. Anti-war, anti-Government protest	8. Regional differences

Changed	Field	Current Version	Proposed Version
8. Regional differences			
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

## Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2CA	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	MUSI 001D	MUSI 001D
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	MUSI	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	No	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	02/06/2018	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

Changed	Questions	Current Version	Proposed Version
!	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	231012	No Value
!	Account Code	1320	No Value
!	Program Code	100400	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>2/13/18 - title change appr. (effect. F18). -mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>2/13/18 - title change appr. (effect. F18). -mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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	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
	<b>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.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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**

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

---

No Value

No Value

---

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

---

No Value

No Value

---

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

---

No Value

No Value

---

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

---

No Value

No Value

---

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

---

No Value

No Value

---

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

---

No Value

No Value

Changed	Questions	Current Version	Proposed Version
!	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	Assignment B: Written reports on two live Rock or Rap-related music concerts, with objective description and subjective reaction, including background research on genre and artist(s)
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

### C-Matrix Form

Blank area for the C-Matrix Form.

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

---

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

### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

---

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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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

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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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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	<p><b>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.</b></p>	No Value	No Value
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### H-Matrix Form

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

Outline A: Demonstrate an understanding of the common functions and elements of Western popular music

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>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.)</b></p>	<p>No Value</p>	<p>Assignment C: Written completion of definitions and terms for the seven worksheets covering the material in the course.</p>
	<p><b>!</b> <b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	<p>No Value</p>	<p>Methods of Evaluation B; Two concert reports with objective description and subjective opinion to show knowledge of musical elements and concepts In-class music demonstrations by the instructor or students</p>

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

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

No Value

Outline D: Identify and distinguish between various rock and related genres, musical elements and instrumentation



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

No Value

Outline C: Demonstrate knowledge of representative important writers, producers and performers of rock and rap music.



Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>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.)</b></p>	No Value	Outline A3: Application of music terminology through description and discussion of musical examples, both recorded and performed live

### De Anza GE - ESGC Form

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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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## Comments

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Stage 2: Department Chair</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<p><b>!</b></p> <p><b>Stage 3: Division Curriculum Representative</b></p>	No Value	<p><b>1. In the Examples of Primary Texts and References section:</b> Separate the book information line by line (author, title, publisher, etc.)</p> <p><b>2. In the Suggested Reading List section:</b> Remove all entries. This section is for use by the English Department only.</p> <p><b>3. In the B Matrix section:</b> Insert "Assignment B" before your text.</p> <p><b>4. In the De Anza GE Form section:</b>  <b>Criteria 1:</b> Insert "Outline A" before text.  <b>Criteria 2:</b> Insert "Assignment C" before text.  <b>Criteria 3:</b> [Remove Method of Instruction and replace with a Method of Evaluation, Assignment or Outline]  <b>Criteria 4:</b> Insert "Outline B" before your text.  <b>Criteria 5:</b> Insert "Outline C" before your text.  <b>Criteria 6:</b> Insert "Outline A3" before your text.</p>
	<b>Stage 4: Division Dean</b>	No Value	No Value
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version																		
!	Stage 8: AVP - Instruction	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>7/1/24</td> <td>Gabriela Nocito</td> <td>Basic Information - Proposal for AVPI Details - Attachments</td> <td>Required</td> <td>Please attach the Course Hybrid Delivery Request form. Since modality is still listed as "Hybrid" and "Online," please attach the Course Hybrid and Online Delivery Request forms. If possible for the class is meant to be only in person, please update Modality.</td> <td>Please clarify - both forms already attached and all modes of delivery for this course.</td> </tr> <tr> <td>7/18/24</td> <td>Gabriela Nocito</td> <td>Basic Information - Proposal for AVPI Details - Attachments</td> <td>Required</td> <td></td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	7/1/24	Gabriela Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required	Please attach the Course Hybrid Delivery Request form. Since modality is still listed as "Hybrid" and "Online," please attach the Course Hybrid and Online Delivery Request forms. If possible for the class is meant to be only in person, please update Modality.	Please clarify - both forms already attached and all modes of delivery for this course.	7/18/24	Gabriela Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required		
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7/18/24	Gabriela Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required																		
	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	MUSID001D
	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	CCC000511509

## Articulation

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

De Anza College  
**Change Report**  
06/10/2024

### 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
More Options	Repeatability Statement
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

<b>Section</b>	<b>Changed field</b>
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	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
C-Matrix Form	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.
C-Matrix Form	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.
C-Matrix Form	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.



<b>Section</b>	<b>Changed field</b>
C-Matrix Form	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.
F-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.
F-Matrix Form	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.
F-Matrix Form	Objective 3: Apply the order of operations to evaluate signed numerical expressions.
F-Matrix Form	Objective 4: Solve problems involving operations with signed numbers.
F-Matrix Form	Objective 5: Explore the characteristics and properties of real numbers.
F-Matrix Form	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.
F-Matrix Form	Objective 7: Explore rates and ratios and use proportions to solve problems.
F-Matrix Form	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.
F-Matrix Form	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.
F-Matrix Form	Objective 10: Solve linear equations in one variable numerically and algebraically.
F-Matrix Form	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.
F-Matrix Form	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
Foothill Equivalency	Does the course have a Foothill equivalent?

**Section****Changed field**

Foothill Equivalency

Foothill Course ID

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
!	<b>Faculty Initiator</b>	• Erik Woodbury	• Lisa Teng
	<b>Course ID (CB01A and CB01B)</b>	PHTGD001.	PHTGD001.
	<b>Course Control Number</b>	CCC000051329	CCC000051329
	<b>Course Title (CB02)</b>	Basic Photography	Basic Photography
	<b>Short Course Title</b>	BASIC PHOTOGRAPHY	BASIC PHOTOGRAPHY
	<b>TOP Code (CB03)</b>	1012.00	1012.00 Applied Photography
	<b>CIP Code</b>	Photographic and Film/Video Technology/Technician and Assistant	10.0201 Photographic and Film/Video Technology/Technician and Assistant
	<b>Department</b>	PHTG - Photography	PHTG - Photography
!	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Possibly Occupational	Possibly Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	Introduction to black and white photography. Overview of the 35mm single lens reflex camera operating system. Basic understanding of film processing, printing and finishing. Development of critical thinking skills to analyze historical, cultural, conceptual and practical aspects of a medium used worldwide. Preparatory for further work in photography including digital imaging.	Introduction to black and white photography. Overview of the 35mm single lens reflex camera operating system. Basic understanding of film processing, printing and finishing. Development of critical thinking skills to analyze historical, cultural, conceptual and practical aspects of a medium used worldwide. Preparatory for further work in photography including digital imaging.
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>

### Faculty Requirements

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

### Formerly Statement

Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

### Course Justification

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Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is the introductory level of study for basic, black and white and wet darkroom photography. It is intended to meet the requirements of the A.A. degrees in photography and is CSU and UC transferable.	This course is the introductory level of study for basic, black and white and wet darkroom photography. It is intended to meet the requirements of the A.A. degrees in photography and is CSU and UC transferable.


### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

### Course Philosophy


Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	No value	

### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	<b>Does the course have a Foothill equivalent?</b>	Yes	<del>Yes</del> <u>No</u>
	<b>Foothill Faculty Consultation Name</b>	No value	
	<b>Foothill Course ID</b>	PHOT F001.	<del>PHOT F001.</del>


### 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>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</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
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	No value	<u>This class is not repeatable.</u>

### Associated Programs

Empty area for associated programs.

**Changed Field**

**Current Version**

**Proposed Version**

**Course is part of a program**

<b>Associated Program</b>	Film/TV: Screenwriting
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Film/TV: Screenwriting
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Film/TV: Production
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Film/TV: Production
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Film/TV: Screenwriting
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Film/TV: Screenwriting
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Film/TV: Production (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Film/TV: Production (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Studio Arts for Transfer (In Development)
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Studio Arts for Transfer (In Development)
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Journalism for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Journalism for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Art History for Transfer

<b>Associated Program</b>	Art History for Transfer

**Changed Field**

**Current Version**

**Proposed Version**

<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree
<b>Associated Program</b>	Liberal Arts (Arts and Letters Emphasis)	<b>Associated Program</b>	Liberal Arts (Arts and Letters Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Associate in Arts in Studio Arts for Transfer	<b>Associated Program</b>	Associate in Arts in Studio Arts for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree
<b>Associated Program</b>	Spatial Art	<b>Associated Program</b>	Spatial Art
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Liberal Arts (Arts and Letters Emphasis)	<b>Associated Program</b>	Liberal Arts (Arts and Letters Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Associate in Arts in Journalism for Transfer	<b>Associated Program</b>	Associate in Arts in Journalism for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree
<b>Associated Program</b>	Photographic Arts (Film and Digital)	<b>Associated Program</b>	Photographic Arts (Film and Digital)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree



**Changed Field**

**Current Version**

**Proposed Version**

<p><b>Associated Program</b> Liberal Arts (Arts and Letters Emphasis) (In Development)</p>	<p><b>Associated Program</b> Liberal Arts (Arts and Letters Emphasis) (In Development)</p>
<p><b>Award Type</b> Associate in Arts (A.A.) Degree</p>	<p><b>Award Type</b> Associate in Arts (A.A.) Degree</p>
<p><b>Associated Program</b> Professional Photography (Film and Digital)</p>	<p><b>Associated Program</b> Professional Photography (Film and Digital)</p>
<p><b>Award Type</b> Associate in Arts (A.A.) Degree</p>	<p><b>Award Type</b> Associate in Arts (A.A.) Degree</p>
<p><b>Associated Program</b> Film/TV: Production</p>	<p><b>Associated Program</b> Film/TV: Production</p>
<p><b>Award Type</b> Certificate of Achievement-Advanced (COA-A)</p>	<p><b>Award Type</b> Certificate of Achievement-Advanced (COA-A)</p>
<p><b>Associated Program</b> Film/TV: Production (In Development)</p>	<p><b>Associated Program</b> Film/TV: Production (In Development)</p>
<p><b>Award Type</b> Certificate of Achievement-Advanced (COA-A)</p>	<p><b>Award Type</b> Certificate of Achievement-Advanced (COA-A)</p>
<p><b>Associated Program</b> Photographic Arts (Film and Digital) (In Development)</p>	<p><b>Associated Program</b> Photographic Arts (Film and Digital) (In Development)</p>
<p><b>Award Type</b> Associate in Arts (A.A.) Degree</p>	<p><b>Award Type</b> Associate in Arts (A.A.) Degree</p>
<p><b>Associated Program</b> Associate in Arts in Art History for Transfer</p>	<p><b>Associated Program</b> Associate in Arts in Art History for Transfer</p>
<p><b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p><b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree</p>

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

**Associated Program** Professional Photography (Film and Digital)

**Associated Program** Professional Photography (Film and Digital)

**Award Type** Certificate of Achievement (COA)

**Award Type** Certificate of Achievement (COA)

**Associated Program** Art History for Transfer (In Development)

**Associated Program** Art History for Transfer (In Development)

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Studio Arts for Transfer

**Associated Program** Studio Arts for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Professional Photography (Film and Digital) (In Development)

**Associated Program** Professional Photography (Film and Digital) (In Development)

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

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

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

**Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU

**Course General Education Status (CB25)**

Y

Y

Changed	Field	Current Version	Proposed Version
	<b>Transfer Status</b>	Approved	Approved
	<b>GE Information</b>	No value	No value

### Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	2	2
	<b>Lecture Hours - Out of Class</b>	4	4
	<b>Laboratory Hours - In Class</b>	3	3
	<b>Laboratory Hours - Out of Class</b>	0	0
	<b>NA Hours - In Class</b>	0	0
	<b>NA Hours - Out of Class</b>	0	0

### Course Student Hours - Profile Name: Default Profile

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Total Student Learning Hours</b>	108	108
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	24	24
	<b>Lecture Hours - Course Out-of-Class per Term</b>	48	48
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	36	36
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	60	60
	<b>Total - Course Out-of-Class Hours</b>	48	48

Changed	Field	Current Version	Proposed Version
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	<b>Total Credit Units - Minimum Credit Units</b>	3	3
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	<b>Total Credit Units - Maximum Credit Units</b>	3	3
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### Speciality Hours

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
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	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
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	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
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	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
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	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Variable Credit Course</b>	<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	72	72
	Total Laboratory Hours per Term	36	36
	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



**Methods of Instruction**

<b>Methods of Instruction</b>	
<b>Methods of Instruction</b>	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Field observation and field trips Lab activity and evaluation

<b>Methods of Instruction</b>	
<b>Methods of Instruction</b>	Methods of Instruction Lecture and visual aids both in class or on Canvas Discussion of assigned reading Discussion and problem-solving performed in class Quiz and examination review performed on Canvas Homework and extended projects Field observation and field trips Lab activity and evaluation

**Assignments**

1. Reading from assigned chapters of textbook
2. A written, one-page critique of an assigned gallery or museum exhibition
3. Bi-weekly photographic exercises that demonstrate an understanding and application of class concepts and darkroom procedures, and culminates in the completion of 4 - 8 finished, black and white prints.

1. Reading from assigned chapters of textbook
2. A written, one-page critique of an assigned gallery or museum exhibition
3. Bi-weekly photographic exercises that demonstrate an understanding and application of class concepts and darkroom procedures, and culminates in the completion of 4 - 8 finished, black and white prints.

**Changed**   **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of Evaluation



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

1. One, one-hour mid-quarter examination: multiple choice, true and false, and short answer components that requires students to summarize course content and apply concepts covered.
2. Written critique of an exhibition that demonstrates and understanding of basic photographic skills and the observations of photography as a visual language.
3. Final: oral and visual presentation of final prints assigned demonstrating basic technical skills and conceptual awareness as discussed during the course.
4. Other quizzes at instructor's discretion evaluating student's understanding of specific lab

**Methods  
of  
Evaluation**

1. One, one-hour mid-quarter examination on Canvas: multiple choice, true and false, and short answer components that require students to summarize course content and apply concepts covered.
2. A written critique of an exhibition that demonstrates an understanding of basic photographic skills and the observations of photography as a visual language. Submission on Canvas.
3. Final: in-person oral and visual presentation of final prints assigned demonstrating basic technical skills and conceptual awareness as discussed during the course.
4. Other quizzes on Canvas, at the instructor's discretion,

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

procedures,  
camera  
controls, or  
concepts from  
course material  
assigned.

evaluate  
students'  
understanding  
of specific lab  
procedures,  
camera  
controls, or  
concepts from  
the course  
material  
assigned.



**Essential Student  
Materials/Essential  
College Facilities**

**Essential Student Materials:**

- 35mm camera
- 6 - 8 rolls of black and white film
- One (100 sheet) box of RC photographic paper
- Other materials as required (negative sleeves, envelopes, misc. items)

**Essential College Facilities:**

- Classroom and a darkroom equipped for black and white film processing, printing and finishing

**Essential Student Materials:**

- 35mm camera
- 6 - 8 rolls of black and white film
- One (100 sheet) box of RC photographic paper
- Other materials as required (negative sleeves, envelopes, misc. items)
- A computer and internet access to Canvas material

**Essential College Facilities:**

- Classroom and a darkroom equipped for black-and-white film processing, printing, and finishing



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	London/Stone/Upton Photography 12th Edition. Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	London/Stone A Short Course in Photography: Film and Darkroom, 9th Edition. Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2015 (NON-MAJORS may substitute)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Short Course in Photography, A: Film and Darkroom (What's New in Art & Humanities) 10th Edition
<b>Author</b>	Barbara London and Jim Stone
<b>Publisher</b>	Pearson
<b>Date/Edition</b>	January 23, 2018
<b>ISBN</b>	0134638859 and 978-0134638850

<b>Title</b>	Photography, 12th edition
<b>Author</b>	Barbara London, Jim Stone, and John Upton
<b>Publisher</b>	Pearson
<b>Date/Edition</b>	June 22, 2016/12th edition
<b>ISBN</b>	9780134490618 and 9780134482026

Changed Field

Current Version

Proposed Version



**Suggested Reading List**

**Reading List** Other suitable text at the instructor's discretion

**May include, but are not limited to** No value

No value

### Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version

**Course Objectives**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Define the nature and application of photography as a unique medium.</li> <li>• Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used.</li> <li>• Process black and white 35mm film, make contact prints, and enlarged prints.</li> <li>• Explore how photography has evolved to its present form through a worldwide perspective.</li> <li>• Create and conceptualize images using 35mm techniques and practices.</li> <li>• Compare and contrast traditional photographic methods with new digital methods.</li> <li>• Critique and analyze a variety of photographic master works to develop, refine and understand a diverse and multicultural community</li> <li>• Critique classmate's work to understand the visual and communicative value of the medium</li> </ul> | <ul style="list-style-type: none"> <li>• Define the nature and application of photography as a unique medium.</li> <li>• Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used.</li> <li>• Process black and white 35mm film, make contact prints, and enlarged prints.</li> <li>• Explore how photography has evolved to its present form through a worldwide perspective.</li> <li>• Create and conceptualize images using 35mm techniques and practices.</li> <li>• Compare and contrast traditional photographic methods with new digital methods.</li> <li>• Critique and analyze a variety of photographic master works to develop, refine and understand a diverse and multicultural community</li> <li>• Critique classmate's work to understand the visual and communicative value of the medium</li> </ul> |
|---|---|

**Changed Field**

**Current Version**

**Proposed Version**

**CSLOs**

**CSLOs**

Demonstrate a working knowledge of wet darkroom processes to create photographs using a 35mm film camera.

**Expected SLO Performance** 0.0

**CSLOs**

Demonstrate a working knowledge of wet darkroom processes to create photographs using a 35mm film camera.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> <li>1. Define the nature and application of photography as a unique medium.               <ol style="list-style-type: none"> <li>1. Characteristics of the black and white photographic image                   <ol style="list-style-type: none"> <li>1. Light</li> <li>2. Continous tone</li> <li>3. Space</li> <li>4. Time</li> </ol> </li> <li>2. Application of a unique medium                   <ol style="list-style-type: none"> <li>1. As a fine art</li> <li>2. As commercial work</li> <li>3. As documentation or replication</li> <li>4. "The snapshot" as a genre</li> </ol> </li> </ol> </li> <li>2. Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used.               <ol style="list-style-type: none"> <li>1. Camera types                   <ol style="list-style-type: none"> <li>1. 35mm format</li> <li>2. Medium format</li> <li>3. Large format</li> <li>4. Digital</li> </ol> </li> <li>2. Basic SLR camera controls                   <ol style="list-style-type: none"> <li>1. Body</li> <li>2. Lens</li> <li>3. Viewfinder</li> <li>4. Film advance</li> <li>5. Film plane</li> <li>6. Shutter</li> <li>7. Aperture</li> <li>8. Focusing</li> </ol> </li> </ol> </li> <li>3. Process black and white 35mm film, make contact prints, and enlarged prints.               <ol style="list-style-type: none"> <li>1. Film processing</li> <li>2. Contact prints</li> <li>3. Enlarged prints</li> <li>4. Print finishing</li> </ol> </li> <li>4. Explore how photography has evolved to its present form through a worldwide perspective.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define the nature and application of photography as a unique medium.               <ol style="list-style-type: none"> <li>1. Characteristics of the black and white photographic image                   <ol style="list-style-type: none"> <li>1. Light</li> <li>2. Continous tone</li> <li>3. Space</li> <li>4. Time</li> </ol> </li> <li>2. Application of a unique medium                   <ol style="list-style-type: none"> <li>1. As a fine art</li> <li>2. As commercial work</li> <li>3. As documentation or replication</li> <li>4. "The snapshot" as a genre</li> </ol> </li> </ol> </li> <li>2. Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used.               <ol style="list-style-type: none"> <li>1. Camera types                   <ol style="list-style-type: none"> <li>1. 35mm format</li> <li>2. Medium format</li> <li>3. Large format</li> <li>4. Digital</li> </ol> </li> <li>2. Basic SLR camera controls                   <ol style="list-style-type: none"> <li>1. Body</li> <li>2. Lens</li> <li>3. Viewfinder</li> <li>4. Film advance</li> <li>5. Film plane</li> <li>6. Shutter</li> <li>7. Aperture</li> <li>8. Focusing</li> </ol> </li> </ol> </li> <li>3. Process black and white 35mm film, make contact prints, and enlarged prints.               <ol style="list-style-type: none"> <li>1. Film processing</li> <li>2. Contact prints</li> <li>3. Enlarged prints</li> <li>4. Controlling contrast on enlarged prints</li> <li>5. Print Finishing</li> </ol> </li> </ol>

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

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|---|---|
| <ol style="list-style-type: none"><li>1. A brief history of worldwide developments of the medium in 19th, 20th and the 21st centuries such as: the invention of photography, camera and film technology including new digital imaging, photography used in the other arts, documentary, and commercial work.</li><li>2. Introduce diverse photographic artists and imagery such as:<ol style="list-style-type: none"><li>1. Ethnic/cultural (M. Alvarez Bravo, Andre Serrano, Roy DeCarava, Carrie Mae Weems, Lorna Simpson, Reagan Louie)</li><li>2. Issues of gender (Claude Cahun, Arthur Tress, Duane Michals, Robert Mapplethorpe, Yasumasa Morimura, Katherine Opie, Nan Goldin)</li><li>3. Digital (Andres Gursky, Pedro Meyer, Loretta Lux)</li></ol></li><li>5. Create and conceptualize images using 35mm techniques and practices.<ol style="list-style-type: none"><li>1. Fine art approach to photography</li><li>2. Commercial approach</li><li>3. Documentary</li><li>4. Digital</li></ol></li><li>6. Compare and contrast traditional photographic methods with new digital methods.<ol style="list-style-type: none"><li>1. Physical similarities and/or differences in equipment and processing</li></ol></li></ol> | <ol style="list-style-type: none"><li>4. Explore how photography has evolved to its present form through a worldwide perspective.<ol style="list-style-type: none"><li>1. A brief history of worldwide developments of the medium in 19th, 20th and the 21st centuries such as: the invention of photography, camera and film technology including new digital imaging, photography used in the other arts, documentary, and commercial work.</li><li>2. Introduce diverse photographic artists and imagery such as:<ol style="list-style-type: none"><li>1. Ethnic/cultural (M. Alvarez Bravo, Andre Serrano, Roy DeCarava, Carrie Mae Weems, Lorna Simpson, Reagan Louie)</li><li>2. Issues of gender (Claude Cahun, Arthur Tress, Duane Michals, Robert Mapplethorpe, Yasumasa Morimura, Katherine Opie, Nan Goldin)</li><li>3. Digital (Andres Gursky, Pedro Meyer, Loretta Lux)</li></ol></li></ol></li><li>5. Create and conceptualize images using 35mm techniques and practices.<ol style="list-style-type: none"><li>1. Fine art approach to photography</li><li>2. Commercial approach</li><li>3. Documentary</li><li>4. Digital</li></ol></li><li>6. Compare and contrast traditional photographic methods with new digital methods.</li></ol> |
|---|---|

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

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- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1. Analog and digital cameras</li><li>2. Wet darkroom vs. digital darkroom</li><li>2. Traditional vs. contemporary imagery<ol style="list-style-type: none"><li>1. Photographic genres: portraiture, landscape, still life, abstract, directorial, alternative</li><li>2. Unmanipulated (straight) vs. manipulated (digitized) imagery</li></ol></li><li>7. Critique and analyze a variety of photographic master works to develop, refine and understand a diverse and multicultural community<ol style="list-style-type: none"><li>1. Presentation of imagery created with basic black and white techniques</li><li>2. Preconceptions about what makes a good image</li><li>3. Description, evaluation, and interpretation of imagery</li><li>4. Examination of and sensitivity to diverse photographic expressions</li></ol></li><li>8. Critique classmate's work to understand the visual and communicative value of the medium<ol style="list-style-type: none"><li>1. Presentation of classmate's work</li><li>2. Description, evaluation, and interpretation of class imagery</li><li>3. Examination of and sensitivity to the individual's self-expression</li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Physical similarities and/or differences in equipment and processing<ol style="list-style-type: none"><li>1. Analog and digital cameras</li><li>2. Wet darkroom vs. digital darkroom</li></ol></li><li>2. Traditional vs. contemporary imagery<ol style="list-style-type: none"><li>1. Photographic genres: portraiture, landscape, still life, abstract, directorial, alternative</li><li>2. Unmanipulated (straight) vs. manipulated (digitized) imagery</li></ol></li><li>7. Critique and analyze a variety of photographic master works to develop, refine and understand a diverse and multicultural community<ol style="list-style-type: none"><li>1. Presentation of imagery created with basic black-and-white techniques</li><li>2. Preconceptions about what makes a good image</li><li>3. Description, evaluation, and interpretation of imagery</li><li>4. Examination of and sensitivity to diverse photographic expressions</li></ol></li><li>8. Critique classmate's work to understand the visual and communicative value of the medium<ol style="list-style-type: none"><li>1. Presentation of classmate's work</li><li>2. Description, evaluation, and interpretation of class imagery</li><li>3. Examination of and sensitivity to the individual's self-expression</li></ol></li></ol> |
|--|---|
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Changed	Field	Current Version	Proposed Version
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	<b>Lab Component in this Course</b>	Yes	Yes
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	<b>Lab Outline</b>	1. Film processing 2. Contact sheet 3. Enlarged print	1. Film processing 2. Contact sheet 3. Enlarged print
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### Req/Adv

Changed	Questions	Current Version	Proposed Version
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	<b>Prerequisite(s):</b>	No Value	No Value
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	<b>Corequisite(s):</b>	No Value	No Value
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	<b>Advisory(ies):</b>	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra
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	<b>Advisory(ies) - Other:</b>	No Value	No Value
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	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
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	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
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	<b>Entrance Skills(s):</b>	No Value	No Value
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	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
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	<b>General Course Statement(s):</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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General  
Course  
Statement(s) -  
Other:

No Value

No Value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
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Banner Start  
Term (202122)

202122

No Value



Banner  
Division

2CA

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)

PHTG 001

PHTG 001

Course Status

Non-substantial

Non-substantial



Course Status  
Code

A

No Value



Banner  
Department

PHTG

No Value



Course Level

DU

No Value



College Code

DA

No Value

Course  
Characteristics

CTE

CTE

Changed	Questions	Current Version	Proposed Version
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	10/27/2020	No Value
!	<b>Emergency Approval</b>	No	No Value
!	<b>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)</b>	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
!	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	231018	No Value
!	Account Code	1320	No Value
!	Program Code	101100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

## Summary of Revisions

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

## Blue Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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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



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<b>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.</b>	No Value	No Value
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<b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	n/a
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Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</p>	No Value	<p>1. A. written, one-page critique of an assigned gallery or museum exhibition. (Assignments, B) 2. A written critique of an exhibition that demonstrates an understanding of basic photographic skills and the observations of photography as a visual language. (Method of Evaluation, B)</p>
	<p><b>!</b> Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</p>	No Value	n/a
	<p><b>!</b> Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</p>	No Value	<p>1. A. written, one-page critique of an assigned gallery or museum exhibition. (Assignments, B) 2. A written critique of an exhibition that demonstrates an understanding of basic photographic skills and the observations of photography as a visual language. (Method of Evaluation, B)</p>
	<p><b>!</b> Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</p>	No Value	n/a

## D-Matrix Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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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**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

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

No Value

No Value

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**Objective 3:  
Explore functions.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Develop linear  
function  
models.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Explore the  
function  
concept  
algebraically,  
numerically,  
verbally and  
graphically.**

No Value

No Value

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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

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

No Value

No Value

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

No Value

No Value

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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

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

### F-Matrix Form

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Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	<p>No Value</p>	<p>No Value</p>
<p><b>!</b></p>	<p><b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b></p>	<p>No Value</p>	<p>1. Bi-weekly photographic exercises that demonstrate an understanding and application of class concepts and darkroom procedures, and culminates in the completion of 4 - 8 finished, black and white prints. (Assignments, C) 2. One, one-hour mid-quarter examination: multiple choice, true and false, and short answer components that requires students to summarize course content and apply concepts covered. (Methods of Evaluation, A) 3. Other quizzes at instructor's discretion evaluating student's understanding of specific lab procedures, camera controls, or concepts from course material assigned. (Methods of Evaluation, D) 4. Process black and white 35mm film, make contact prints, and enlarged prints. (Lab Outline, C) Film processing Contact prints Enlarged prints Print finishing</p>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <b>Objective 2:</b> <b>Solve problems involving arithmetic operations, including fractions, percents and decimals.</b></p>	<p>No Value</p>	<p>1. Bi-weekly photographic exercises that demonstrate an understanding and application of class concepts and darkroom procedures, and culminates in the completion of 4 - 8 finished, black and white prints. (Assignments, C) 2. One, one-hour mid-quarter examination: multiple choice, true and false, and short answer components that requires students to summarize course content and apply concepts covered. (Methods of Evaluation, A) 3. Other quizzes at instructor's discretion evaluating student's understanding of specific lab procedures, camera controls, or concepts from course material assigned. (Methods of Evaluation, D) 4. Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used. (Course Outline, B 1-3) 1. Camera types (Course Outline, B1, a-d) a. 35mm format b. Medium format c. Large format d. Digital 2. Basic SLR camera controls (Course Outline, B2, a-h) a. Body b. Lens c. Viewfinder d. Film advance e. Film plane f. Shutter g. Aperture h. Focusing 3. Process black and white 35mm film, make contact prints, and enlarged prints. (Course Outline, C) a. Film processing b. Contact prints c. Enlarged prints d. Print finishing</p>
	<p><b>!</b> <b>Objective 3:</b> <b>Apply the order of operations to evaluate signed numerical expressions.</b></p>	<p>No Value</p>	<p>1. Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used. (Course Outline, B2, a-h) Basic SLR camera controls a. Body b. Lens c. Viewfinder d. Film advance e. Film plane f. Shutter g. Aperture h. Focusing</p>

Changed	Questions	Current Version	Proposed Version
	<b>!</b> Objective 4: Solve problems involving operations with signed numbers.	No Value	1.Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used. Course Outline, B2, a-h) Basic SLR camera controls a. Body b. Lens c. Viewfinder d. Film advance e. Film plane f. Shutter g. Aperture h. Focusing
	<b>!</b> Objective 5: Explore the characteristics and properties of real numbers.	No Value	n/a
	<b>!</b> Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	.Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used. Course Outline, B2, a-h) Basic SLR camera controls a. Body b. Lens c. Viewfinder d. Film advance e. Film plane f. Shutter g. Aperture h. Focusing
	<b>!</b> Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	n/a
	<b>!</b> Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	n/b

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

### G-Matrix Form

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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, 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

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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#### **De Anza GE - ESGC Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
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	<b>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.</b>	No Value	No Value
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	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	<p><b>Criteria 5:</b>  <b>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.</b></p>	No Value	No Value
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### Comments

Changed	Questions	Current Version	Proposed Version
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	<p><b>Stage 2:</b>  <b>Department Chair</b></p>	No Value	No Value
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	<p><b>Stage 3:</b>  <b>Division Curriculum Representative</b></p>	No Value	Make sure at least one book is within the last five years.
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	<p><b>Stage 4:</b>  <b>Division Dean</b></p>	No Value	No Value
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	<p><b>Stage 5: SLO Coordinator</b></p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	
			5/7/24	Zack Judson	Matrix C	Required	Please complete Matrix C for your English advisory	Y
			5/7/24	zj	Matrix F	Required	Please complete Matrix F for your math advisory	Y
	<b>Stage 8: AVP - Instruction</b>	No Value	<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
			5/23/24	Gabriel Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required	Please attach the Course Hybrid Delivery Request form. (Form found within eLumen).	Y
	<b>Stage 9: Articulation Officer</b>	No Value	No Value					
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value					
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value					

### Course Administration Codes

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Curriculum ID</b>	PHTGD001.
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	<b>Distance Education Approved</b>	Yes
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	<b>Board of Trustees Approval Date</b>	
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	<b>Curriculum Committee Approval Date</b>	
--	---	--

	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000051329
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
06/10/2024

### 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
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

<b>Section</b>	<b>Changed field</b>
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	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
C-Matrix Form	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.
C-Matrix Form	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.
C-Matrix Form	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

<b>Section</b>	<b>Changed field</b>
C-Matrix Form	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.
F-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.
F-Matrix Form	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.
F-Matrix Form	Objective 3: Apply the order of operations to evaluate signed numerical expressions.
F-Matrix Form	Objective 4: Solve problems involving operations with signed numbers.
F-Matrix Form	Objective 5: Explore the characteristics and properties of real numbers.
F-Matrix Form	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.
F-Matrix Form	Objective 7: Explore rates and ratios and use proportions to solve problems.
F-Matrix Form	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.
F-Matrix Form	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.
F-Matrix Form	Objective 10: Solve linear equations in one variable numerically and algebraically.
F-Matrix Form	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.
F-Matrix Form	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.
Comments	Stage 3: Division Curriculum Representative
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?



**Section****Changed field**



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
	<b>Faculty Initiator</b>	• Erik Woodbury	• Lisa Teng
	<b>Course ID (CB01A and CB01B)</b>	PHTGD301.	PHTGD301.
	<b>Course Control Number</b>	CCC000624692	CCC000624692
	<b>Course Title (CB02)</b>	Basic Photography	Basic Photography
	<b>Short Course Title</b>	BASIC PHOTOGRAPHY	BASIC PHOTOGRAPHY
	<b>TOP Code (CB03)</b>	1012.00	1012.00 Applied Photography
	<b>CIP Code</b>	Photographic and Film/Video Technology/Technician and Assistant	10.0201 Photographic and Film/Video Technology/Technician and Assistant
	<b>Department</b>	PHTG - Photography	PHTG - Photography
	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Possibly Occupational	Possibly Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	This is an introduction to black and white photography, providing an overview of the 35mm single-lens reflex camera operating system. Students will gain a basic understanding of film processing, printing, and finishing while developing critical thinking skills to analyze historical, cultural, conceptual, and practical aspects of a medium used worldwide. The course is preparation for further work in photography including digital imaging.	This is an introduction to black and white photography, providing an overview of the 35mm single-lens reflex camera operating system. Students will gain a basic understanding of film processing, printing, and finishing while developing critical thinking skills to analyze historical, cultural, conceptual, and practical aspects of a medium used worldwide. The course is preparation for further work in photography including digital imaging.
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
	<b>Mode of Delivery</b>	No value	<ul style="list-style-type: none"> <li>• Hybrid</li> </ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>• Photography</li> </ul>
	<b>Discipline 2</b>	No value	No value
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>• FHDA FSA - PHOTOGRAPHY</li> </ul>

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

## Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This is a noncredit enhanced, CTE course and belongs on the Commercial Lighting Certificate of Completion. It is also a recommendation from industry advisory committees to help better prepare students to operate a single-lens reflex camera manually and gain basic knowledge of black and white and wet darkroom photography.	This is a noncredit enhanced, CTE course and belongs on the Commercial Lighting Certificate of Completion. It is also a recommendation from industry advisory committees to help better prepare students to operate a single-lens reflex camera manually and gain basic knowledge of black and white and wet darkroom photography.

## Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

## Course Philosophy


Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	No value	

## Foothill Equivalency


Changed	Field	Current Version	Proposed Version
	<b>Does the course have a Foothill equivalent?</b>	No	No

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	


**CTE Course**

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

**Honors/Non-honors Course**

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

**Mirrored Credit/Noncredit Course**

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

**Cross-listed Course**

Changed	Field	Current Version	Proposed Version
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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**

99

99

**Grade Options**

- Pass/No Pass

- Pass/No Pass

**Allow Students to Gain Credit by Exam/Challenge**



**Repeatability Statement**

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

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

### Associated Programs

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

<b>Associated Program</b>	Commercial Lighting
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<b>Award Type</b>	Certificate of Completion
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<b>Associated Program</b>	Commercial Lighting
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<b>Award Type</b>	Certificate of Completion
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<b>Associated Program</b>	Commercial Lighting
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<b>Award Type</b>	Certificate of Completion
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<b>Associated Program</b>	Commercial Lighting
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<b>Award Type</b>	Certificate of Completion
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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

**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
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**Lecture Hours - In Class**

2

2

**Lecture Hours - Out of Class**

4

4

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	60	60
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	36	36

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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	48	48
	Total Credit Units - Minimum Credit Units	0	0
	Total Credit Units - Maximum Credit Units	0	0

### Speciality Hours

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	Speciality Hours	No value	No value

### Credit / Non-Credit Options



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

### Credit Units


Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	24	24
	<b>Total Laboratory Hours per Term</b>	36	36
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	-	0

Changed	Field	Current Version	Proposed Version
	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	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Discussion and problem solving performed in class  Quiz and examination review performed in class  Homework and extended projects  Field observation and field trips  Lab activity and evaluation</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Lecture and visual aids both in class and on Canvas  Discussion of assigned reading  Discussion and problem solving performed in class  Quiz and examination review performed on Canvas  Homework and extended projects  Field observation and field trips  Lab activity and evaluation</p>

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

1. Reading from assigned chapters of textbook
2. A written, one-page critique of an assigned gallery or museum exhibition
3. Bi-weekly photographic exercises that demonstrate an understanding and application of class concepts and darkroom procedures, and culminates in the completion of 4 - 8 finished, black and white prints.

1. Reading from assigned chapters of textbook
2. A written, one-page critique of an assigned gallery or museum exhibition
3. Bi-weekly photographic exercises that demonstrate an understanding and application of class concepts and darkroom procedures, and culminates in the completion of 4 - 8 finished, black and white prints.

**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of  
Evaluation

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

1. One, one-hour mid-quarter examination: multiple choice, true and false, and short answer components that require students to summarize course content and apply concepts covered.
2. Written critique of an exhibition that demonstrates an understanding of basic photographic skills and the observations of photography as a visual language.
3. Final: oral and visual presentation of final prints assigned demonstrating basic technical skills and conceptual awareness as discussed during the course.
4. Other quizzes at the instructor's discretion evaluating student's

**Methods  
of  
Evaluation**

1. One, one-hour mid-quarter examination on Canvas: multiple choice, true and false, and short answer components that require students to summarize course content and apply concepts covered.
2. A written critique of an exhibition that demonstrates an understanding of basic photographic skills and the observations of photography as a visual language. Submission on Canvas.
3. Final: in-person oral and visual presentation of final prints assigned demonstrating basic technical skills and conceptual awareness as discussed

**Changed Field**

**Current Version**

**Proposed Version**

understanding of specific lab procedures, camera controls, or concepts from course material assigned.

during the course.  
4. Other quizzes on Canvas at the instructor's discretion evaluating student's understanding of specific lab procedures, camera controls, or concepts from course material assigned.



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- 35mm camera
- 6 - 8 rolls of black and white film
- One (100 sheet) box of RC photographic paper
- Other materials as required (negative sleeves, envelopes, misc. items)

**Essential College Facilities:**

- Classroom and a darkroom equipped for black and white film processing, printing and finishing

**Essential Student Materials:**

- 35mm camera
- 6 - 8 rolls of black and white film
- One (100 sheet) box of RC photographic paper
- Other materials as required (negative sleeves, envelopes, misc. items)
- A computer and internet access to Canvas material

**Essential College Facilities:**

- Classroom and a darkroom equipped for black-and-white film processing, printing, and finishing

**Changed Field**

**Current Version**

**Proposed Version**



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	London/Stone/Upton Photography 12th Edition. Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	London/Stone's A Short Course in Photography: Film and Darkroom (10th ed., 2018) Pearson.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Short Course in Photography, A: Film and Darkroom (What's New in Art & Humanities) 10th Edition
<b>Author</b>	Barbara London and Jim Stone
<b>Publisher</b>	Pearson
<b>Date/Edition</b>	January 23, 2018/10th Edition
<b>ISBN</b>	0134638859 and 978-0134638850

<b>Title</b>	Photography, 12th edition
<b>Author</b>	Barbara London, Jim Stone, and John Upton
<b>Publisher</b>	Pearson
<b>Date/Edition</b>	June 22, 2016/12th edition
<b>ISBN</b>	9780134482026 and 9780134490618

<b>Title</b>	The Film Photography Handbook, 3rd Edition: Rediscovering Photography in 35mm, Medium, and Large Format

**Changed Field**

**Current Version**

**Proposed Version**

<b>Author</b>	Chris Marquardt, and Monika Andrae
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<b>Publisher</b>	Rocky Nook
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<b>Date/Edition</b>	May 2, 2023
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<b>ISBN</b>	ISBN-10 : 1681989417 ISBN-13 : 978- 1681989419
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**Suggested  
Reading List**

<b>Reading List</b>	Other suitable text at the instructor's discretion
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<b>May include, but are not limited to</b>	No value
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No value

## Learning Outcomes and Objectives



Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Define the nature and application of photography as a unique medium.</li> <li>• Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used.</li> <li>• Process black and white 35mm film, make contact prints, and enlarged prints.</li> <li>• Explore how photography has evolved to its present form through a worldwide perspective.</li> <li>• Create and conceptualize images using 35mm techniques and practices.</li> <li>• Compare and contrast traditional photographic methods with new digital methods.</li> <li>• Critique and analyze a variety of photographic master works to develop, refine and understand a diverse and multicultural community</li> <li>• Critique classmate's work to understand the visual and communicative value of the medium</li> </ul>	<ul style="list-style-type: none"> <li>• Define the nature and application of photography as a unique medium.</li> <li>• Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used.</li> <li>• Process black and white 35mm film, make contact prints, and enlarged prints.</li> <li>• Explore how photography has evolved to its present form through a worldwide perspective.</li> <li>• Create and conceptualize images using 35mm techniques and practices.</li> <li>• Compare and contrast traditional photographic methods with new digital methods.</li> <li>• Critique and analyze a variety of photographic master works to develop, refine and understand a diverse and multicultural community</li> <li>• Critique classmate's work to understand the visual and communicative value of the medium</li> </ul>

**CSLOs**

<b>CSLOs</b>	Demonstrate a working knowledge of wet darkroom processes to create photographs using a 35mm film camera.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Demonstrate a working knowledge of wet darkroom processes to create photographs using a 35mm film camera.
<b>Expected SLO Performance</b>	0.0

## Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> <li>1. Define the nature and application of photography as a unique medium. <ol style="list-style-type: none"> <li>1. Characteristics of the black and white photographic image <ol style="list-style-type: none"> <li>1. Light</li> <li>2. Continuous tone</li> <li>3. Space</li> <li>4. Time</li> </ol> </li> <li>2. Application of a unique medium <ol style="list-style-type: none"> <li>1. As a fine art</li> <li>2. As commercial work</li> <li>3. As documentation or replication</li> <li>4. "The snapshot" as a genre</li> </ol> </li> </ol> </li> <li>2. Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used. <ol style="list-style-type: none"> <li>1. Camera types <ol style="list-style-type: none"> <li>1. 35mm format</li> <li>2. Medium format</li> <li>3. Large format</li> <li>4. Digital</li> </ol> </li> <li>2. Basic SLR camera controls <ol style="list-style-type: none"> <li>1. Body</li> <li>2. Lens</li> <li>3. Viewfinder</li> <li>4. Film advance</li> <li>5. Film plane</li> <li>6. Shutter</li> <li>7. Aperture</li> <li>8. Focusing</li> </ol> </li> </ol> </li> <li>3. Process black and white 35mm film, make contact prints, and enlarged prints. <ol style="list-style-type: none"> <li>1. Film processing</li> <li>2. Contact prints</li> <li>3. Enlarged prints</li> <li>4. Print finishing</li> </ol> </li> <li>4. Explore how photography has evolved to its present form</li> </ol>	<ol style="list-style-type: none"> <li>1. Define the nature and application of photography as a unique medium. <ol style="list-style-type: none"> <li>1. Characteristics of the black and white photographic image <ol style="list-style-type: none"> <li>1. Light</li> <li>2. Continuous tone</li> <li>3. Space</li> <li>4. Time</li> </ol> </li> <li>2. Application of a unique medium <ol style="list-style-type: none"> <li>1. As a fine art</li> <li>2. As commercial work</li> <li>3. As documentation or replication</li> <li>4. "The snapshot" as a genre</li> </ol> </li> </ol> </li> <li>2. Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used. <ol style="list-style-type: none"> <li>1. Camera types <ol style="list-style-type: none"> <li>1. 35mm format</li> <li>2. Medium format</li> <li>3. Large format</li> <li>4. Digital</li> </ol> </li> <li>2. Basic SLR camera controls <ol style="list-style-type: none"> <li>1. Body</li> <li>2. Lens</li> <li>3. Viewfinder</li> <li>4. Film advance</li> <li>5. Film plane</li> <li>6. Shutter</li> <li>7. Aperture</li> <li>8. Focusing</li> </ol> </li> </ol> </li> <li>3. Process black and white 35mm film, make contact prints, and enlarged prints. <ol style="list-style-type: none"> <li>1. Film processing</li> <li>2. Contact prints</li> <li>3. Enlarged prints</li> <li>4. Controlling contrast in enlarged prints</li> <li>5. Print finishing</li> </ol> </li> </ol>

Changed	Field	Current Version	Proposed Version
		<p>through a worldwide perspective.</p> <ol style="list-style-type: none"> <li>1. A brief history of worldwide developments of the medium in the 19th, 20th, and 21st centuries such as the invention of photography, camera and film technology including new digital imaging, photography used in the other arts, documentary, and commercial work.</li> <li>2. Introduce diverse photographic artists and imagery such as:               <ol style="list-style-type: none"> <li>1. Ethnic/cultural (M. Alvarez Bravo, Andre Serrano, Roy DeCarava, Carrie Mae Weems, Lorna Simpson, Reagan Louie)</li> <li>2. Issues of gender (Claude Cahun, Arthur Tress, Duane Michals, Robert Mapplethorpe, Yasumasa Morimura, Katherine Opie, Nan Goldin)</li> <li>3. Digital (Andres Gursky, Pedro Meyer, Loretta Lux)</li> </ol> </li> <li>5. Create and conceptualize images using 35mm techniques and practices.               <ol style="list-style-type: none"> <li>1. Fine art approach to photography</li> <li>2. Commercial approach</li> <li>3. Documentary</li> <li>4. Digital</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>4. Explore how photography has evolved to its present form through a worldwide perspective.           <ol style="list-style-type: none"> <li>1. A brief history of worldwide developments of the medium in the 19th, 20th, and 21st centuries such as the invention of photography, camera, and film technology, including new digital imaging, photography used in the other arts, documentary, and commercial work.</li> <li>2. Introduce diverse photographic artists and imagery such as:               <ol style="list-style-type: none"> <li>1. Ethnic/cultural (M. Alvarez Bravo, Andre Serrano, Roy DeCarava, Carrie Mae Weems, Lorna Simpson, Reagan Louie)</li> <li>2. Issues of gender (Claude Cahun, Arthur Tress, Duane Michals, Robert Mapplethorpe, Yasumasa Morimura, Katherine Opie, Nan Goldin)</li> <li>3. Digital (Andres Gursky, Pedro Meyer, Loretta Lux)</li> </ol> </li> </ol> </li> <li>5. Create and conceptualize images using 35mm techniques and practices.           <ol style="list-style-type: none"> <li>1. Fine art approach to photography</li> <li>2. Commercial approach</li> <li>3. Documentary</li> </ol> </li> </ol>

Changed	Field	Current Version	Proposed Version
		<p>6. Compare and contrast traditional photographic methods with new digital methods.</p> <ol style="list-style-type: none"> <li>1. Physical similarities and/or differences in equipment and processing               <ol style="list-style-type: none"> <li>1. Analog and digital cameras</li> <li>2. Wet darkroom vs. digital darkroom</li> </ol> </li> <li>2. Traditional vs. contemporary imagery               <ol style="list-style-type: none"> <li>1. Photographic genres: portraiture, landscape, still life, abstract, directorial, alternative</li> <li>2. Unmanipulated (straight) vs. manipulated (digitized) imagery</li> </ol> </li> </ol> <p>7. Critique and analyze a variety of photographic masterworks to develop, refine and understand a diverse and multicultural community</p> <ol style="list-style-type: none"> <li>1. Presentation of imagery created with basic black and white techniques</li> <li>2. Preconceptions about what makes a good image</li> <li>3. Description, evaluation, and interpretation of imagery</li> <li>4. Examination of and sensitivity to diverse photographic expressions</li> </ol> <p>8. Critique classmate's work to understand the visual and communicative value of the medium</p> <ol style="list-style-type: none"> <li>1. Presentation of classmate's work</li> </ol>	<p>4. Digital</p> <p>6. Compare and contrast traditional photographic methods with new digital methods.</p> <ol style="list-style-type: none"> <li>1. Physical similarities and/or differences in equipment and processing               <ol style="list-style-type: none"> <li>1. Analog and digital cameras</li> <li>2. Wet darkroom vs. digital darkroom</li> </ol> </li> <li>2. Traditional vs. contemporary imagery               <ol style="list-style-type: none"> <li>1. Photographic genres: portraiture, landscape, still life, abstract, directorial, alternative</li> <li>2. Unmanipulated (straight) vs. manipulated (digitized) imagery</li> </ol> </li> </ol> <p>7. Critique and analyze a variety of photographic masterworks to develop, refine, and understand a diverse and multicultural community</p> <ol style="list-style-type: none"> <li>1. Presentation of imagery created with basic black-and-white techniques</li> <li>2. Preconceptions about what makes a good image</li> <li>3. Description, evaluation, and interpretation of imagery</li> <li>4. Examination of and sensitivity to diverse photographic expressions</li> </ol> <p>8. Critique classmate's work to understand the visual and communicative value of the medium</p> <ol style="list-style-type: none"> <li>1. Presentation of classmate's work</li> </ol>

Changed	Field	Current Version	Proposed Version
		2. Description, evaluation, and interpretation of class imagery 3. Examination of and sensitivity to the individual's self-expression	2. Description, evaluation, and interpretation of class imagery 3. Examination of and sensitivity to the individual's self-expression
	<b>Lab Component in this Course</b>	Yes	Yes
	<b>Lab Outline</b>	1. Film processing 2. Contact sheet 3. Enlarged print	1. Film processing 2. Contact sheet 3. Enlarged print

#### Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2CA	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	PHTG 301	PHTG 301
	<b>Course Status</b>	New	New
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	PHTG	No Value
!	<b>Course Level</b>	DU	No Value

Changed	Questions	Current Version	Proposed Version
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	CTE Noncredit Enhanced	CTE Noncredit Enhanced
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Emergency Approval</b>	No	No Value
!	<b>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)</b>	T	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)	A	No Value
!	Noncredit Enhanced Funding Indicator	Y	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	231018	No Value
!	Account Code	1320	No Value
!	Program Code	101100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value

Changed	Questions	Current Version	Proposed Version
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	<b>Checklist</b>	No Value	No Value
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### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
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	<b>Basic Course Information</b>	No Value	No Value
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	<b>Units and Hours</b>	No Value	No Value
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	<b>Specifications</b>	No Value	No Value
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	<b>Outline</b>	No Value	No Value
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	<b>Other</b>	No Value	No Value
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### Blue Form

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

**A-Matrix Form**

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Create  
syntactically  
varied  
sentences that  
are free of  
mechanical  
errors.**

No Value

No Value

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

No Value

No Value

### **B-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<b>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.</b>	No Value	No Value
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<b>Objective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	n/a
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Changed	Questions	Current Version	Proposed Version
!	<b>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b>	No Value	1. A. written, one-page critique of an assigned gallery or museum exhibition. (Assignments, B) 2. A written critique of an exhibition that demonstrates an understanding of basic photographic skills and the observations of photography as a visual language. (Method of Evaluation, B)
!	<b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b>	No Value	n/a
!	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	1. A. written, one-page critique of an assigned gallery or museum exhibition. (Assignments, B) 2. A written critique of an exhibition that demonstrates an understanding of basic photographic skills and the observations of photography as a visual language. (Method of Evaluation, B)
!	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	n/a



Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value

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

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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

No Value

No Value

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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

Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
!	<p><b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b></p>	No Value	<p>1. Bi-weekly photographic exercises that demonstrate an understanding and application of class concepts and darkroom procedures, and culminates in the completion of 4 - 8 finished, black and white prints. (Assignments, C) 2. One, one-hour mid-quarter examination: multiple choice, true and false, and short answer components that requires students to summarize course content and apply concepts covered. (Methods of Evaluation, A) 3. Other quizzes at instructor's discretion evaluating student's understanding of specific lab procedures, camera controls, or concepts from course material assigned. (Methods of Evaluation, D) 4. Process black and white 35mm film, make contact prints, and enlarged prints. (Lab Outline, C) Film processing Contact prints Enlarged prints Print finishing</p>

Changed	Questions	Current Version	Proposed Version
!	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	<p>1. Bi-weekly photographic exercises that demonstrate an understanding and application of class concepts and darkroom procedures, and culminates in the completion of 4 - 8 finished, black and white prints. (Assignments, C)</p> <p>2. One, one-hour mid-quarter examination: multiple choice, true and false, and short answer components that requires students to summarize course content and apply concepts covered. (Methods of Evaluation, A)</p> <p>3. Other quizzes at instructor's discretion evaluating student's understanding of specific lab procedures, camera controls, or concepts from course material assigned. (Methods of Evaluation, D)</p> <p>4. Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used. (Course Outline, B 1-3)</p> <p>1. Camera types (Course Outline, B1, a-d)</p> <p>a. 35mm format b. Medium format c. Large format d. Digital</p> <p>2. Basic SLR camera controls (Course Outline, B2, a-h)</p> <p>a. Body b. Lens c. Viewfinder d. Film advance e. Film plane f. Shutter g. Aperture h. Focusing</p> <p>3. Process black and white 35mm film, make contact prints, and enlarged prints. (Course Outline, C)</p> <p>a. Film processing b. Contact prints c. Enlarged prints d. Print finishing</p>
!	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	<p>1. Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used. (Course Outline, B2, a-h)</p> <p>Basic SLR camera controls</p> <p>a. Body b. Lens c. Viewfinder d. Film advance e. Film plane f. Shutter g. Aperture h. Focusing</p>

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	1.Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used. Course Outline, B2, a-h) Basic SLR camera controls a. Body b. Lens c. Viewfinder d. Film advance e. Film plane f. Shutter g. Aperture h. Focusing
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	n/a
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	.Differentiate between major types of cameras and demonstrate how the 35mm camera's controls are used. Course Outline, B2, a-h) Basic SLR camera controls a. Body b. Lens c. Viewfinder d. Film advance e. Film plane f. Shutter g. Aperture h. Focusing
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	n/a
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	n/a



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

n/a



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

No Value

n/a



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

No Value

n/a



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

No Value

n/a

## G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p><b>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.</b></p>	No Value	No Value
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### H-Matrix Form

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.)</b>	No Value	No Value
	<b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 4:</b> <b>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.)</b>	No Value	No Value
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	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

Please fill out and attach the proper documentation for hybrid modality

**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



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	PHTGD301.
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000624692

<b>Articulation</b>

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	

De Anza College  
**Change Report**  
06/05/2024

### 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
More Options	Course Support Status (CB26)
More Options	Grade Options
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department



<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
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
Summary of Revisions	Basic Course Information
Comments	Stage 3: Division Curriculum Representative
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?




**Section****Changed field**

Cross-listed Course

Is this a cross-listed course?

**General Information**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Hiroyo Kaneko
	<b>Course ID (CB01A and CB01B)</b>	PHTGD002.	PHTGD002.
	<b>Course Control Number</b>	CCC000306216	CCC000306216
	<b>Course Title (CB02)</b>	Intermediate Photography	Intermediate Photography
	<b>Short Course Title</b>	INTERMEDIATE PHOTOGRAPHY	INTERMEDIATE PHOTOGRAPHY
	<b>TOP Code (CB03)</b>	1012.00	1012.00 Applied Photography
	<b>CIP Code</b>	Photographic and Film/Video Technology/Technician and Assistant	10.0201 Photographic and Film/Video Technology/Technician and Assistant
	<b>Department</b>	PHTG - Photography	PHTG - Photography
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	Intermediate black and white photography. Overview of the medium format camera and continued use of the 35mm camera. Demonstration of basic 4x5 camera principles. Introduction to studio portraiture and basic studio practices. Continued development of critical thinking skills to analyze historical, cultural, conceptual and practical aspects of a medium used worldwide. Preparatory for further work in photography including digital imaging.	Intermediate black and white <del>photography. Overview of the medium format camera and</del> <u>photography. includes an overview of the medium format camera, along with</u> continued use of the 35mm camera. <del>Demonstration of</del> <u>The course will also demonstrate the basic principles of the 4x5 camera principles.</u> <del>Introduction</del> <u>camera. Students will be introduced to</u> studio portraiture and basic studio practices. <del>Continued</del> <u>Additionally, the course will focus on the continued</u> development of critical thinking skills to analyze historical, cultural, <del>conceptual</del> <u>conceptual,</u> and practical aspects of a medium used worldwide. <del>Preparatory</del> <u>This course is preparatory</u> for further work in <del>photography</del> <u>photography,</u> including digital imaging.
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>In person ONLY</li> </ul>

### Faculty Requirements

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

### Course Justification

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Justification</b>	This course is the intermediate study of basic black and white and wet darkroom photography. It is intended to meet the requirements of the A.A. degrees in photography and is CSU and UC transferable.	This course is the intermediate study of basic black and white and wet darkroom photography. It is intended to meet the requirements of the A.A. degrees in photography and is CSU and UC transferable.

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

<b>Course Philosophy</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Philosophy</b>	No value	

<b>Formerly Statement</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Formerly Statement</b>	No value	


### Stand-Alone Statement

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

### More Options

Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	<del>Course is not a support course</del>
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	(This course is included in the Analog Photography Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Analog Photography Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

## Associated Programs

**Changed Field**

**Current Version**

**Proposed Version**

**Course is part of a program**

<b>Associated Program</b>	Professional Photography (Film and Digital)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Professional Photography (Film and Digital)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Photographic Arts (Film and Digital) (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Photographic Arts (Film and Digital) (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Professional Photography (Film and Digital)
<b>Award Type</b>	Certificate of Achievement (COA)

<b>Associated Program</b>	Professional Photography (Film and Digital)
<b>Award Type</b>	Certificate of Achievement (COA)

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

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

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

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

<b>Associated Program</b>	Photographic Arts (Film and Digital)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Photographic Arts (Film and Digital)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		<b>Associated Program</b> Professional Photography (Film and Digital) (In Development)	<b>Associated Program</b> Professional Photography (Film and Digital) (In Development)
		<b>Award Type</b> Associate in Arts (A.A.) Degree	<b>Award Type</b> Associate in Arts (A.A.) Degree
		<b>Associated Program</b> Liberal Arts (Arts and Letters Emphasis) (In Development)	<b>Associated Program</b> Liberal Arts (Arts and Letters Emphasis) (In Development)
		<b>Award Type</b> Associate in Arts (A.A.) Degree	<b>Award Type</b> Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	<b>Transfer Status (CB05)</b>	Transferable to both UC and CSU	Transferable to both UC and CSU
	<b>Course General Education Status (CB25)</b>	Y	Y
	<b>Transfer Status</b>	Approved	Approved
	<b>GE Information</b>	No value	No value

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	2	2

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Lecture Hours - Out of Class</b>	4	4
	<b>Laboratory Hours - In Class</b>	3	3
	<b>Laboratory Hours - Out of Class</b>	0	0
	<b>NA Hours - In Class</b>	0	0
	<b>NA Hours - Out of Class</b>	0	0

**Course Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Duration (Weeks)</b>	12	12
	<b>Hours per unit divisor</b>	36	36
	<b>Total Student Learning Hours</b>	108	108
	<b>Lecture Hours - Course In- Class (Contact) per Term</b>	24	24
	<b>Lecture Hours - Course Out- of-Class per Term</b>	48	48

Changed	Field	Current Version	Proposed Version
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	Laboratory Hours - Course In-Class (Contact) per Term	36	36
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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	60	60
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	Total - Course Out-of-Class Hours	48	48
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	Total Credit Units - Minimum Credit Units	3	3
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	Total Credit Units - Maximum Credit Units	3	3
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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
	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>

## Credit Units


Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	72	72
	<b>Total Laboratory Hours per Term</b>	36	36

Changed	Field	Current Version	Proposed Version
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

### SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

### Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Discussion and problem solving performed in class  Quiz and examination review performed in class  Homework and extended projects  Field observation and field trips  Lab activity and evaluation</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Discussion and problem solving performed in class  Quiz and examination review performed in class  Homework and extended projects  Field observation and field trips  Lab activity and evaluation</p>



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

1. Reading from assigned chapters of textbook
2. A written, one-page critique of an assigned gallery or museum exhibition
3. Bi-weekly photographic exercises that demonstrate an understanding and application of class concepts, and culminates in the completion of 6 - 8 finished, black and white prints

1. Reading from assigned chapters of textbook
2. A written, one-page critique of an assigned gallery or museum exhibition
3. Bi-weekly photographic exercises that demonstrate an understanding and application of class concepts, and culminates in the completion of 6 - 8 finished, black and white prints



**Methods of Evaluation**

<b>Methods of Evaluation</b>	
<b>Methods of Evaluation</b>	<ol style="list-style-type: none"> <li>1. One, one-hour mid-quarter examination: multiple choice, true and false, and short answer evaluating the student's comprehension of readings, lectures, and demonstrations covered in class.</li> <li>2. Written review communicating an understanding of course material and personal observations combined in a reflective and competent manner as experienced in classroom critiques.</li> <li>3. Final critique: oral and visual presentation of final print assignment demonstrating intermediate technical skills and conceptual ideas as discussed in class.</li> </ol>

<b>Methods of Evaluation</b>	
<b>Methods of Evaluation</b>	<ol style="list-style-type: none"> <li>1. One, one-hour mid-quarter examination: multiple choice, true and false, and short answer evaluating the student's comprehension of readings, lectures, and demonstrations covered in class.</li> <li>2. Written review communicating an understanding of course material and personal observations combined in a reflective and competent manner as experienced in classroom critiques.</li> <li>3. Final critique: oral and visual presentation of final print assignment demonstrating intermediate technical skills and conceptual ideas as discussed in class.</li> </ol>

**Changed Field****Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Medium format and 35mm cameras
- Studio light(s)
- Hand-held light meter
- 6 - 8 rolls of film
- One (100 sheet) box of fiberbase and/or resin coated photographic paper
- Other materials required (negative sleeves, gloves, envelopes, drymount tissue, misc. items)

**Essential College Facilities:**

- Classroom, photographic studio, and darkroom equipped for black and white film processing, printing and finishing

**Essential Student Materials:**

- Medium format and 35mm cameras
- Studio light(s)
- Hand-held light meter
- 6 - 8 rolls of film
- One (100 sheet) box of fiberbase and/or resin coated photographic paper
- Other materials required (negative sleeves, gloves, envelopes, drymount tissue, misc. items)

**Essential College Facilities:**

- Classroom, photographic studio, and darkroom equipped for black and white film processing, printing and finishing

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

<b>Title</b>	No value
<b>Author</b>	London/Stone/Upton, "Photography". 12th Edition. Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Photography
<b>Author</b>	Barbara London, Jim Stone, John Upton
<b>Publisher</b>	Pearson
<b>Date/Edition</b>	September 6, 2016/12th Edition
<b>ISBN</b>	0134482026

<b>Title</b>	Old School Photography: 100 Things You Must Know to Take Fantastic Film Photos
<b>Author</b>	Kai Wong
<b>Publisher</b>	Chronicle Chroma
<b>Date/Edition</b>	July 27, 2021/1st
<b>ISBN</b>	1797209442

**Suggested Reading List**

<b>Reading List</b>	Other suitable text at the instructor's discretion
<b>May include, but are not limited to</b>	No value

No value

**Learning Outcomes and Objectives**

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

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Define the nature and application of photography as a unique medium.</li> <li>• Demonstrate 35mm and medium format camera controls and simple studio lighting practices.</li> <li>• Demonstrate basic 4x5 camera principles.</li> <li>• Process 35mm and medium format black and white film, make contact prints, enlarged prints and spot and mount prints.</li> <li>• Evaluate photography's developments through a worldwide perspective.</li> <li>• Create and conceptualize images using both medium format and artificial lighting techniques and practices.</li> <li>• Compare and contrast traditional photographic methods with comparable digital methods.</li> <li>• Critique classmates' photographic images to develop, refine and understand diverse, multicultural communities.</li> <li>• Critical analysis of master works.</li> </ul> | <ul style="list-style-type: none"> <li>• Define the nature and application of photography as a unique medium.</li> <li>• Demonstrate 35mm and medium format camera controls and simple studio lighting practices.</li> <li>• Demonstrate basic 4x5 camera principles.</li> <li>• Process 35mm and medium format black and white film, make contact prints, enlarged prints and spot and mount prints.</li> <li>• Evaluate photography's developments through a worldwide perspective.</li> <li>• Create and conceptualize images using both medium format and artificial lighting techniques and practices.</li> <li>• Compare and contrast traditional photographic methods with comparable digital methods.</li> <li>• Critique classmates' photographic images to develop, refine and understand diverse, multicultural communities.</li> <li>• Critical analysis of master works.</li> </ul> |
|--|--|

**CSLOs**

<b>CSLOs</b>	Demonstrate a working knowledge of wet darkroom processes to create photographs using a medium format camera.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Demonstrate a working knowledge of wet darkroom processes to create photographs using a medium format camera.
<b>Expected SLO Performance</b>	0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
	<p><b>Course Content</b></p>	<ol style="list-style-type: none"> <li>1. Define the nature and application of photography as a unique medium.               <ol style="list-style-type: none"> <li>1. Refined characteristics of the black and white photographic image                   <ol style="list-style-type: none"> <li>1. Light</li> <li>2. Continuous tone vs. high contrast</li> <li>3. Introduction to the photographic characteristic curve</li> </ol> </li> <li>2. Application of a unique medium                   <ol style="list-style-type: none"> <li>1. As a fine art</li> <li>2. As commercial work</li> <li>3. As documentation or replication</li> </ol> </li> </ol> </li> <li>2. Demonstrate 35mm and medium format camera controls and simple studio lighting practices.               <ol style="list-style-type: none"> <li>1. Review 35mm camera controls</li> <li>2. Medium format cameras                   <ol style="list-style-type: none"> <li>1. Square format</li> <li>2. 645 or 6x9mm formats</li> <li>3. SLR and twin lens cameras</li> </ol> </li> <li>3. Medium format camera controls                   <ol style="list-style-type: none"> <li>1. Body</li> <li>2. Lens</li> <li>3. Viewfinder</li> <li>4. Film advance</li> <li>5. Film plane</li> <li>6. Shutter</li> <li>7. Aperture</li> <li>8. Focusing</li> </ol> </li> <li>4. Studio lighting                   <ol style="list-style-type: none"> <li>1. Lights, power, lighting ratios</li> <li>2. Flash metering and guide numbers</li> <li>3. Traditional portrait lighting arrangement and</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Define the nature and application of photography as a unique medium.               <ol style="list-style-type: none"> <li>1. Refined characteristics of the black and white photographic image                   <ol style="list-style-type: none"> <li>1. Light</li> <li>2. Continuous tone vs. high contrast</li> <li>3. Introduction to the photographic characteristic curve</li> </ol> </li> <li>2. Application of a unique medium                   <ol style="list-style-type: none"> <li>1. As a fine art</li> <li>2. As commercial work</li> <li>3. As documentation or replication</li> </ol> </li> </ol> </li> <li>2. Demonstrate 35mm and medium format camera controls and simple studio lighting practices.               <ol style="list-style-type: none"> <li>1. Review 35mm camera controls</li> <li>2. Medium format cameras                   <ol style="list-style-type: none"> <li>1. Square format</li> <li>2. 645 or 6x9mm formats</li> <li>3. SLR and twin lens cameras</li> </ol> </li> <li>3. Medium format camera controls                   <ol style="list-style-type: none"> <li>1. Body</li> <li>2. Lens</li> <li>3. Viewfinder</li> <li>4. Film advance</li> <li>5. Film plane</li> <li>6. Shutter</li> <li>7. Aperture</li> <li>8. Focusing</li> </ol> </li> <li>4. Studio lighting                   <ol style="list-style-type: none"> <li>1. Lights, power, lighting ratios</li> <li>2. Flash metering and guide numbers</li> <li>3. Traditional portrait lighting arrangement and</li> </ol> </li> </ol> </li> </ol>

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

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- |                                  |                                  |
|----------------------------------|----------------------------------|
| simple object<br>oriented set-up | simple object<br>oriented set-up |
|----------------------------------|----------------------------------|
- |   |   |
|---|---|
| 3. Demonstrate basic 4x5 camera principles.<br>1. 4x5 camera controls<br>2. Components<br>3. Movements<br>4. Viewing<br>5. Focusing<br>6. Film loading  | 3. Demonstrate basic 4x5 camera principles.<br>1. 4x5 camera controls<br>2. Components<br>3. Movements<br>4. Viewing<br>5. Focusing<br>6. Film loading  |
| 4. Process 35mm and medium format black and white film, make contact prints, enlarged prints and spot and mount prints.<br>1. Review film processing<br>2. Film processing for medium format<br>3. Contact sheets and enlarged prints from medium format<br>4. Use of fiberbase printing papers<br>5. Print finishing   | 4. Process 35mm and medium format black and white film, make contact prints, enlarged prints and spot and mount prints.<br>1. Review film processing<br>2. Film processing for medium format<br>3. Contact sheets and enlarged prints from medium format<br>4. Use of fiberbase printing papers<br>5. Print finishing   |
| 5. Evaluate photography's developments through a worldwide perspective.<br>1. View diverse photographic works within a historical context such as: social documents, modernism, conceptual work, and art and technology.<br>2. Compare photographic imagery<br>1. Culturally, racially, and by gender<br>2. Landscape, portraiture, photo collage, etc. (the genres)<br>3. Time and place | 5. Evaluate photography's developments through a worldwide perspective.<br>1. View diverse photographic works within a historical context such as: social documents, modernism, conceptual work, and art and technology.<br>2. Compare photographic imagery<br>1. Culturally, racially, and by gender<br>2. Landscape, portraiture, photo collage, etc. (the genres)<br>3. Time and place |
| 6. Create and conceptualize images using both medium format and artificial lighting techniques and practices.<br>1. Fine art approach to photography<br>2. Commercial approach<br>3. Documentary  | 6. Create and conceptualize images using both medium format and artificial lighting techniques and practices.<br>1. Fine art approach to photography<br>2. Commercial approach<br>3. Documentary  |

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

- |  |  |
|--|--|
| <p>4. Digital</p> <p>7. Compare and contrast traditional photographic methods with comparable digital methods.</p> <ol style="list-style-type: none"> <li>1. Traditional medium format cameras vs. high-resolution digital cameras</li> <li>2. Larger format film vs. digital image capture and storage</li> <li>3. Film scanning</li> </ol> <p>8. Critique classmates' photographic images to develop, refine and understand diverse, multicultural communities.</p> <ol style="list-style-type: none"> <li>1. Demonstrate an appreciation for a well-conceived and executed image</li> <li>2. Describe, evaluate and interpret class imagery</li> <li>3. Exercise sensitivity to individual expression through the photographic medium</li> </ol> <p>9. Critical analysis of master works.</p> <ol style="list-style-type: none"> <li>1. Presentation and discussion of master works</li> <li>2. Description, evaluation and interpretation of imagery</li> <li>3. Examination of and sensitivity to individual observations and interpretations of imagery</li> </ol> | <p>4. Digital</p> <p>7. Compare and contrast traditional photographic methods with comparable digital methods.</p> <ol style="list-style-type: none"> <li>1. Traditional medium format cameras vs. high-resolution digital cameras</li> <li>2. Larger format film vs. digital image capture and storage</li> <li>3. Film scanning</li> </ol> <p>8. Critique classmates' photographic images to develop, refine and understand diverse, multicultural communities.</p> <ol style="list-style-type: none"> <li>1. Demonstrate an appreciation for a well-conceived and executed image</li> <li>2. Describe, evaluate and interpret class imagery</li> <li>3. Exercise sensitivity to individual expression through the photographic medium</li> </ol> <p>9. Critical analysis of master works.</p> <ol style="list-style-type: none"> <li>1. Presentation and discussion of master works</li> <li>2. Description, evaluation and interpretation of imagery</li> <li>3. Examination of and sensitivity to individual observations and interpretations of imagery</li> </ol> |
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**Lab Component in this Course**

Yes

Yes

**Lab Outline**

1. Medium format film processing
2. Enlarged print using fiber base paper
3. Spotting and dry mounting a final print

1. Medium format film processing
2. Enlarged print using fiber base paper
3. Spotting and dry mounting a final print



**Req/Adv**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Prerequisite(s):</b>	PHTG D001.	PHTG D001.
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	<b>Corequisite(s):</b>	No Value	No Value
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	<b>Advisory(ies):</b>	No Value	No Value
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	<b>Advisory(ies) - Other:</b>	No Value	No Value
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	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
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	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
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	<b>Entrance Skills(s):</b>	No Value	No Value
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	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
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	<b>General Course Statement(s):</b>	No Value	No Value
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	<b>General Course Statement(s) - Other:</b>	No Value	No Value
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**Curriculum Office**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Banner Start Term (202122)</b>	202122	No Value
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	<b>Banner Division</b>	2CA	No Value
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	<b>Catalog Term (21-22)</b>	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)	PHTG 002	PHTG 002
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	PHTG	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Two hours lecture, three hours laboratory (60 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	231018	No Value
!	Account Code	1320	No Value
!	Program Code	101100	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	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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

### **B-Matrix Form**

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



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

### C-Matrix Form

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

### D-Matrix Form

Blank area for the D-Matrix Form.

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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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**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

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

No Value

No Value

---

**Objective 3:  
Explore functions.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

No Value

No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Explore the  
function  
concept  
algebraically,  
numerically,  
verbally and  
graphically.**

No Value

No Value

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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

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**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

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

### F-Matrix Form

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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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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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

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

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

No Value

No Value

---

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

No Value

No Value

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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#### De Anza GE - ESGC Form

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

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

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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

Please fill out the proper matrices for the following prerequisites and advisories:

**Prerequisite(s):**

PHTG D001.

**Corequisite(s):**

No Value

**Advisory(ies):**

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
- Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra

**Stage 4:  
Division Dean**

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	No Value
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

### **Course Administration Codes**

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	PHTGD002.
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Aug 31, 2023 12:00:00 AM

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>External Review Approval Date</b>	
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		Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	
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		CCC000306216
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## **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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**Summary of Changes**



<b>Section</b>	<b>Changed field</b>
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
More Options	Basic Skill Status (CB08)
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Advisory(ies):
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
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

Section	Changed field
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
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
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	• Erik Woodbury	• Hiroyo Kaneko
	Course ID (CB01A and CB01B)	PHTGD004.	PHTGD004.
	Course Control Number	CCC000511514	CCC000511514
	Course Title (CB02)	Introduction to Digital Photography	Introduction to Digital Photography
	Short Course Title	INTRO TO DIGITAL PHTG	INTRO TO DIGITAL PHTG
	TOP Code (CB03)	1012.00	1012.00 Applied Photography
	CIP Code	Photographic and Film/Video Technology/Technician and Assistant	10.0201 Photographic and Film/Video Technology/Technician and Assistant
	Department	PHTG - Photography	PHTG - Photography
	Effective Term	Fall 2023	Fall <del>2023</del> 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Course Description	An introduction to digital photography and digital imaging processes. Gain proficiency in the use of a digital camera and explore the digital darkroom using Adobe Lightroom. Develop skills in digital print output for both fine art and commercial applications. Gain knowledge of issues in contemporary photography and develop an ability to analyze and discuss photographic imagery. Basic, beginning photography and wet darkroom experience recommended.	<del>An</del> <u>Students will receive an</u> introduction to digital photography and digital imaging processes. <del>Gain</del> <u>They will gain</u> proficiency in the use of a digital camera and explore the digital darkroom using Adobe Lightroom. <del>Develop</del> <u>Additionally, they will develop</u> skills in digital print output for both fine art and commercial applications. <del>Gain</del> <u>Furthermore, students will gain</u> knowledge of issues in contemporary photography and develop an ability to analyze and discuss photographic imagery. <del>Basic</del> <u>It is recommended to have basic</u> , beginning <del>photography</del> <u>photography</u> , and wet darkroom <del>experience recommended</del> <u>experience</u> .

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

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> <li>Photography</li> </ul>
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - PHOTOGRAPHY</li> </ul>

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is the introductory level of digital photography. It is intended to meet the requirements of our A.A. degrees and is CSU and UC transferable.	This course is the introductory level of digital photography. It is intended to meet the requirements of our A.A. degrees and is CSU and UC transferable.


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

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


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

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	


  

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


  

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


  

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

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

More Options			
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is <del>not</del> 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"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul>
	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

<b>Associated Program</b>	Studio Arts for Transfer (In Development)	<b>Associated Program</b>	Studio Arts for Transfer (In Development)
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree
<b>Associated Program</b>	Graphic Design	<b>Associated Program</b>	Graphic Design
<b>Award Type</b>	Certificate of Achievement (COA)	<b>Award Type</b>	Certificate of Achievement (COA)
<b>Associated Program</b>	Liberal Arts (Arts and Letters Emphasis)	<b>Associated Program</b>	Liberal Arts (Arts and Letters Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Associate in Arts in Studio Arts for Transfer	<b>Associated Program</b>	Associate in Arts in Studio Arts for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree
<b>Associated Program</b>	Liberal Arts (Arts and Letters Emphasis)	<b>Associated Program</b>	Liberal Arts (Arts and Letters Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Journalism	<b>Associated Program</b>	Journalism
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Forensic Criminal Investigation Technician	<b>Associated Program</b>	Forensic Criminal Investigation Technician
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	Photographic Arts (Film and Digital)	<b>Associated Program</b>	Photographic Arts (Film and Digital)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Community Service Officer (In Development)	<b>Associated Program</b>	Community Service Officer (In Development)
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	Journalism (In Development)	<b>Associated Program</b>	Journalism (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	UI/UX: User Interface / User Experience Design (In Development)	<b>Associated Program</b>	UI/UX: User Interface / User Experience Design (In Development)

Changed Field

Current Version

Proposed Version

<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	Liberal Arts (Arts and Letters Emphasis) (In Development)	<b>Associated Program</b>	Liberal Arts (Arts and Letters Emphasis) (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Graphic Design	<b>Associated Program</b>	Graphic Design
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Professional Photography (Film and Digital)	<b>Associated Program</b>	Professional Photography (Film and Digital)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Film/TV: Animation (In Development)	<b>Associated Program</b>	Film/TV: Animation (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Film/TV: Animation	<b>Associated Program</b>	Film/TV: Animation
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Photographic Arts (Film and Digital) (In Development)	<b>Associated Program</b>	Photographic Arts (Film and Digital) (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	UI/UX: User Interface / User Experience Design (In Development)	<b>Associated Program</b>	UI/UX: User Interface / User Experience Design (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Professional Photography (Film and Digital)	<b>Associated Program</b>	Professional Photography (Film and Digital)
<b>Award Type</b>	Certificate of Achievement (COA)	<b>Award Type</b>	Certificate of Achievement (COA)
<b>Associated Program</b>	Community Service Officer	<b>Associated Program</b>	Community Service Officer
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	Studio Arts for Transfer	<b>Associated Program</b>	Studio Arts for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

Changed	Field	Current Version	Proposed Version
		<b>Associated Program</b> Graphic Design	<b>Associated Program</b> Graphic Design
		<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)
		<b>Associated Program</b> Professional Photography (Film and Digital) (In Development)	<b>Associated Program</b> Professional Photography (Film and Digital) (In Development)
		<b>Award Type</b> Associate in Arts (A.A.) Degree	<b>Award Type</b> Associate in Arts (A.A.) Degree
		<b>Associated Program</b> Forensic Criminal Investigation Technician (In Development)	<b>Associated Program</b> Forensic Criminal Investigation Technician (In Development)
		<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	<b>Transfer Status (CB05)</b>	Transferable to both UC and CSU	Transferable to both UC and CSU
	<b>Course General Education Status (CB25)</b>	Y	Y
	<b>Transfer Status</b>	Approved	Approved
	<b>GE Information</b>	No value	No value

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	2	2
	<b>Lecture Hours - Out of Class</b>	4	4
	<b>Laboratory Hours - In Class</b>	3	3
	<b>Laboratory Hours - Out of Class</b>	0	0
	<b>NA Hours - In Class</b>	0	0
	<b>NA Hours - Out of Class</b>	0	0

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

Changed	Field	Current Version	Proposed Version
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	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	60	60
	Total - Course Out-of-Class Hours	48	48
	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	72	72
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

### SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

### Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Field observation and field trips Other: Lab activity and evaluation</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Field observation and field trips Other: Lab activity and evaluation</p>
	Assignments	<ol style="list-style-type: none"> <li>1. Reading from assigned chapters of textbooks</li> <li>2. Weekly Lightroom exercises that demonstrate an understanding and application of class concepts</li> <li>3. Photographic exercises that demonstrate an understanding and application of class concepts and culminates in the completion of 4-6 finished, digital prints by the end of the quarter</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading from assigned chapters of textbooks</li> <li>2. Weekly Lightroom exercises that demonstrate an understanding and application of class concepts</li> <li>3. Photographic exercises that demonstrate an understanding and application of class concepts and culminates in the completion of 4-6 finished, digital prints by the end of the quarter</li> </ol>

**! Methods of Evaluation**

<b>Methods of Evaluation</b>	
<b>Methods of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Successful completion of Lightroom exercises based on class demonstrations and practical lab experience.</li> <li>2. One, one-hour, mid-quarter examination: multiple choice, true and false, and short answer demonstrating a student's comprehension of course concepts.</li> <li>3. Final critique: oral and visual presentation of final print assignment demonstrating basic camera and software skills covered in class.</li> <li>4. Additional quizzes at the instructor's discretion evaluating student's understanding of specific concepts, camera controls and/or software applications.</li> </ol>

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**! Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- Digital SLR camera and storage media
- One package of "8x10" digital print paper
- External/transportable media such as: DVDs, CDs, or flash drives

**Essential College Facilities:**

- Smart classroom with 30 computers
- Software: Adobe Lightroom and Photoshop

**Essential Student Materials:**

- Digital SLR camera and storage media
- One package of "8x10" digital print paper
- External/transportable media such as: SSD, HDD or flash drives

**Essential College Facilities:**

- Smart classroom with 30 computers
- Software: Adobe Lightroom and Photoshop

**! Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Evening, Martin. "The Adobe Photoshop Lightroom Book," Peachpit Press, Berkeley, CA 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	London/Stone "A Short Course in Digital Photography," 3rd Edition. Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2015
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Short Course in Photography, A: Digital
<b>Author</b>	Barbara London, Jim Stone
<b>Publisher</b>	Pearson
<b>Date/Edition</b>	February 5, 2018/4th edition
<b>ISBN</b>	ISBN-13: 9780134525815

<b>Title</b>	Digital Photography: A Basic Manual
<b>Author</b>	Henry Horenstein
<b>Publisher</b>	Little, Brown and Company
<b>Date/Edition</b>	November 2, 2011
<b>ISBN</b>	978-0316020749

<b>Title</b>	Adobe Photoshop Lightroom Classic CC Book
<b>Author</b>	Martin Evening
<b>Publisher</b>	Adobe Press
<b>Date/Edition</b>	January 21, 2019/2nd Edition
<b>ISBN</b>	978-0135447390

Changed	Field	Current Version	Proposed Version				
<b>!</b>	<b>Suggested Reading List</b>	<table border="1"> <tr> <td><b>Reading List</b></td> <td>Other suitable texts, articles, or Internet sites at the instructor's discretion</td> </tr> <tr> <td><b>May include, but are not limited to</b></td> <td>No value</td> </tr> </table>	<b>Reading List</b>	Other suitable texts, articles, or Internet sites at the instructor's discretion	<b>May include, but are not limited to</b>	No value	No value
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**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version								
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Differentiate between major camera types (analog and digital) and demonstrate basic camera controls</li> <li>Create and conceptualize images using digital techniques and practices</li> <li>Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom</li> <li>Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world</li> <li>Analyze a variety of photographic works to develop, refine, and understand one's thoughts about diverse and multicultural communities</li> <li>Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between major camera types (analog and digital) and demonstrate basic camera controls</li> <li>Create and conceptualize images using digital techniques and practices</li> <li>Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom</li> <li>Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world</li> <li>Analyze a variety of photographic works to develop, refine, and understand one's thoughts about diverse and multicultural communities</li> <li>Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression</li> </ul>								
	<b>CSLOs</b>	<table border="1"> <tr> <td><b>CSLOs</b></td> <td>Apply basic digital camera skills to create images.</td> </tr> <tr> <td><b>Expected SLO Performance</b></td> <td>0.0</td> </tr> </table>	<b>CSLOs</b>	Apply basic digital camera skills to create images.	<b>Expected SLO Performance</b>	0.0	<table border="1"> <tr> <td><b>CSLOs</b></td> <td>Apply basic digital camera skills to create images.</td> </tr> <tr> <td><b>Expected SLO Performance</b></td> <td>0.0</td> </tr> </table>	<b>CSLOs</b>	Apply basic digital camera skills to create images.	<b>Expected SLO Performance</b>	0.0
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	<b>CSLOs</b>	<table border="1"> <tr> <td><b>CSLOs</b></td> <td>Demonstrate a working knowledge of the digital darkroom using Adobe Lightroom.</td> </tr> <tr> <td><b>Expected SLO Performance</b></td> <td>0.0</td> </tr> </table>	<b>CSLOs</b>	Demonstrate a working knowledge of the digital darkroom using Adobe Lightroom.	<b>Expected SLO Performance</b>	0.0	<table border="1"> <tr> <td><b>CSLOs</b></td> <td>Demonstrate a working knowledge of the digital darkroom using Adobe Lightroom.</td> </tr> <tr> <td><b>Expected SLO Performance</b></td> <td>0.0</td> </tr> </table>	<b>CSLOs</b>	Demonstrate a working knowledge of the digital darkroom using Adobe Lightroom.	<b>Expected SLO Performance</b>	0.0
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**Course Outline**

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**Course Content**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Differentiate between major camera types (analog and digital) and demonstrate basic camera controls             <ol style="list-style-type: none"> <li>1. Camera types                 <ol style="list-style-type: none"> <li>1. 35mm rangefinders and SLR film cameras</li> <li>2. Digital SLR cameras</li> <li>3. Film and digital "point and shoot" cameras</li> </ol> </li> <li>2. View methods                 <ol style="list-style-type: none"> <li>1. Live View</li> <li>2. The viewfinder</li> </ol> </li> <li>3. Image capture and storage                 <ol style="list-style-type: none"> <li>1. Digital media cards</li> <li>2. File formats                     <ol style="list-style-type: none"> <li>1. JPEG</li> <li>2. TIFF</li> <li>3. RAW</li> <li>4. DNG</li> </ol> </li> <li>3. Resolution and bit depth                     <ol style="list-style-type: none"> <li>1. megapixels and image size</li> <li>2. Bit depth and detail</li> </ol> </li> </ol> </li> <li>4. Exposure                 <ol style="list-style-type: none"> <li>1. ISO rating</li> <li>2. Shutter</li> <li>3. Aperture</li> <li>4. White balance</li> </ol> </li> <li>5. Lenses                 <ol style="list-style-type: none"> <li>1. Normal, wide-angle, telephoto, macro, zoom</li> <li>2. Fixed vs. interchangeable</li> <li>3. Lens factors (digital)</li> </ol> </li> <li>6. Flash                 <ol style="list-style-type: none"> <li>1. Built-in / on-camera</li> <li>2. Hot shoe / off-camera</li> </ol> </li> <li>7. Batteries and memory cards                 <ol style="list-style-type: none"> <li>1. Rechargeable batteries such as: proprietary, lithium-ion, NiMH, or NiCd</li> <li>2. Memory cards such as: Secure Digital, SD High Capacity, SD Xtra Capacity, Compact Flash</li> <li>3. Battery chargers and memory card readers</li> </ol> </li> </ol> </li> <li>2. Create and conceptualize images using digital techniques and practices             <ol style="list-style-type: none"> <li>1. Use of appropriate digital settings                 <ol style="list-style-type: none"> <li>1. Exposure</li> <li>2. Basic white balance</li> <li>3. Color</li> </ol> </li> <li>2. View computer-assisted imagery such as: in newspapers, books, the arts, and advertising</li> <li>3. Discuss "post photographic" directions by viewing works by such artists as: Pedro Meyer, Andreas Gursky, Jeff Wall, Esther Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux</li> </ol> </li> <li>3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom             <ol style="list-style-type: none"> <li>1. Wet darkroom terminology and practice as applied in the new, dry darkroom                 <ol style="list-style-type: none"> <li>1. Care and storage of imagery</li> <li>2. Development</li> <li>3. Print output</li> </ol> </li> <li>2. Introduction to Lightroom and importing images                 <ol style="list-style-type: none"> <li>1. Importing images                     <ol style="list-style-type: none"> <li>1. Copy as DNG, Copy, Move, or Add</li> <li>2. File Handling Panel</li> <li>3. Apply During Import and Destination panels</li> </ol> </li> <li>2. The Catalog                     <ol style="list-style-type: none"> <li>1. Creating and opening catalogs</li> <li>2. Making the catalog portable</li> <li>3. The Catalog Panels</li> </ol> </li> <li>3. The Library Module</li> </ol> </li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Differentiate between major camera types (analog and digital) and demonstrate basic camera controls             <ol style="list-style-type: none"> <li>1. Camera types                 <ol style="list-style-type: none"> <li>1. 35mm rangefinders and SLR film cameras</li> <li>2. Digital SLR and Mirrorless cameras</li> <li>3. 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**Changed Field**

**Current Version**

**Proposed Version**

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|--|--|
| <ul style="list-style-type: none"> <li>1. toolbar</li> <li>2. folders panel</li> <li>3. navigating</li> <li>4. Image processing             <ul style="list-style-type: none"> <li>1. basic panel controls</li> <li>2. white balance and temperature and tint</li> <li>3. colors, vibrance and saturation</li> <li>4. black and white conversion with grayscale mix controls</li> </ul> </li> <li>5. The Print Module             <ul style="list-style-type: none"> <li>1. preparing a contact sheet</li> <li>2. layout for a single image</li> <li>3. color management</li> </ul> </li> <li>4. Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world             <ul style="list-style-type: none"> <li>1. A brief history of worldwide developments in the medium through the 19th, 20th, and 21st centuries such as: the invention of photography, camera and film technologies, photography and the other arts, documentary work, and commercial work</li> <li>2. Issues of mutability and manipulation; image truth, authenticity and originality</li> <li>3. Image evaluation in camera, on screen, and in print</li> </ul> </li> <li>5. Analyze a variety of photographic works to develop, refine, and understand one's thoughts about diverse and multicultural communities             <ul style="list-style-type: none"> <li>1. Presentation of work created by diverse image-makers with concerns such as:                 <ul style="list-style-type: none"> <li>1. Ethnic/cultural (Carrie Mae Weems, Lorna Simpson, Reagan Louie, Pedro Meyer, Andre Serrano, Shirin Neshat)</li> <li>2. Issues of gender (Robert Mapplethorpe, Yasumasa Morimura, Katherine Opie, Nan Goldin)</li> </ul> </li> <li>2. Consideration of what makes a good image                 <ul style="list-style-type: none"> <li>1. Conceptualization</li> <li>2. Craft and execution</li> </ul> </li> <li>3. Description, evaluation and interpretation of imagery as understood individually and/or collectively</li> </ul> </li> <li>6. Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression             <ul style="list-style-type: none"> <li>1. Presentation of individual imagery</li> <li>2. Description and evaluation of techniques learned</li> <li>3. Examination of and sensitivity towards diverse photographic expressions                 <ul style="list-style-type: none"> <li>1. Valuing varied viewpoints</li> <li>2. Active listening</li> <li>3. Thoughtful questioning</li> </ul> </li> <li>4. Develop individual thoughts and ideas regarding one's creative output                 <ul style="list-style-type: none"> <li>1. Origin of idea</li> <li>2. Process</li> <li>3. Evaluate level of success</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>1. toolbar</li> <li>2. folders panel</li> <li>3. navigating</li> <li>4. Image processing             <ul style="list-style-type: none"> <li>1. basic panel controls</li> <li>2. white balance and temperature and tint</li> <li>3. colors, vibrance and saturation</li> <li>4. black and white conversion with grayscale mix controls</li> </ul> </li> <li>5. The Print Module             <ul style="list-style-type: none"> <li>1. preparing a contact sheet</li> <li>2. layout for a single image</li> <li>3. color management</li> </ul> </li> <li>4. Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world             <ul style="list-style-type: none"> <li>1. 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Process</li> <li>3. Evaluate level of success</li> </ul> </li> </ul> </li> </ul> |
|--|--|

**Lab Component in this Course**    Yes

Yes

**Lab Outline**

- 1. Concepts and application of The Catalog, Library, Development, Slide and Print Modules in Adobe Lightroom (digital dry darkroom).
- 2. Final output of both a color managed print(s) and a pdf slideshow

- 1. Concepts and application of The Catalog, Library, Development, Slide and Print Modules in Adobe Lightroom (digital dry darkroom).
- 2. Final output of both a color managed print(s) and a pdf slideshow

## Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
!	<b>Advisory(ies):</b>	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

## Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2CA	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	PHTG 004	PHTG 004
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	PHTG	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	CTE	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	231018	No Value
!	Account Code	1320	No Value
!	Program Code	101100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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	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**


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

**A-Matrix Form**

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

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

#### B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	Reading from assigned chapters of textbooks - Assignment A Analyze a variety of photographic works to develop, refine, and understand one's thoughts about diverse and multicultural communities - Course Outline E Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression - Course Outline F
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value

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

#### C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value

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

#### D-Matrix Form

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



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

#### E-Matrix Form

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

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

#### F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value
	<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>	No Value	No Value
	<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>	No Value	No Value
	<b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>	No Value	No Value
	<b>Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

#### G-Matrix Form

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Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value

#### H-Matrix Form

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


#### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<b>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.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p><b>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.)</b></p>	No Value	No Value
	<p><b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>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.)</b></p>	No Value	No Value
	<p><b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>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.)</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value

## Comments

Changed	Questions	Current Version	Proposed Version
	<b>Stage 2: Department Chair</b>	No Value	No Value
	<b>Stage 3: Division Curriculum Representative</b>	No Value	<p>Please fill out the proper matrices for the following prerequisites and advisories:</p> <ul style="list-style-type: none"> <li>EWRT D001A or EWRT D01AH</li> </ul> <p>Remove this language from the suggested reading list.</p> <p><b>Reading List:</b> Other suitable texts, articles, or Internet sites at the instructor's discretion (<a href="https://deanza.elumenapp.com/elumen/page/580bb0e0c4ca1710462993106&amp;viewType=step&amp;fromUrl=https%3A%2Fdeanza.elumenapp.com%2Felumen%2Ftray%3Factor%2Freview-filters#">https://deanza.elumenapp.com/elumen/page/580bb0e0c4ca1710462993106&amp;viewType=step&amp;fromUrl=https%3A%2Fdeanza.elumenapp.com%2Felumen%2Ftray%3Factor%2Freview-filters#</a>)</p>
	<b>Stage 4: Division Dean</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value
<b>!</b>	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<b>Date</b> 5/8/24 <b>Name - Role OR Tab</b> Zack Judson Matrix B <b>Part - Field</b> Required <b>Type of Edit</b> Please indicate where the material listed can be found in eLur (i.e. Assignment C or Outline D.1., etc.)
<b>!</b>	<b>Stage 8: AVP - Instruction</b>	No Value	<b>Date</b> 5/10/24 <b>Name - Role OR Tab</b> Gabriela Nocito for AVPI <b>Part - Field</b> Basic Information - Proposal Details - Attachments <b>Type of Edit</b> Required Please attach the ne 5/17/24 Gabriela Nocito for AVPI Basic Information - Proposal Details - Attachments Required Please attach the ne
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	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
	<b>Curriculum ID</b>	PHTGD004.
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000511514

#### Articulation

Changed	Field	Current Version
	<b>Course Crosswalk CRS-DEPT-NAME</b>	
	<b>Course Crosswalk CRS-NUMBER</b>	

De Anza College  
**Change Report**  
06/05/2024

### 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
More Options	Basic Skill Status (CB08)
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Advisory(ies):
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





<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
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	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
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
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	• Erik Woodbury	• Hiroyo Kaneko
	Course ID (CB01A and CB01B)	PHTGD304.	PHTGD304.
	Course Control Number	CCC000624694	CCC000624694
	Course Title (CB02)	Introduction to Digital Photography	Introduction to Digital Photography
	Short Course Title	INTRO TO DIGITAL PHTG	INTRO TO DIGITAL PHTG
	TOP Code (CB03)	1012.00	1012.00 Applied Photography
	CIP Code	Photographic and Film/Video Technology/Technician and Assistant	10.0201 Photographic and Film/Video Technology/Technician and Assistant
	Department	PHTG - Photography	PHTG - Photography
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	<p>This is an introduction to digital photography and digital imaging processes. Students will gain proficiency in the use of a digital camera and explore the digital darkroom using Adobe Lightroom. They will build skills in digital print output for both fine art and commercial applications, while gaining knowledge of issues in contemporary photography and learning to analyze and discuss photographic imagery. Experience in basic beginning photography and wet darkroom practices is recommended.</p>	<p><del>This is</del> <u>Students will receive</u> an introduction to digital photography and digital imaging processes. <del>Students- They</del> will gain proficiency in the use of a digital camera and explore the digital darkroom using Adobe Lightroom. <del>They</del> <u>Additionally, they will build develop</u> skills in digital print output for both fine art and commercial <del>applications, while gaining</del> <u>applications. Furthermore, students will gain</u> knowledge of issues in contemporary photography and <del>learning</del> <u>develop an ability</u> to analyze and discuss photographic imagery. <del>Experience in basic-</del> <u>It is recommended to have basic,</u> beginning <del>photography- photography,</del> and wet darkroom <del>practices is</del> <u>recommended- experience.</u></p>

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

### Faculty Requirements

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

### Formerly Statement

Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

### Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This is a noncredit enhanced, CTE course and belongs on the Commercial Lighting Certificate of Completion. It is also a recommendation from industry advisory committees to help better prepare students to operate a digital camera manually and use Adobe Lightroom software.	This is a noncredit enhanced, CTE course and belongs on the Commercial Lighting Certificate of Completion. It is also a recommendation from industry advisory committees to help better prepare students to operate a digital camera manually and use Adobe Lightroom software.

### Stand-Alone Statement

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Changed	Field	Current Version	Proposed Version
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	<b>Stand-Alone Statement</b>	No value	
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### Course Philosophy

Changed	Field	Current Version	Proposed Version
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	<b>Course Philosophy</b>	No value	
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### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	<b>Does the course have a Foothill equivalent?</b>	No	No
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	<b>Foothill Faculty Consultation Name</b>	No value	
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	<b>Foothill Course ID</b>	No value	
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### CTE Course

Changed	Field	Current Version	Proposed Version
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	<b>Is this a CTE (Career Technical Education) course?</b>	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>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</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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!	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is <del>not</del> a basic skills course.
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	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
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	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
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	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
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	<b>Repeat Limit</b>	99	99
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	<b>Grade Options</b>	• Pass/No Pass	• Pass/No Pass
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Changed	Field	Current Version	Proposed Version
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	(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								
	<b>Course is part of a program</b>	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Photographic Retouching and Digital Post-Production</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Completion</td> </tr> </table>	<b>Associated Program</b>	Photographic Retouching and Digital Post-Production	<b>Award Type</b>	Certificate of Completion	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Photographic Retouching and Digital Post-Production</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Completion</td> </tr> </table>	<b>Associated Program</b>	Photographic Retouching and Digital Post-Production	<b>Award Type</b>	Certificate of Completion
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<b>Associated Program</b>	Commercial Lighting										
<b>Award Type</b>	Certificate of Completion										

### Transferability & Gen. Ed. Options

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

### Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	2	2
	<b>Lecture Hours - Out of Class</b>	4	4
	<b>Laboratory Hours - In Class</b>	3	3
	<b>Laboratory Hours - Out of Class</b>	0	0
	<b>NA Hours - In Class</b>	0	0
	<b>NA Hours - Out of Class</b>	0	0

### Course Student Hours - Profile Name: Default Profile

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Total Student Learning Hours</b>	60	60
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	24	24
	<b>Lecture Hours - Course Out-of-Class per Term</b>	48	48
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	36	36
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	60	60
	<b>Total - Course Out-of-Class Hours</b>	48	48
	<b>Total Credit Units - Minimum Credit Units</b>	0	0
	<b>Total Credit Units - Maximum Credit Units</b>	0	0



## Speciality Hours

Changed	Field	Current Version	Proposed Version
	<b>Speciality Hours</b>	No value	No value

## Credit / Non-Credit Options

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

## Credit Units


Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	24	24
	<b>Total Laboratory Hours per Term</b>	36	36

Changed	Field	Current Version	Proposed Version
	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	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Discussion and problem solving performed in class  Quiz and examination review performed in class  Homework and extended projects  Field observation and field trips  Other: Lab activity and evaluation</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Discussion and problem solving performed in class  Quiz and examination review performed in class  Homework and extended projects  Field observation and field trips  Other: Lab activity and evaluation</p>

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

1. Reading from assigned chapters of textbooks
2. Weekly Lightroom exercises that demonstrate an understanding and application of class concepts
3. Photographic exercises that demonstrate an understanding and application of class concepts and culminates in the completion of 4-6 finished, digital prints by the end of the quarter

1. Reading from assigned chapters of textbooks
2. Weekly Lightroom exercises that demonstrate an understanding and application of class concepts
3. Photographic exercises that demonstrate an understanding and application of class concepts and culminates in the completion of 4-6 finished, digital prints by the end of the quarter



**Methods of Evaluation**

<b>Methods of Evaluation</b>	
<b>Methods of Evaluation</b>	<ol style="list-style-type: none"> <li>1. Successful completion of Lightroom exercises based on class demonstrations and practical lab experience.</li> <li>2. One, one-hour, mid-quarter examination: multiple choice, true and false, and short answer demonstrating a student's comprehension of course concepts.</li> <li>3. Final critique: oral and visual presentation of final print assignment demonstrating basic camera and software skills covered in class.</li> <li>4. Additional quizzes at the instructor's discretion evaluating student's understanding of specific concepts, camera controls, and/or software applications.</li> </ol>

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**Changed Field**

**Current Version**

**Proposed Version**



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- Digital SLR camera and storage media
- One package of "8x10" digital print paper
- External/transportable media such as: DVDs, CDs, or flash drives

**Essential College Facilities:**

- Smart classroom with 30 computers
- Software: Adobe Lightroom and Photoshop

**Essential Student Materials:**

- Digital SLR camera and storage media
- One package of "8x10" digital print paper
- External/transportable media such as: SSD or flash drives

**Essential College Facilities:**

- Smart classroom with 30 computers
- Software: Adobe Lightroom and Photoshop



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Evening, Martin. "The Adobe Photoshop Lightroom Book," Peachpit Press, Berkeley, CA 2017
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	London/Stone "A Short Course in Digital Photography," 4th Edition. Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2018
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Short Course in Photography, A: Digital
<b>Author</b>	Barbara London, Jim Stone
<b>Publisher</b>	Pearson
<b>Date/Edition</b>	February 5, 2018/4th edition
<b>ISBN</b>	ISBN-13: 9780134525815

<b>Title</b>	Digital Photography: A Basic Manual
<b>Author</b>	Henry Horenstein
<b>Publisher</b>	Little, Brown and Company
<b>Date/Edition</b>	November 2, 2011
<b>ISBN</b>	978-0316020749

<b>Title</b>	Adobe Photoshop Lightroom Classic CC Book
<b>Author</b>	Martin Evening
<b>Publisher</b>	Adobe Press
<b>Date/Edition</b>	January 21, 2019/2nd Edition
<b>ISBN</b>	978-0135447390

**Changed Field**

**Current Version**

**Proposed Version**



**Suggested Reading List**

**Reading List** Other suitable texts, articles, or Internet sites at the instructor's discretion

**May include, but are not limited to** No value

No value

### Learning Outcomes and Objectives

**Changed Field**

**Current Version**

**Proposed Version**

**Course Objectives**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Differentiate between major camera types (analog and digital) and demonstrate basic camera controls</li><li>• Create and conceptualize images using digital techniques and practices</li><li>• Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom</li><li>• Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world</li><li>• Analyze a variety of photographic works to develop, refine, and understand one's thoughts about diverse and multicultural communities</li><li>• Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression</li></ul> | <ul style="list-style-type: none"><li>• Differentiate between major camera types (analog and digital) and demonstrate basic camera controls</li><li>• Create and conceptualize images using digital techniques and practices</li><li>• Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom</li><li>• Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world</li><li>• Analyze a variety of photographic works to develop, refine, and understand one's thoughts about diverse and multicultural communities</li><li>• Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression</li></ul> |
|--|--|

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

**CSLOs** Apply basic digital camera skills to create images.

**Expected SLO Performance** 0.0

**CSLOs** Apply basic digital camera skills to create images.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate a working knowledge of the digital darkroom using Adobe Lightroom.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate a working knowledge of the digital darkroom using Adobe Lightroom.

**Expected SLO Performance** 0.0

**Course Outline**



**Changed Field****Current Version****Proposed Version****Course  
Content**

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. Differentiate between major camera types (analog and digital) and demonstrate basic camera controls<ol style="list-style-type: none"><li>1. Camera types<ol style="list-style-type: none"><li>1. 35mm rangefinders and SLR film cameras</li><li>2. Digital SLR cameras</li><li>3. Film and digital "point and shoot" cameras</li></ol></li><li>2. View methods<ol style="list-style-type: none"><li>1. Live View</li><li>2. The viewfinder</li></ol></li><li>3. Image capture and storage<ol style="list-style-type: none"><li>1. Digital media cards</li><li>2. File formats<ol style="list-style-type: none"><li>1. JPEG</li><li>2. TIFF</li><li>3. RAW</li><li>4. DNG</li></ol></li><li>3. Resolution and bit depth<ol style="list-style-type: none"><li>1. megapixels and image size</li><li>2. Bit depth and detail</li></ol></li></ol></li><li>4. Exposure<ol style="list-style-type: none"><li>1. ISO rating</li><li>2. Shutter</li><li>3. Aperture</li><li>4. White balance</li></ol></li><li>5. Lenses<ol style="list-style-type: none"><li>1. Normal, wide-angle, telephoto, macro, zoom</li><li>2. Fixed vs. interchangeable</li><li>3. Lens factors (digital)</li></ol></li><li>6. Flash<ol style="list-style-type: none"><li>1. Built-in / on-camera</li><li>2. Hot shoe / off-camera</li></ol></li><li>7. Batteries and memory cards<ol style="list-style-type: none"><li>1. Rechargeable batteries such as: proprietary, lithium-ion, NiMH, or NiCd</li><li>2. Memory cards such as: Secure Digital, SD High Capacity, SD</li></ol></li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Differentiate between major camera types (analog and digital) and demonstrate basic camera controls<ol style="list-style-type: none"><li>1. Camera types<ol style="list-style-type: none"><li>1. 35mm rangefinders and SLR film cameras</li><li>2. Digital SLR cameras</li><li>3. Film and digital "point and shoot" cameras</li></ol></li><li>2. View methods<ol style="list-style-type: none"><li>1. Live View</li><li>2. The viewfinder</li></ol></li><li>3. Image capture and storage<ol style="list-style-type: none"><li>1. Digital media cards</li><li>2. File formats<ol style="list-style-type: none"><li>1. JPEG</li><li>2. TIFF</li><li>3. RAW</li><li>4. DNG</li></ol></li><li>3. Resolution and bit depth<ol style="list-style-type: none"><li>1. megapixels and image size</li><li>2. Bit depth and detail</li></ol></li></ol></li><li>4. Exposure<ol style="list-style-type: none"><li>1. ISO rating</li><li>2. Shutter</li><li>3. Aperture</li><li>4. White balance</li></ol></li><li>5. Lenses<ol style="list-style-type: none"><li>1. Normal, wide-angle, telephoto, macro, zoom</li><li>2. Fixed vs. interchangeable</li><li>3. Lens factors (digital)</li></ol></li><li>6. Flash<ol style="list-style-type: none"><li>1. Built-in / on-camera</li><li>2. Hot shoe / off-camera</li></ol></li><li>7. Batteries and memory cards<ol style="list-style-type: none"><li>1. Rechargeable batteries such as: proprietary, lithium-ion, NiMH, or NiCd</li><li>2. Memory cards such as: Secure Digital, SD High Capacity, SD</li></ol></li></ol></li></ol> |
|---|---|

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

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- |   |   |   |
|---|---|---|
| Xtra Capacity,<br>Compact Flash<br>3. Battery chargers and<br>memory card readers<br>2. Create and conceptualize images<br>using digital techniques and<br>practices<br>1. Use of appropriate digital<br>settings<br>1. Exposure<br>2. Basic white balance<br>3. Color<br>2. View computer-assisted<br>imagery such as: in<br>newspapers, books, the arts,<br>and advertising<br>3. Discuss "post-photographic"<br>directions by viewing works<br>by such artists as:<br>Pedro Meyer, Andreas<br>Gursky, Jeff Wall, Esther<br>Parada, Nancy Burson, Ruth<br>Thorne-Thomsen, Lorretta<br>Lux<br>3. Organize, process, and output<br>imagery using Adobe Lightroom as<br>the primary digital darkroom<br>1. Wet darkroom terminology<br>and practice as applied in<br>the new, dry darkroom<br>1. Care and storage of<br>imagery<br>2. Development<br>3. Print output<br>2. Introduction to Lightroom<br>and importing images<br>1. Importing images<br>1. Copy as DNG,<br>Copy, Move, or<br>Add<br>2. File Handling<br>Panel<br>3. Apply During<br>Import and<br>Destination<br>panels<br>2. The Catalog<br>1. Creating and<br>opening<br>catalogs | Xtra Capacity,<br>Compact Flash<br>3. Battery chargers and<br>memory card readers<br>2. Create and conceptualize images<br>using digital techniques and<br>practices<br>1. Use of appropriate digital<br>settings<br>1. Exposure<br>2. Basic white balance<br>3. Color<br>2. View computer-assisted<br>imagery such as: in<br>newspapers, books, the arts,<br>and advertising<br>3. Discuss "post-photographic"<br>directions by viewing works<br>by such artists as:<br>Pedro Meyer, Andreas<br>Gursky, Jeff Wall, Esther<br>Parada, Nancy Burson, Ruth<br>Thorne-Thomsen, Lorretta<br>Lux<br>3. Organize, process, and output<br>imagery using Adobe Lightroom as<br>the primary digital darkroom<br>1. Wet darkroom terminology<br>and practice as applied in<br>the new, dry darkroom<br>1. Care and storage of<br>imagery<br>2. Development<br>3. Print output<br>2. Introduction to Lightroom<br>and importing images<br>1. Importing images<br>1. Copy as DNG,<br>Copy, Move, or<br>Add<br>2. File Handling<br>Panel<br>3. Apply During<br>Import and<br>Destination<br>panels<br>2. The Catalog<br>1. Creating and<br>opening<br>catalogs | Xtra Capacity,<br>Compact Flash<br>3. Battery chargers and<br>memory card readers<br>2. Create and conceptualize images<br>using digital techniques and<br>practices<br>1. Use of appropriate digital<br>settings<br>1. Exposure<br>2. Basic white balance<br>3. Color<br>2. View computer-assisted<br>imagery such as: in<br>newspapers, books, the arts,<br>and advertising<br>3. Discuss "post-photographic"<br>directions by viewing works<br>by such artists as:<br>Pedro Meyer, Andreas<br>Gursky, Jeff Wall, Esther<br>Parada, Nancy Burson, Ruth<br>Thorne-Thomsen, Lorretta<br>Lux<br>3. Organize, process, and output<br>imagery using Adobe Lightroom as<br>the primary digital darkroom<br>1. Wet darkroom terminology<br>and practice as applied in<br>the new, dry darkroom<br>1. Care and storage of<br>imagery<br>2. Development<br>3. Print output<br>2. Introduction to Lightroom<br>and importing images<br>1. Importing images<br>1. Copy as DNG,<br>Copy, Move, or<br>Add<br>2. File Handling<br>Panel<br>3. Apply During<br>Import and<br>Destination<br>panels<br>2. The Catalog<br>1. Creating and<br>opening<br>catalogs |
|---|---|---|

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

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|--|--|
| 2. Making the catalog portable   | 2. Making the catalog portable   |
| 3. The Catalog Panels  | 3. The Catalog Panels  |
| 3. The Library Module  | 3. The Library Module  |
| 1. toolbar   | 1. toolbar   |
| 2. folders panel   | 2. folders panel   |
| 3. navigating  | 3. navigating  |
| 4. Image processing  | 4. Image processing  |
| 1. basic panel controls  | 1. basic panel controls  |
| 2. white balance and temperature and tint  | 2. white balance and temperature and tint  |
| 3. colors, vibrance and saturation   | 3. colors, vibrance and saturation   |
| 4. black and white conversion with grayscale mix controls  | 4. black and white conversion with grayscale mix controls  |
| 5. The Print Module  | 5. The Print Module  |
| 1. preparing a contact sheet   | 1. preparing a contact sheet   |
| 2. layout for a single image   | 2. layout for a single image   |
| 3. color management  | 3. color management  |
| 4. Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world  | 4. Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world  |
| 1. A brief history of worldwide developments in the medium through the 19th, 20th, and 21st centuries such as: the invention of photography, camera and film technologies, photography and the other arts, documentary work, and commercial work | 1. A brief history of worldwide developments in the medium through the 19th, 20th, and 21st centuries such as: the invention of photography, camera and film technologies, photography and the other arts, documentary work, and commercial work |
| 2. Issues of mutability and manipulation; image truth, authenticity and originality  | 2. Issues of mutability and manipulation; image truth, authenticity and originality  |
| 3. Image evaluation in-camera, on screen, and in print   | 3. Image evaluation in-camera, on screen, and in print   |
| 5. Analyze a variety of photographic works to develop, refine, and understand one's thoughts about   | 5. Analyze a variety of photographic works to develop, refine, and understand one's thoughts about   |

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

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diverse and multicultural communities	diverse and multicultural communities
1. Presentation of work created by diverse image-makers with concerns such as:	1. Presentation of work created by diverse image-makers with concerns such as:
1. Ethnic/cultural (Carrie Mae Weems, Lorna Simpson, Reagan Louie, Pedro Meyer, Andre Serrano, Shirin Neshat)	1. Ethnic/cultural (Carrie Mae Weems, Lorna Simpson, Reagan Louie, Pedro Meyer, Andre Serrano, Shirin Neshat)
2. Issues of gender (Robert Mapplethorpe, Yasumasa Morimura, Katherine Opie, Nan Goldin)	2. Issues of gender (Robert Mapplethorpe, Yasumasa Morimura, Katherine Opie, Nan Goldin)
2. Consideration of what makes a good image	2. Consideration of what makes a good image
1. Conceptualization	1. Conceptualization
2. Craft and execution	2. Craft and execution
3. Description, evaluation and interpretation of imagery as understood individually and/or collectively	3. Description, evaluation and interpretation of imagery as understood individually and/or collectively
6. Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression	6. Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression
1. Presentation of individual imagery	1. Presentation of individual imagery
2. Description and evaluation of techniques learned	2. Description and evaluation of techniques learned
3. Examination of and sensitivity towards diverse photographic expressions	3. Examination of and sensitivity towards diverse photographic expressions
1. Valuing varied viewpoints	1. Valuing varied viewpoints
2. Active listening	2. Active listening
3. Thoughtful questioning	3. Thoughtful questioning
4. Develop individual thoughts and ideas regarding one's creative output	4. Develop individual thoughts and ideas regarding one's creative output
1. Origin of idea	1. Origin of idea
2. Process	2. Process
3. Evaluate level of success	3. Evaluate level of success

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Changed	Field	Current Version	Proposed Version
	<b>Lab Component in this Course</b>	Yes	Yes
	<b>Lab Outline</b>	1. Concepts and application of The Catalog, Library, Development, Slide and Print Modules in Adobe Lightroom (digital dry darkroom). 2. Final output of both a color managed print(s) and a pdf slideshow	1. Concepts and application of The Catalog, Library, Development, Slide and Print Modules in Adobe Lightroom (digital dry darkroom). 2. Final output of both a color managed print(s) and a pdf slideshow

**Req/Adv**

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

## Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202222	No Value
!	<b>Banner Division</b>	2CA	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	PHTG 304	PHTG 304
	<b>Course Status</b>	New	New
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	PHTG	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	CTE Noncredit Enhanced	CTE Noncredit Enhanced
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
❗	<b>Emergency Approval</b>	No	No Value
❗	<b>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)</b>	T	No Value
❗	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	A	No Value
❗	<b>Noncredit Enhanced Funding Indicator</b>	Y	No Value
❗	<b>In Service Indicator</b>	N	No Value
❗	<b>Sports/Physical Education Course Indicator</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	231018	No Value
!	Account Code	1320	No Value
!	Program Code	101100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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	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><b>For changes to the units and hours tab;</b>  <b>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</b>  <b>and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</b></p>	No Value	No Value
	<p><b>1. Is the unit(s) change required for articulation?</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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**

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

### B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>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.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	Reading from assigned chapters of textbooks - Assignment A Analyze a variety of photographic works to develop, refine, and understand one's thoughts about diverse and multicultural communities - Course Outline E Critique classmate's work to understand the visual and communicative value of the medium and articulate individual response and expression - Course Outline F
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### C-Matrix Form

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	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

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

No Value

No Value

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**Objective 3:**  
**Explore functions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

### E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value
	<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 7: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 8: Use inequalities to solve real world problems.</b>	No Value	No Value
	<b>Objective 9: Explore arithmetic sequences and series.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 10:</b> 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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>Objective 1:</b> Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
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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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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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

## 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**

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**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

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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

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**Changed**

**Questions**

**Current Version**

**Proposed Version**

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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#### **De Anza GE - ESGC Form**

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

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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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**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

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**Comments**

Changed	Questions	Current Version	Proposed Version										
	<b>Stage 2: Department Chair</b>	No Value	No Value										
<b>!</b>	<b>Stage 3: Division Curriculum Representative</b>	No Value	Please fill out the proper matrices for the following prerequisites and advisories:  <b>Advisory(ies):</b> <ul style="list-style-type: none"> <li>EWRT D001A or EWRT D01AH</li> </ul>										
	<b>Stage 4: Division Dean</b>	No Value	No Value										
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value										
<b>!</b>	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/16/24</td> <td>Zack JudsonB</td> <td>Matrix Required</td> <td>Please indicate where the various skills/activities/assignments come from in eLumen</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	5/16/24	Zack JudsonB	Matrix Required	Please indicate where the various skills/activities/assignments come from in eLumen	
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed									
5/16/24	Zack JudsonB	Matrix Required	Please indicate where the various skills/activities/assignments come from in eLumen										
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value										
	<b>Stage 9: Articulation Officer</b>	No Value	No Value										
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value										
	<b>Stage 14: Curriculum Committee</b>	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
	<b>Curriculum ID</b>	PHTGD304.

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Distance Education Approved</b>	No
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	<b>Board of Trustees Approval Date</b>	
--	--	--

	<b>Curriculum Committee Approval Date</b>	
--	---	--

	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000624694
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## **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
06/05/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	SAM Priority Code (CB09)
General Information	Course Description
General Information	Course Type (CB27)
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes 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)

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
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	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



**Section****Changed field**

B-Matrix Form

Objective 2: Develop analytical ideas and topics for essays.

B-Matrix Form

Objective 9: Demonstrate appropriate grammar usage and mechanics.

E-Matrix Form

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

E-Matrix Form

Objective 8: Use inequalities to solve real world problems.

Comments

Stage 2: Department Chair

Foothill Equivalency

Does the course have a Foothill equivalent?

Foothill Equivalency

Foothill Course ID

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**

• Betty Inoue

• Mark Sherby

**Course ID (CB01A and CB01B)**

RESTD050.

RESTD050.

**Course Control Number**

CCC000101123

CCC000101123

**Course Title (CB02)**

Real Estate Principles

Real Estate Principles

**Short Course Title**

REAL ESTATE PRINCIPLES

REAL ESTATE PRINCIPLES

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	0511.00	0511.00 Real Estate
	CIP Code	Real Estate	52.1501 Real Estate
	Department	REST - Real Estate	REST - Real Estate
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
!	SAM Priority Code (CB09)	Possibly Occupational	<del>Possibly</del> <u>Clearly</u> Occupational
!	Course Description	Students in this course will learn the fundamental principles of real estate, including economics, law, working concepts, forms, and terminology. This course is applied toward the educational requirements of the California Real Estate Salesperson and Broker license examinations.	Students in this course will learn the fundamental principles of real estate, including economics, law, working concepts, forms, and terminology. This course <del>is applied</del> <u>applies</u> toward the educational requirements of the California Real Estate Salesperson and Broker license examinations.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
	Mode of Delivery	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> <li>Real Estate</li> </ul>
!	Discipline 2	No value	<ul style="list-style-type: none"> <li>Law</li> </ul>
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - REAL ESTATE</li> </ul>

### Formerly Statement

--

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Formerly Statement</b>	No value	

<b>Course Justification</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Justification</b>	This course serves as an elective, transferable to the CSU for Business majors. This belongs on the Real Estate A.A. degree. This course is required for anyone seeking to sit for the California Department of Real Estate license or brokers exam. It is an introduction to the main principles of the real estate discipline including economics, law, working concepts, forms, and terminology.	This course serves as an elective, transferable to the CSU for Business majors. This belongs on the Real Estate A.A. degree. This course is required for anyone seeking to sit for the California Department of Real Estate license or brokers exam. It is an introduction to the main principles of the real estate discipline including economics, law, working concepts, forms, and terminology.


<b>Stand-Alone Statement</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stand-Alone Statement</b>	No value	

<b>Course Philosophy</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Philosophy</b>	No value	


<b>Foothill Equivalency</b>			

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	Yes	<del>Yes</del> <u>No</u>
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	R E F050.	R-E-F050-


### CTE Course

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

### Honors/Non-honors Course

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

### Mirrored Credit/Noncredit Course

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

## Cross-listed Course

Changed	Field	Current Version	Proposed Version
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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**

**Course is part of a program**

<b>Associated Program</b>	Real Estate
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Real Estate
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Facility and Sustainable Building Management
<b>Award Type</b>	Associate in Science (A.S.) Degree

<b>Associated Program</b>	Facility and Sustainable Building Management
<b>Award Type</b>	Associate in Science (A.S.) Degree

<b>Associated Program</b>	Real Estate
<b>Award Type</b>	Certificate of Achievement (COA)

<b>Associated Program</b>	Real Estate
<b>Award Type</b>	Certificate of Achievement (COA)

<b>Associated Program</b>	Accounting
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	Accounting
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	Accounting (In Development)
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	Accounting (In Development)
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	Accounting (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Accounting (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Accounting

<b>Associated Program</b>	Accounting

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

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

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

**Associated Program** Facility and Sustainable Building Management (In Development)

**Associated Program** Facility and Sustainable Building Management (In Development)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Transferability & Gen. Ed. Options**

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

#### **Weekly Student Hours - Profile Name: Default Profile**

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

#### **Course Student Hours - Profile Name: Default Profile**

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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Duration (Weeks)</b>	12	12
	<b>Hours per unit divisor</b>	36	36
	<b>Total Student Learning Hours</b>	144	144
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	48	48
	<b>Lecture Hours - Course Out-of-Class per Term</b>	96	96
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0

Changed	Field	Current Version	Proposed Version
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	<b>Total - Course In-Class (Contact) Hours</b>	48	48
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	<b>Total - Course Out-of-Class Hours</b>	96	96
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	<b>Total Credit Units - Minimum Credit Units</b>	4	4
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	<b>Total Credit Units - Maximum Credit Units</b>	4	4
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### Speciality Hours

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

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

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

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

## Specifications

Changed Field

Current Version

Proposed Version



### Methods of Instruction

#### Methods of Instruction

**Methods of Instruction** Lecture and visual aids  
Discussion of assigned reading  
Discussion and problem solving performed in class  
Quiz and examination review performed in class  
Collaborative learning and small group exercises

#### Methods of Instruction

Methods of Instruction

**Methods of Instruction** Lecture and visual aids  
Discussion of assigned reading  
Discussion and problem solving  
Quiz and examination review  
Collaborative learning



### Assignments

1. Required reading assignments from text
2. Written homework assignments: problem solving exercises in taxes, financing, appraisal, deposit receipt, home buyer's analysis, and/or written report involving research on real estate law, title searches and/or government programs.

1. Required reading assignments from text
2. Written homework assignments: problem solving exercises in taxes, financing, appraisal, deposit receipt, home buyer's analysis, and/or written report involving research on real estate law, title searches and/or government programs.
3. Drill with preparation questions for Department Of Real Estate official exam

**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. Objective examinations to evaluate mastery of key terms and concepts as well as application skills related to analysis and comprehension of the California real estate market. The tests may include essay questions on course objectives. The exams will be designed with an eye toward the CA Bureau of Real Estate License exam and will cover the topics that are currently covered in the professional exam.
2. Problem solving exercises to show comprehension and mastery of real estate quantitative issues the areas of taxes, financing, appraisal, deposit receipt, home buyer's analysis. At least 20% of the final exam

**Methods  
of  
Evaluation**

1. Objective examinations to evaluate mastery of key terms and concepts as well as application skills related to analysis and comprehension of the California real estate market. The tests may include essay questions on course objectives. The exams will be designed with an eye toward the CA Bureau of Real Estate License exam and will cover the topics that are currently covered in the professional exam.
2. Problem solving exercises to show comprehension and mastery of real estate quantitative issues the areas of taxes, financing, appraisal, deposit receipt, home buyer's analysis.
3. Comprehensive final exam to

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

will include problem solving exercises requiring application of real estate issues requiring such analysis.

3. Comprehensive final exam to cover all major topics to show a broad understanding of real estate principles concepts with an eye toward the current license exam in California.

cover all major topics to show a broad understanding of real estate principles concepts with an eye toward the current license exam in California.


**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**

<b>Title</b>	No value
<b>Author</b>	Price, Sherry , "California Real Estate Principles," 9th ed., Ashley Crown Publishing, Laguna Hills, CA 2012.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Principles of California Real Estate
<b>Author</b>	Kathryn Haupt
<b>Publisher</b>	Rockwell Publishing
<b>Date/Edition</b>	Nineteenth Edition 2021
<b>ISBN</b>	978-1-950728-00-8

**Changed** **Field**

**Current Version**

**Proposed Version**



**Suggested  
Reading List**

**Reading  
List** Huber, Walt, "California  
Real Estate Principles"  
11th ed., Education  
Textbook Company,  
Covina CA, 2012

**May  
include,  
but are  
not  
limited  
to** No value

No value

## Learning Outcomes and Objectives



Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Identify the principle methods of describing real property.</li> <li>• Identify the various ways to acquire real property in California.</li> <li>• Identify and explain the key elements of the Deposit Receipt, Listing Agreement and Home Buyer's Analysis.</li> <li>• Recognize, define, and compare liens and encumbrances.</li> <li>• Illustrate comprehension of a home purchase and sales transaction.</li> <li>• Distinguish between government financing and conventional financing.</li> <li>• Examine and interpret basic real estate law and contract law.</li> <li>• Demonstrate mastery of knowledge preparatory to taking the California Real Estate Exam for Real Estate Salesperson.</li> <li>• Recognize and differentiate between the basic types of real property leases.</li> <li>• Identify the requisites of a valid deed and escrow.</li> <li>• Illustrate the basic appraisal process and evaluate residential real property values.</li> <li>• Identify and calculate the primary tax advantages and disadvantages in owning real property.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the principle methods of describing real property.</li> <li>• Identify the various ways to acquire real property in California.</li> <li>• Identify and explain the key elements of the Deposit Receipt, Listing Agreement and Home Buyer's Analysis.</li> <li>• Recognize, define, and compare liens and encumbrances.</li> <li>• Illustrate comprehension of a home purchase and sales transaction.</li> <li>• Distinguish between government financing and conventional financing.</li> <li>• Examine and interpret basic real estate law and contract law.</li> <li>• Demonstrate mastery of knowledge preparatory to taking the California Real Estate Exam for Real Estate Salesperson.</li> <li>• Recognize and differentiate between the basic types of real property leases.</li> <li>• Identify the requisites of a valid deed and escrow.</li> <li>• Illustrate the basic appraisal process and evaluate residential real property values.</li> <li>• Identify and calculate the primary tax advantages and disadvantages in owning real property.</li> </ul>

**Changed Field**

**Current Version**

**Proposed Version**



**CSLOs**

**CSLOs** Demonstrate a knowledge of how real property is described, acquired, appraised, financed, encumbered and leased.

**Expected SLO Performance** 0.0

**CSLOs** Describe how title to real property is held in California.

**Expected SLO Performance** 0.0

**CSLOs** Evaluate factually simple real estate contract issues from a buyer's, seller's and real estate agent's perspective and identify and evaluate ethical issues in a California real estate context.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate the knowledge of how real estate property is purchased and sold.

**Expected SLO Performance** 0.0

**CSLOs** Describe how title to real property is held in California.

**Expected SLO Performance** 0.0

**CSLOs** Identify the issues that can arise in real Estate contracts.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Identify the principle methods of describing real property.               <ol style="list-style-type: none"> <li>1. Nature of real estate</li> <li>2. Real property vs. personal property</li> <li>3. Land grants history in Mexico and California</li> <li>4. Guadalupe Hidalgo Treaty</li> </ol> </li> <li>2. Identify the various ways to acquire real property in California.               <ol style="list-style-type: none"> <li>1. Grant deeds                   <ol style="list-style-type: none"> <li>1. Warranties, requirements</li> <li>2. History</li> </ol> </li> <li>2. Land contracts                   <ol style="list-style-type: none"> <li>1. Warranties</li> <li>2. Risks associated with land contracts</li> </ol> </li> <li>3. Recording process</li> <li>4. Title to property                   <ol style="list-style-type: none"> <li>1. Severalty ownership</li> <li>2. Tenancy in common</li> <li>3. Joint tenancy</li> <li>4. Community property</li> </ol> </li> </ol> </li> <li>3. Identify and explain the key elements of the Deposit Receipt, Listing Agreement and Home Buyer's Analysis.               <ol style="list-style-type: none"> <li>1. Counseling sellers and buyers in a transaction</li> <li>2. Key issues of risk in a transaction from a seller's, buyer's, lender's and broker's perspective</li> <li>3. California real estate law and required disclosures</li> </ol> </li> <li>4. Recognize, define, and compare liens and encumbrances.               <ol style="list-style-type: none"> <li>1. Definitions and history</li> <li>2. Liens - general and specific</li> </ol> </li> <li>5. Illustrate comprehension of a home purchase and sales transaction.               <ol style="list-style-type: none"> <li>1. Process and procedure</li> <li>2. Role playing</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the principle methods of describing real property.               <ol style="list-style-type: none"> <li>1. Nature of real estate</li> <li>2. Real property vs. personal property</li> <li>3. Land grants history in Mexico and California</li> <li>4. Guadalupe Hidalgo Treaty</li> </ol> </li> <li>2. Identify the various ways to acquire real property in California.               <ol style="list-style-type: none"> <li>1. Grant deeds                   <ol style="list-style-type: none"> <li>1. Warranties, requirements</li> <li>2. History</li> </ol> </li> <li>2. Land contracts                   <ol style="list-style-type: none"> <li>1. Warranties</li> <li>2. Risks associated with land contracts</li> </ol> </li> <li>3. Recording process</li> <li>4. Title to property                   <ol style="list-style-type: none"> <li>1. Severalty ownership</li> <li>2. Tenancy in common</li> <li>3. Joint tenancy</li> <li>4. Community property</li> </ol> </li> </ol> </li> <li>3. Identify and explain the key elements of the Deposit Receipt, Listing Agreement and Home Buyer's Analysis.               <ol style="list-style-type: none"> <li>1. Counseling sellers and buyers in a transaction</li> <li>2. Key issues of risk in a transaction from a seller's, buyer's, lender's and broker's perspective</li> <li>3. California real estate law and required disclosures</li> </ol> </li> <li>4. Recognize, define, and compare liens and encumbrances.               <ol style="list-style-type: none"> <li>1. Definitions and history</li> <li>2. Liens - general and specific</li> </ol> </li> <li>5. Illustrate comprehension of a home purchase and sales transaction.               <ol style="list-style-type: none"> <li>1. Process and procedure</li> <li>2. Role playing</li> </ol> </li> </ol>

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

6. Distinguish between government financing and conventional financing.

1. Government programs
  1. FHA/VA/Cal Vet
  2. Secondary markets
2. Conventional Financing
  1. Loan to value ratio
  2. Mortgage insurance
  3. Secondary markets
  4. Institutional/non-institutional lenders
3. Foreclosure

7. Examine and interpret basic real estate law and contract law.

1. DRE rules and regulations
  1. Agency law
  2. Real Estate Commission
  3. Disciplinary action
2. California Real Estate Law
  1. Full disclosure
  2. Seller's/Buyer's rights
  3. Listing Agreements/Deposit Receipts
3. Contract Law
  1. Contract elements
  2. Statute of frauds
  3. Option/Agency Agreements

8. Demonstrate mastery of knowledge preparatory to taking the California Real Estate Exam for Real Estate Salesperson.

1. Acronyms and terminology, test taking strategies
2. Real estate mathematics - commissions, property tax, appraisal, finance

9. Recognize and differentiate between the basic types of real property leases.

1. Definitions, rights, responsibilities
2. Gross leases
3. Triple net leases

6. Distinguish between government financing and conventional financing.

1. Government programs
  1. FHA/VA/Cal Vet
  2. Secondary markets
2. Conventional Financing
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1. Definitions, rights, responsibilities
2. Gross leases
3. Triple net leases




Changed	Field	Current Version	Proposed Version
		4. Percentage leases 5. Inflation protection/risk in leases 10. Identify the requisites of a valid deed and escrow. 1. Requisites of a valid escrow 2. Title insurance 3. Escrow responsibilities/risks 4. Grant deeds/deeds of trust 11. Illustrate the basic appraisal process and evaluate residential real property values. 1. Appraisal definition 2. Methods of Appraisal 1. Comparative approach 2. Cost approach 3. Capitalization approach 12. Identify and calculate the primary tax advantages and disadvantages in owning real property. 1. Personal residence tax deductibility 2. Rental expense deductibility 3. Current limits in personal and rental property	4. Percentage leases 5. Inflation protection/risk in leases 10. Identify the requisites of a valid deed and escrow. 1. Requisites of a valid escrow 2. Title insurance 3. Escrow responsibilities/risks 4. Grant deeds/deeds of trust 11. Illustrate the basic appraisal process and evaluate residential real property values. 1. Appraisal definition 2. Methods of Appraisal 1. Comparative approach 2. Cost approach 3. Capitalization approach 12. Identify and calculate the primary tax advantages and disadvantages in owning real property. 1. Personal residence tax deductibility 2. Rental expense deductibility 3. Current limits in personal and rental property
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

### Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

## Curriculum Office

Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202222	No Value
	<b>Banner Division</b>	2CB	No Value
	<b>Catalog Term (21-22)</b>	23-24	No Value

Changed	Questions	Current Version	Proposed Version
!	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)	REST 050	REST 050
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	REST	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
!	DL Approval Date (MM/DD/YYYY)	06/16/2020	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	06/16/2020	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
!	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



Changed	Questions	Current Version	Proposed Version
!	Organization Code	233009	No Value
!	Account Code	1320	No Value
!	Program Code	051100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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>Added clear criteria for evaluation</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
	<p><b>For changes to the units and hours tab;</b>  <b>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</b>  <b>and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</b></p>	No Value	No Value
	<p><b>1. Is the unit(s) change required for articulation?</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	No Value
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	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	No Value
--	--	----------	----------

	<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>	No Value	No Value
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	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	No Value
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## **B-Matrix Form**

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

Recognize and differentiate between the basic types of real property leases.

### C-Matrix Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

---

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

### **D-Matrix Form**



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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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**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

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

No Value

No Value

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**Objective 3:  
Explore functions.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Develop linear  
function  
models.**

No Value

No Value

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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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	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

Illustrate comprehension of a home purchase and sales transaction.

**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

Illustrate the basic appraisal process and evaluate residential real property values.

**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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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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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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

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

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### **De Anza GE - ESGC Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	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

I have consulted with our REST faculty member Mike Gough, who teaches this course, for the updates on this course and I Mark Sherby, approve as department chair.

**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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

### Course Administration Codes

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	RESTD050.
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000101123

### Articulation



<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	

De Anza College  
**Change Report**  
06/05/2024

### 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	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes 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)

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
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	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
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.

Section	Changed field
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
E-Matrix Form	Objective 8: Use inequalities to solve real world problems.
Comments	Stage 2: Department Chair
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	• Betty Inoue	• Mark Sherby
	Course ID (CB01A and CB01B)	RESTD350.	RESTD350.
	Course Control Number	CCC000624702	CCC000624702
	Course Title (CB02)	Real Estate Principles	Real Estate Principles
	Short Course Title	REAL ESTATE PRINCIPLES	REAL ESTATE PRINCIPLES
	TOP Code (CB03)	0511.00	0511.00 Real Estate
	CIP Code	Real Estate	52.1501 Real Estate
	Department	REST - Real Estate	REST - Real Estate
	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>

Changed	Field	Current Version	Proposed Version
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational
!	<b>Course Description</b>	This course teaches the fundamental principles of real estate, including economics, law, working concepts, forms, and terminology. It is a noncredit, tuition-free course that will be completed in the same class with REST D050. students covering the same course content. REST D350. is not CSU transferable and does not provide credit toward a degree. This course can be applied toward the educational requirements of the California Real Estate Salesperson and Broker license examinations.	This course teaches the fundamental principles of real estate, including economics, law, working concepts, forms, and terminology. <del>This course applies toward the educational requirements of the California Real Estate Salesperson and Broker license examinations.</del> <u>Course</u> is a noncredit, tuition-free course that will be completed in the same class with REST <del>D050</del> . <u>D050</u> students covering the same course content. REST <del>D350</del> . <u>D350</u> is not CSU transferable and does not provide credit toward a degree. <del>This course can be applied toward the educational requirements of the California Real Estate Salesperson and Broker license examinations.</del> <u>degree</u> .
!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>Real Estate</li> </ul>
!	<b>Discipline 2</b>	No value	<ul style="list-style-type: none"> <li>Law</li> </ul>
	<b>Discipline 3</b>	No value	No value
!	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>FHDA FSA - REAL ESTATE</li> </ul>

### Formerly Statement

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Formerly Statement</b>	No value	
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### **Course Justification**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course Justification</b>	This noncredit enhanced, CTE course belongs to the Real Estate Salesperson noncredit Certificate of Completion. This course is required for anyone seeking to sit for the California Department of Real Estate license or brokers exam. It is an introduction to the main principles of the real estate discipline including economics, law, working concepts, forms, and terminology.	This noncredit enhanced, CTE course belongs to the Real Estate Salesperson noncredit Certificate of Completion. This course is required for anyone seeking to sit for the California Department of Real Estate license or brokers exam. It is an introduction to the main principles of the real estate discipline including economics, law, working concepts, forms, and terminology.
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### **Stand-Alone Statement**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Stand-Alone Statement</b>	No value	
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### **Course Philosophy**


<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course Philosophy</b>	No value	
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### **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	


### CTE Course

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

### Honors/Non-honors Course

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

### Mirrored Credit/Noncredit Course

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

## Cross-listed Course

Changed	Field	Current Version	Proposed Version
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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**

99

99

**Grade Options**

• Pass/No Pass

• Pass/No Pass

**Allow Students to Gain Credit by Exam/Challenge**

**Repeatability Statement**

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

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

## Associated Programs



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

**Associated Program** Real Estate Salesperson

**Award Type** Certificate of Completion

**Associated Program** Real Estate Salesperson

**Award Type** Certificate of Completion

**Associated Program** Real Estate Salesperson

**Award Type** Certificate of Completion

**Associated Program** Real Estate Salesperson

**Award Type** Certificate of Completion

### Transferability & Gen. Ed. Options

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

4

4

**Lecture Hours - Out of Class**

8

8

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	48	48
	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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	0	0
	Total Credit Units - Maximum Credit Units	0	0

### Speciality Hours

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	Speciality Hours	No value	No value

### Credit / Non-Credit Options

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

### Credit Units


Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	48	48
	<b>Total Laboratory Hours per Term</b>	-	0
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	-	0

Changed	Field	Current Version	Proposed Version
	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	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Discussion and problem solving performed in class  Quiz and examination review performed in class  Collaborative learning and small group exercises</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Discussion and problem solving  Quiz and examination review  Collaborative learning</p>

**Changed Field**

**Current Version**

**Proposed Version**



**Assignments**

1. Required reading assignments from the text
2. Written homework assignments: problem-solving exercises in taxes, financing, appraisal, deposit receipt, home buyer's analysis, and/or written report involving research on real estate law, title searches, and/or government programs.

1. Required reading assignments from the text
2. Written homework assignments: problem-solving exercises in taxes, financing, appraisal, deposit receipt, home buyer's analysis, and/or written report involving research on real estate law, title searches, and/or government programs.
3. Drill with preparation questions for Department Of Real Estate official exam

**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. Objective examinations to evaluate mastery of key terms and concepts as well as application skills related to analysis and comprehension of the California real estate market. The tests may include essay questions on course objectives. The exams will be designed with an eye toward the CA Bureau of Real Estate License exam and will cover the topics that are currently covered in the professional exam.
2. Problem solving exercises to show comprehension and mastery of real estate quantitative issues the areas of taxes, financing, appraisal, deposit receipt, home buyer's analysis. At least 20% of the final exam

**Methods  
of  
Evaluation**

1. Objective examinations to evaluate mastery of key terms and concepts as well as application skills related to analysis and comprehension of the California real estate market. The tests may include essay questions on course objectives. The exams will be designed with an eye toward the CA Bureau of Real Estate License exam and will cover the topics that are currently covered in the professional exam.
2. Problem solving exercises to show comprehension and mastery of real estate quantitative issues the areas of taxes, financing, appraisal, deposit receipt, home buyer's analysis.
3. Comprehensive final exam to



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

will include problem solving exercises requiring application of real estate issues requiring such analysis.

3. Comprehensive final exam to cover all major topics to show a broad understanding of real estate principles concepts with an eye toward the current license exam in California.

cover all major topics to show a broad understanding of real estate principles concepts with an eye toward the current license exam in California.


**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**

<b>Title</b>	No value
<b>Author</b>	Price, Sherry , "California Real Estate Principles," 9th ed., Ashley Crown Publishing, Laguna Hills, CA 2012.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Principles of California Real Estate
<b>Author</b>	Kathryn Haupt
<b>Publisher</b>	Rockwell Publishing
<b>Date/Edition</b>	Nineteenth Edition 2021
<b>ISBN</b>	978-1-950728-00-8

**Changed** **Field**

**Current Version**

**Proposed Version**



**Suggested  
Reading List**

**Reading  
List** Huber, Walt, "California  
Real Estate Principles"  
11th ed., Education  
Textbook Company,  
Covina CA, 2012

**May  
include,  
but are  
not  
limited  
to** No value

No value

## Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Identify the principle methods of describing real property.</li> <li>• Identify the various ways to acquire real property in California.</li> <li>• Identify and explain the key elements of the Deposit Receipt, Listing Agreement and Home Buyer's Analysis.</li> <li>• Recognize, define, and compare liens and encumbrances.</li> <li>• Illustrate comprehension of a home purchase and sales transaction.</li> <li>• Distinguish between government financing and conventional financing.</li> <li>• Examine and interpret basic real estate law and contract law.</li> <li>• Demonstrate mastery of knowledge preparatory to taking the California Real Estate Exam for Real Estate Salesperson.</li> <li>• Recognize and differentiate between the basic types of real property leases.</li> <li>• Identify the requisites of a valid deed and escrow.</li> <li>• Illustrate the basic appraisal process and evaluate residential real property values.</li> <li>• Identify and calculate the primary tax advantages and disadvantages in owning real property.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the principle methods of describing real property.</li> <li>• Identify the various ways to acquire real property in California.</li> <li>• Identify and explain the key elements of the Deposit Receipt, Listing Agreement and Home Buyer's Analysis.</li> <li>• Recognize, define, and compare liens and encumbrances.</li> <li>• Illustrate comprehension of a home purchase and sales transaction.</li> <li>• Distinguish between government financing and conventional financing.</li> <li>• Examine and interpret basic real estate law and contract law.</li> <li>• Demonstrate mastery of knowledge preparatory to taking the California Real Estate Exam for Real Estate Salesperson.</li> <li>• Recognize and differentiate between the basic types of real property leases.</li> <li>• Identify the requisites of a valid deed and escrow.</li> <li>• Illustrate the basic appraisal process and evaluate residential real property values.</li> <li>• Identify and calculate the primary tax advantages and disadvantages in owning real property.</li> </ul>

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

**CSLOs** Demonstrate a knowledge of how real property is described, acquired, appraised, financed, encumbered and leased.

**Expected SLO Performance** 0.0

**CSLOs** Describe how title to real property is held in California.

**Expected SLO Performance** 0.0

**CSLOs** Evaluate factually simple real estate contract issues from a buyer's, seller's and real estate agent's perspective and identify and evaluate ethical issues in a California real estate context.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate the knowledge of how real estate property is purchased and sold.

**Expected SLO Performance** 0.0

**CSLOs** Describe how title to real property is held in California.

**Expected SLO Performance** 0.0

**CSLOs** Identify the issues that can arise in real Estate contracts

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Identify the principle methods of describing real property.               <ol style="list-style-type: none"> <li>1. Nature of real estate</li> <li>2. Real property vs. personal property</li> <li>3. Land grants history in Mexico and California</li> <li>4. Guadalupe Hidalgo Treaty</li> </ol> </li> <li>2. Identify the various ways to acquire real property in California.               <ol style="list-style-type: none"> <li>1. Grant deeds                   <ol style="list-style-type: none"> <li>1. Warranties, requirements</li> <li>2. History</li> </ol> </li> <li>2. Land contracts                   <ol style="list-style-type: none"> <li>1. Warranties</li> <li>2. Risks associated with land contracts</li> </ol> </li> <li>3. Recording process</li> <li>4. Title to property                   <ol style="list-style-type: none"> <li>1. Severalty ownership</li> <li>2. Tenancy in common</li> <li>3. Joint tenancy</li> <li>4. Community property</li> </ol> </li> </ol> </li> <li>3. Identify and explain the key elements of the Deposit Receipt, Listing Agreement, and Home Buyer's Analysis.               <ol style="list-style-type: none"> <li>1. Counseling sellers and buyers in a transaction</li> <li>2. Key issues of risk in a transaction from a seller's, buyer's, lender's and broker's perspective</li> <li>3. California real estate law and required disclosures</li> </ol> </li> <li>4. Recognize, define, and compare liens and encumbrances.               <ol style="list-style-type: none"> <li>1. Definitions and history</li> <li>2. Liens - general and specific</li> </ol> </li> <li>5. Illustrate comprehension of a home purchase and sales transaction.               <ol style="list-style-type: none"> <li>1. Process and procedure</li> <li>2. Roleplaying</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the principle methods of describing real property.               <ol style="list-style-type: none"> <li>1. Nature of real estate</li> <li>2. Real property vs. personal property</li> <li>3. Land grants history in Mexico and California</li> <li>4. Guadalupe Hidalgo Treaty</li> </ol> </li> <li>2. Identify the various ways to acquire real property in California.               <ol style="list-style-type: none"> <li>1. Grant deeds                   <ol style="list-style-type: none"> <li>1. Warranties, requirements</li> <li>2. History</li> </ol> </li> <li>2. Land contracts                   <ol style="list-style-type: none"> <li>1. Warranties</li> <li>2. Risks associated with land contracts</li> </ol> </li> <li>3. Recording process</li> <li>4. Title to property                   <ol style="list-style-type: none"> <li>1. Severalty ownership</li> <li>2. Tenancy in common</li> <li>3. Joint tenancy</li> <li>4. Community property</li> </ol> </li> </ol> </li> <li>3. Identify and explain the key elements of the Deposit Receipt, Listing Agreement, and Home Buyer's Analysis.               <ol style="list-style-type: none"> <li>1. Counseling sellers and buyers in a transaction</li> <li>2. Key issues of risk in a transaction from a seller's, buyer's, lender's and broker's perspective</li> <li>3. California real estate law and required disclosures</li> </ol> </li> <li>4. Recognize, define, and compare liens and encumbrances.               <ol style="list-style-type: none"> <li>1. Definitions and history</li> <li>2. Liens - general and specific</li> </ol> </li> <li>5. Illustrate comprehension of a home purchase and sales transaction.               <ol style="list-style-type: none"> <li>1. Process and procedure</li> <li>2. Roleplaying</li> </ol> </li> </ol>

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

6. Distinguish between government financing and conventional financing.

1. Government programs
  1. FHA/VA/Cal Vet
  2. Secondary markets
2. Conventional Financing
  1. Loan to value ratio
  2. Mortgage insurance
  3. Secondary markets
  4. Institutional/non-institutional lenders
3. Foreclosure

7. Examine and interpret basic real estate law and contract law.

1. DRE rules and regulations
  1. Agency law
  2. Real Estate Commission
  3. Disciplinary action
2. California Real Estate Law
  1. Full disclosure
  2. Seller's/Buyer's rights
  3. Listing Agreements/Deposit Receipts
3. Contract Law
  1. Contract elements
  2. Statute of frauds
  3. Option/Agency Agreements

8. Demonstrate mastery of knowledge preparatory to taking the California Real Estate Exam for Real Estate Salesperson.

1. Acronyms and terminology, test-taking strategies
2. Real estate mathematics - commissions, property tax, appraisal, finance

9. Recognize and differentiate between the basic types of real property leases.

1. Definitions, rights, responsibilities
2. Gross leases
3. Triple net leases

6. Distinguish between government financing and conventional financing.

1. Government programs
  1. FHA/VA/Cal Vet
  2. Secondary markets
2. Conventional Financing
  1. Loan to value ratio
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2. Real estate mathematics - commissions, property tax, appraisal, finance

9. Recognize and differentiate between the basic types of real property leases.

1. Definitions, rights, responsibilities
2. Gross leases
3. Triple net leases




Changed	Field	Current Version	Proposed Version
		4. Percentage leases 5. Inflation protection/risk in leases 10. Identify the requisites of a valid deed and escrow. 1. Requisites of a valid escrow 2. Title insurance 3. Escrow responsibilities/risks 4. Grant deeds/deeds of trust 11. Illustrate the basic appraisal process and evaluate residential real property values. 1. Appraisal definition 2. Methods of Appraisal 1. Comparative approach 2. Cost approach 3. Capitalization approach 12. Identify and calculate the primary tax advantages and disadvantages of owning real property. 1. Personal residence tax deductibility 2. Rental expense deductibility 3. Current limits in personal and rental property	4. Percentage leases 5. Inflation protection/risk in leases 10. Identify the requisites of a valid deed and escrow. 1. Requisites of a valid escrow 2. Title insurance 3. Escrow responsibilities/risks 4. Grant deeds/deeds of trust 11. Illustrate the basic appraisal process and evaluate residential real property values. 1. Appraisal definition 2. Methods of Appraisal 1. Comparative approach 2. Cost approach 3. Capitalization approach 12. Identify and calculate the primary tax advantages and disadvantages of owning real property. 1. Personal residence tax deductibility 2. Rental expense deductibility 3. Current limits in personal and rental property
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

**Req/Adv**

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

## Curriculum Office

Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202222	No Value
	<b>Banner Division</b>	2CB	No Value
	<b>Catalog Term (21-22)</b>	23-24	No Value



Changed	Questions	Current Version	Proposed Version
!	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)	REST 350	REST 350
	Course Status	New	New
!	Course Status Code	A	No Value
!	Banner Department	REST	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE Noncredit Enhanced	CTE Noncredit Enhanced
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	06/16/2020	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
!	Noncredit Enhanced Funding Indicator	Y	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

Changed	Questions	Current Version	Proposed Version
!	Organization Code	233009	No Value
!	Account Code	1320	No Value
!	Program Code	051100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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>Added clear criteria for evaluation</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
	<p><b>For changes to the units and hours tab;</b>  <b>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</b>  <b>and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</b></p>	No Value	No Value
	<p><b>1. Is the unit(s) change required for articulation?</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></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

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

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

Recognize and differentiate between the basic types of real property leases.

### C-Matrix Form



Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	<p>No Value</p>	<p>No Value</p>
	<p><b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b></p>	<p>No Value</p>	<p>No Value</p>
	<p><b>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b></p>	<p>No Value</p>	<p>No Value</p>

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

### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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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**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

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

No Value

No Value

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**Objective 3:  
Explore functions.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Develop linear  
function  
models.**

No Value

No Value

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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

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

No Value

No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	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

Illustrate comprehension of a home purchase and sales transaction.

**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

Illustrate the basic appraisal process and evaluate residential real property values.

**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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value



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

No Value

No Value

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

No Value

No Value

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**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

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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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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

---

**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**

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Changed	Questions	Current Version	Proposed Version
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	<p><b>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.</b></p>	No Value	No Value
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### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p><b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b></p>	No Value	No Value
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	<p><b>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.</b></p>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>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.</b>	No Value	No Value
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### De Anza GE Form

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### **De Anza GE - ESGC Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	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

I have consulted with our REST faculty member Mike Gough, who teaches this course, for the updates on this course and I Mark Sherby, approve as department chair.

**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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

### Course Administration Codes

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	RESTD350.
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000624702

### Articulation

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	

De Anza College  
**Change Report**  
06/05/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
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	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
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.

**Section****Changed field**

E-Matrix Form

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

E-Matrix Form

Objective 8: Use inequalities to solve real world problems.

Comments

Stage 2: Department Chair

Comments

Stage 7: Content Review Matrix Liaison

Foothill Equivalency

Does the course have a Foothill equivalent?

Foothill Equivalency

Foothill Course ID

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**

• Betty Inoue

• Mark Sherby

**Course ID (CB01A and CB01B)**

RESTD053.

RESTD053.

**Course Control Number**

CCC000247647

CCC000247647

**Course Title (CB02)**

Real Estate Finance

Real Estate Finance

**Short Course Title**

REAL ESTATE FINANCE

REAL ESTATE FINANCE

**TOP Code (CB03)**

0511.00

0511.00 Real Estate

**CIP Code**

Real Estate

52.1501 Real Estate

Changed	Field	Current Version	Proposed Version
	Department	REST - Real Estate	REST - Real Estate
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Students in this course will examine regulations and procedures for financing real estate. Topics include types of lenders; primary and secondary investors; and methods and guidelines for qualifying for real property loans. This course is applied toward the educational requirements of the California Real Estate Salesperson and Broker license examinations. See DRE.ca.gov for current license requirements.	Students in this course will examine regulations and procedures for financing real estate. Topics include types of lenders; primary and secondary investors; and methods and guidelines for qualifying for real property loans. This course <del>is</del> <u>can be</u> applied toward the educational requirements of the California Real Estate Salesperson and Broker license examinations. See DRE.ca.gov for current license requirements.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
	Mode of Delivery	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> <li>Real Estate</li> </ul>
!	Discipline 2	No value	<ul style="list-style-type: none"> <li>Banking and Finance</li> </ul>
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - REAL ESTATE</li> </ul>

### Formerly Statement

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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Formerly Statement</b>	No value	

<b>Course Justification</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Justification</b>	This course serves as an elective, transferable to CSU for Business majors. This course belongs on the Real Estate A.A. degree. It is an acceptable course as one of three for anyone seeking to sit for the California Department of Real Estate license and one of eight statutory courses needed for the broker exam. This course emphasizes the financing of real estate in California which is highly regulated with significant risks and returns for lenders, investors, and buyers.	This course serves as an elective, transferable to CSU for Business majors. This course belongs on the Real Estate A.A. degree. It is an acceptable course as one of three for anyone seeking to sit for the California Department of Real Estate license and one of eight statutory courses needed for the broker exam. This course emphasizes the financing of real estate in California which is highly regulated with significant risks and returns for lenders, investors, and buyers.

<b>Stand-Alone Statement</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stand-Alone Statement</b>	No value	


<b>Course Philosophy</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Philosophy</b>	No value	

<b>Foothill Equivalency</b>			




Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	Yes	<del>Yes</del> <u>No</u>
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	R E F053.	<del>R-E-F053.</del>


### CTE Course

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

### Honors/Non-honors Course

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

### Mirrored Credit/Noncredit Course

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

## Cross-listed Course

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

Changed	Field	Current Version	Proposed Version
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	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
--	----------------------------------	--------------------------------------	--------------------------------------

	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
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	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
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	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
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	<b>Repeat Limit</b>	0	0
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	<b>Grade Options</b>	<ul style="list-style-type: none"><li>• Letter Grade</li><li>• Pass/No Pass</li></ul>	<ul style="list-style-type: none"><li>• Letter Grade</li><li>• Pass/No Pass</li></ul>
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	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Repeatability Statement</b>	No value	
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## Associated Programs

**Changed Field****Current Version****Proposed Version****Course is part of a program****Associated Program** Real Estate**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Real Estate**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Facility and Sustainable Building Management**Award Type** Associate in Science (A.S.) Degree**Associated Program** Facility and Sustainable Building Management**Award Type** Associate in Science (A.S.) Degree**Associated Program** Real Estate**Award Type** Certificate of Achievement (COA)**Associated Program** Real Estate**Award Type** Certificate of Achievement (COA)**Associated Program** Facility and Sustainable Building Management (In Development)**Award Type** Associate in Science (A.S.) Degree**Associated Program** Facility and Sustainable Building Management (In Development)**Award Type** Associate in Science (A.S.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)

Changed	Field	Current Version	Proposed Version
		<b>Award Type</b> Associate in Arts (A.A.) Degree	<b>Award Type</b> Associate in Arts (A.A.) Degree
		<b>Associated Program</b> Liberal Arts (Business and Computer Information Systems Emphasis)	<b>Associated Program</b> Liberal Arts (Business and Computer Information Systems Emphasis)
		<b>Award Type</b> Associate in Arts (A.A.) Degree	<b>Award Type</b> Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	<b>Transfer Status (CB05)</b>	Transferable to CSU only	Transferable to CSU only
	<b>Course General Education Status (CB25)</b>	Y	Y
	<b>Transfer Status</b>	Approved	Approved
	<b>GE Information</b>	No value	No value

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	4	4
	<b>Lecture Hours - Out of Class</b>	8	8

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

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

### Credit Units



Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	144	144
	<b>Total Laboratory Hours per Term</b>	-	0
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	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><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Discussion and problem solving performed in class  Quiz and examination review performed in class  Homework and extended projects</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Visual aids  Discussion of assigned reading  Discussion and problem solving  Quiz and examination review  Homework and extended projects</p>
	Assignments	<ol style="list-style-type: none"> <li>1. Required reading from text</li> <li>2. Written homework assignments <ol style="list-style-type: none"> <li>1. Problem solving exercises involving discounting and costs of real property loans.</li> <li>2. Analysis of case studies.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Required reading from text</li> <li>2. Written homework assignments <ol style="list-style-type: none"> <li>1. Problem solving exercises</li> <li>2. Analysis of case studies</li> </ol> </li> </ol>



**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. Objective examinations to evaluate mastery of key terms and concepts as well as application skills related to analysis and comprehension of the California real estate finance market. The tests may include essay questions on course objectives. The exams will be designed with an eye toward the CA Dept of Real Estate License exam and will cover the topics that are currently covered in the professional exam.
2. Problem solving exercises to show comprehension and mastery of real estate quantitative issues the areas of financing, qualification, appraisal, deposit receipt, home buyer's analysis.

**Methods  
of  
Evaluation**

1. Objective examinations to evaluate mastery of key terms and concepts as well as application skills related to analysis and comprehension of the California real estate finance market. The tests may include essay questions on course objectives. The exams will be designed with an eye toward the CA Dept of Real Estate License exam and will cover the topics that are currently covered in the professional exam.
2. Problem solving exercises in both homework and exams to demonstrate competence in calculations of loan to value, annual percentage rate financing, closing costs and related issues
3. Comprehensive final exam to

**Changed Field**

**Current Version**

**Proposed Version**

3. Problem solving exercises in both homework and exams to demonstrate competence in calculations of loan to value, annual percentage rate financing, closing costs and related issues

4. Comprehensive final exam to cover all major topics to show a broad understanding of real estate financing concepts with an eye toward the current broker and agent license exam in California.

cover all major topics to show a broad understanding of real estate financing concepts with an eye toward the current broker and agent license exam in California.



**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**

<b>Title</b>	No value
<b>Author</b>	Baker, John Real Estate Finance, 10th ed, Cengage Publishers 2016
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Financing Residential Real Estate
<b>Author</b>	David Rockwell; Megan Dorsey
<b>Publisher</b>	Rockwell Publishing
<b>Date/Edition</b>	July 5, 2018 20th Edition
<b>ISBN</b>	9781939259899

**Suggested Reading List**

<b>Reading List</b>	Financing Residential Real Estate, Rockwell Publishing, 19th ed, 2016
<b>May include, but are not limited to</b>	No value

No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Identify the major role players in the credit industry.</li> <li>• Define and assess the conventional loan.</li> <li>• Identify, compare and contrast institutional lenders and their areas of specialization.</li> <li>• Identify non-institutional lenders and explain their primary roles.</li> <li>• Identify, define and assess the use of the deed of trust in California as a credit instrument.</li> <li>• Recognize, compare and contrast alternative mortgage instruments.</li> <li>• Identify, define and assess government-backed loans: differentiate conventional loans from government-backed loans.</li> <li>• Illustrate how a loan is discounted and explain how the secondary market is involved in the discount.</li> <li>• Explain how a lender qualifies a borrower and the property in making a real estate loan.</li> <li>• Illustrate the processing, closing and servicing of real estate loans.</li> <li>• Recognize, compare and contrast primary lending problems and identify lender/borrower rights in dealing with these issues.</li> <li>• Discuss and explain creative financing and explain the nature of construction lending.</li> <li>• Explain the regulation of real estate lenders in California</li> <li>• Review, recognize, compare and contrast methods of holding title to real estate in California</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the major role players in the credit industry.</li> <li>• Define and assess the conventional loan.</li> <li>• Identify, compare and contrast institutional lenders and their areas of specialization.</li> <li>• Identify non-institutional lenders and explain their primary roles.</li> <li>• Identify, define and assess the use of the deed of trust in California as a credit instrument.</li> <li>• Recognize, compare and contrast alternative mortgage instruments.</li> <li>• Identify, define and assess government-backed loans: differentiate conventional loans from government-backed loans.</li> <li>• Illustrate how a loan is discounted and explain how the secondary market is involved in the discount.</li> <li>• Explain how a lender qualifies a borrower and the property in making a real estate loan.</li> <li>• Illustrate the processing, closing and servicing of real estate loans.</li> <li>• Recognize, compare and contrast primary lending problems and identify lender/borrower rights in dealing with these issues.</li> <li>• Discuss and explain creative financing and explain the nature of construction lending.</li> <li>• Explain the regulation of real estate lenders in California</li> <li>• Review, recognize, compare and contrast methods of holding title to real estate in California</li> </ul>

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

Demonstrate knowledge of how real estate is financed in California from a lending, regulatory and borrowers perspective.

**Expected SLO Performance**

0.0

**CSLOs**

Demonstrate knowledge of how real estate is financed in California from a lending, regulatory and borrowers perspective.

**Expected SLO Performance**

0.0

**CSLOs**

Demonstrate knowledge as to the real estate lending/borrowing process from underwriting and qualifying through funding and loan retirement.

**Expected SLO Performance**

0.0

**CSLOs**

Demonstrate knowledge as to the real estate lending/borrowing process from underwriting and qualifying through funding and loan retirement.

**Expected SLO Performance**

0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
	<p><b>Course Content</b></p>	<ol style="list-style-type: none"> <li>1. Identify the major role players in the credit industry.               <ol style="list-style-type: none"> <li>1. Overview of mortgage market</li> <li>2. Flow of money and credit                   <ol style="list-style-type: none"> <li>1. Federal Reserve - Monetary and Fiscal Policy</li> <li>2. Institutional lenders</li> </ol> </li> <li>3. Instruments of real estate finance</li> </ol> </li> <li>2. Define and assess the conventional loan.               <ol style="list-style-type: none"> <li>1. Lender policies</li> <li>2. Buy down loans</li> <li>3. Federal and state fair lending laws</li> <li>4. Mortgage insurance - credit risks - lender requirements</li> <li>5. Loan to value ratios</li> </ol> </li> <li>3. Identify, compare and contrast institutional lenders and their areas of specialization.               <ol style="list-style-type: none"> <li>1. Savings and Loans                   <ol style="list-style-type: none"> <li>1. Residential specialty</li> <li>2. Qualifying</li> </ol> </li> <li>2. Commercial Banks                   <ol style="list-style-type: none"> <li>1. Construction specialty</li> <li>2. Qualifying</li> </ol> </li> <li>3. Insurance companies                   <ol style="list-style-type: none"> <li>1. Commercial specialty</li> <li>2. Qualifying</li> </ol> </li> <li>4. Mutual savings banks</li> <li>5. Pension and retirement funds</li> <li>6. Depository institutions and the Monetary Control Act</li> <li>7. Government agencies                   <ol style="list-style-type: none"> <li>1. FHA</li> <li>2. VA</li> <li>3. Cal Vet</li> </ol> </li> </ol> </li> <li>4. Identify non-institutional lenders and explain their primary roles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the major role players in the credit industry.               <ol style="list-style-type: none"> <li>1. Overview of mortgage market</li> <li>2. Flow of money and credit                   <ol style="list-style-type: none"> <li>1. Federal Reserve - Monetary and Fiscal Policy</li> <li>2. Institutional lenders</li> </ol> </li> <li>3. Instruments of real estate finance</li> </ol> </li> <li>2. Define and assess the conventional loan.               <ol style="list-style-type: none"> <li>1. Lender policies</li> <li>2. Buy down loans</li> <li>3. Federal and state fair lending laws</li> <li>4. Mortgage insurance - credit risks - lender requirements</li> <li>5. Loan to value ratios</li> </ol> </li> <li>3. Identify, compare and contrast institutional lenders and their areas of specialization.               <ol style="list-style-type: none"> <li>1. Savings and Loans                   <ol style="list-style-type: none"> <li>1. Residential specialty</li> <li>2. Qualifying</li> </ol> </li> <li>2. Commercial Banks                   <ol style="list-style-type: none"> <li>1. Construction specialty</li> <li>2. Qualifying</li> </ol> </li> <li>3. Insurance companies                   <ol style="list-style-type: none"> <li>1. Commercial specialty</li> <li>2. Qualifying</li> </ol> </li> <li>4. Mutual savings banks</li> <li>5. Pension and retirement funds</li> <li>6. Depository institutions and the Monetary Control Act</li> <li>7. Government agencies                   <ol style="list-style-type: none"> <li>1. FHA</li> <li>2. VA</li> <li>3. Cal Vet</li> </ol> </li> </ol> </li> <li>4. Identify non-institutional lenders and explain their primary roles.</li> </ol>

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

- 
- |   |   |
|---|---|
| 1. Real property loan law<br>2. Private lenders<br>3. Mortgage bankers<br>4. Real estate investment trusts<br>1. Junior lien role<br>2. REIT as an investment vehicle<br>3. Minimum REIT requirements<br>5. Credit unions<br>6. Finance companies<br>7. Financial advisory role of the broker<br>1. Fiduciary responsibility<br>2. Disclosure requirements<br>5. Identify, define and assess the use of the deed of trust in California as a credit instrument.<br>1. California law<br>2. Foreclosure process<br>6. Recognize, compare and contrast alternative mortgage instruments.<br>1. Fixed rate mortgages<br>2. Variable and adjustable rate mortgages<br>3. Graduated payment mortgage<br>4. Dual rate, variable rate mortgage<br>5. Reverse annuity mortgage<br>6. Shared appreciation mortgage<br>7. Balloon payments<br>7. Identify, define and assess government-backed loans: differentiate conventional loans from government-backed loans.<br>1. Federal Housing Authority (FHA)<br>2. Veterans Administration (VA)<br>3. California Veterans (Cal-Vet) | 1. Real property loan law<br>2. Private lenders<br>3. Mortgage bankers<br>4. Real estate investment trusts<br>1. Junior lien role<br>2. REIT as an investment vehicle<br>3. Minimum REIT requirements<br>5. Credit unions<br>6. Finance companies<br>7. Financial advisory role of the broker<br>1. Fiduciary responsibility<br>2. Disclosure requirements<br>5. Identify, define and assess the use of the deed of trust in California as a credit instrument.<br>1. California law<br>2. Foreclosure process<br>6. Recognize, compare and contrast alternative mortgage instruments.<br>1. Fixed rate mortgages<br>2. Variable and adjustable rate mortgages<br>3. Graduated payment mortgage<br>4. Dual rate, variable rate mortgage<br>5. Reverse annuity mortgage<br>6. Shared appreciation mortgage<br>7. Balloon payments<br>7. Identify, define and assess government-backed loans: differentiate conventional loans from government-backed loans.<br>1. Federal Housing Authority (FHA)<br>2. Veterans Administration (VA)<br>3. California Veterans (Cal-Vet) |
|---|---|



Changed	Field	Current Version	Proposed Version
		<p>8. Illustrate how a loan is discounted and explain how the secondary market is involved in the discount.</p> <ol style="list-style-type: none"> <li>1. Points</li> <li>2. Secondary market</li> <li>3. Government agencies and the secondary market</li> </ol> <p>9. Explain how a lender qualifies a borrower and the property in making a real estate loan.</p> <ol style="list-style-type: none"> <li>1. Capacity of borrower</li> <li>2. The "C's of credit"</li> <li>3. Qualifications for government loans</li> <li>4. Co-borrowing</li> <li>5. Property appraisal</li> <li>6. Loan underwriting</li> <li>7. Credit scores</li> </ol>	<p>8. Illustrate how a loan is discounted and explain how the secondary market is involved in the discount.</p> <ol style="list-style-type: none"> <li>1. Points</li> <li>2. Secondary market</li> <li>3. Government agencies and the secondary market</li> </ol> <p>9. Explain how a lender qualifies a borrower and the property in making a real estate loan.</p> <ol style="list-style-type: none"> <li>1. Capacity of borrower</li> <li>2. The "C's of credit"</li> <li>3. Qualifications for government loans</li> <li>4. Co-borrowing</li> <li>5. Property appraisal</li> <li>6. Loan underwriting</li> <li>7. Credit scores</li> </ol>
		<p>10. Illustrate the processing, closing and servicing of real estate loans.</p> <ol style="list-style-type: none"> <li>1. Loan origination</li> <li>2. Loan approval</li> <li>3. Loan processing and close</li> <li>4. After the loan: servicing <ol style="list-style-type: none"> <li>1. Rights and responsibilities of lender and borrower</li> <li>2. Loan takeover</li> <li>3. Loan assumption</li> </ol> </li> </ol>	<p>10. Illustrate the processing, closing and servicing of real estate loans.</p> <ol style="list-style-type: none"> <li>1. Loan origination</li> <li>2. Loan approval</li> <li>3. Loan processing and close</li> <li>4. After the loan: servicing <ol style="list-style-type: none"> <li>1. Rights and responsibilities of lender and borrower</li> <li>2. Loan takeover</li> <li>3. Loan assumption</li> </ol> </li> </ol>
		<p>11. Recognize, compare and contrast primary lending problems and identify lender/borrower rights in dealing with these issues.</p> <ol style="list-style-type: none"> <li>1. Foreclosure under the deed of trust <ol style="list-style-type: none"> <li>1. Lender rights</li> <li>2. Trustor rights</li> <li>3. Trustee rights</li> </ol> </li> <li>2. Collateral provisions of deeds of trust</li> <li>3. Loan default</li> <li>4. Default minimization</li> </ol>	<p>11. Recognize, compare and contrast primary lending problems and identify lender/borrower rights in dealing with these issues.</p> <ol style="list-style-type: none"> <li>1. Foreclosure under the deed of trust <ol style="list-style-type: none"> <li>1. Lender rights</li> <li>2. Trustor rights</li> <li>3. Trustee rights</li> </ol> </li> <li>2. Collateral provisions of deeds of trust</li> <li>3. Loan default</li> <li>4. Default minimization</li> </ol>

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

12. Discuss and explain creative financing and explain the nature of construction lending.

1. Secondary financing techniques
2. Land contracts
3. Installment sale
4. Wraparound and piggyback loans
5. Sale leaseback
6. Take out loans
7. Public construction loans

13. Explain the regulation of real estate lenders in California

1. Mortgage Loan Broker Law
2. Disclosure - Regulation Z - Truth in Lending - Real Estate Settlement Procedures Act (RESPA)
3. License requirement
4. Commissions
5. Threshold Reporting

14. Review, recognize, compare and contrast methods of holding title to real estate in California

1. Real vs personal property
2. Tests for ownership
3. Methods of holding title

12. Discuss and explain creative financing and explain the nature of construction lending.

1. Secondary financing techniques
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3. License requirement
4. Commissions
5. Threshold Reporting

14. Review, recognize, compare and contrast methods of holding title to real estate in California

1. Real vs personal property
2. Tests for ownership
3. Methods of holding title

**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

Changed	Questions	Current Version	Proposed Version
	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	<b>Advisory(ies) - Other:</b>	REST D050.	REST D050.
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

## Curriculum Office

Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202222	No Value
	<b>Banner Division</b>	2CB	No Value
	<b>Catalog Term (21-22)</b>	23-24	No Value

Changed	Questions	Current Version	Proposed Version
!	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)	REST 053	REST 053
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	REST	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
!	DL Approval Date (MM/DD/YYYY)	06/16/2020	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	06/16/2020	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
!	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

Changed	Questions	Current Version	Proposed Version
!	Organization Code	233009	No Value
!	Account Code	1320	No Value
!	Program Code	051100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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>Added clear criteria for evaluation</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
	<p><b>For changes to the units and hours tab;</b>  <b>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</b>  <b>and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</b></p>	No Value	No Value
	<p><b>1. Is the unit(s) change required for articulation?</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></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



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

Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</b>  <b>If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b></p>	No Value	No Value
!	<p><b>Objective 2: Develop analytical ideas and topics for essays.</b></p>	No Value	<p>Explain how a lender qualifies a borrower and the property in making a real estate loan. Review, recognize, compare and contrast methods of holding title to real estate in California</p>
	<p><b>Objective 3: Compose and support thesis statements for analytical essays.</b></p>	No Value	No Value
	<p><b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	Discuss and explain creative financing and explain the nature of construction lending.

### C-Matrix Form

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

---

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

### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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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**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

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
!	<b>Objective 1:</b> Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	Illustrate how a loan is discounted and explain how the secondary market is involved in the discount.
	<b>Objective 2:</b> Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	<b>Objective 3:</b> Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	<b>Objective 4:</b> Develop linear function models to solve problems.	No Value	No Value
	<b>Objective 5:</b> 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

Recognize, compare and contrast alternative mortgage instruments.  
Recognize, compare and contrast primary lending problems and identify lender/borrower rights in dealing with these issues.

**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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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**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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

---

**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

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### **G-Matrix Form**

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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, 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

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### **De Anza GE - ESGC Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	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

I have consulted with our REST faculty member Amber Hatter, who teaches this course, for the updates on this course and I approve as department chair.

**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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/4/24</td> <td>Zack JudsonG</td> <td>Matrix Required</td> <td>Complete and upload Matrix G Y for your REST 50 advisory</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	4/4/24	Zack JudsonG	Matrix Required	Complete and upload Matrix G Y for your REST 50 advisory	
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed									
4/4/24	Zack JudsonG	Matrix Required	Complete and upload Matrix G Y for your REST 50 advisory										
	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	RESTD053.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000247647
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
06/05/2024

### 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	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Banner Department
Curriculum Office	Course Level
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	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
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.



Section	Changed field
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
E-Matrix Form	Objective 8: Use inequalities to solve real world problems.
Comments	Stage 2: Department Chair
Comments	Stage 7: Content Review Matrix Liaison
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	• Betty Inoue	• Mark Sherby
	Course ID (CB01A and CB01B)	RESTD353.	RESTD353.
	Course Control Number	CCC000624705	CCC000624705
	Course Title (CB02)	Real Estate Finance	Real Estate Finance
	Short Course Title	REAL ESTATE FINANCE	REAL ESTATE FINANCE
	TOP Code (CB03)	0511.00	0511.00 Real Estate
	CIP Code	Real Estate	52.1501 Real Estate
	Department	REST - Real Estate	REST - Real Estate
	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>

Changed	Field	Current Version	Proposed Version
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational
!	<b>Course Description</b>	This course covers regulations and procedures for financing real estate. Topics include types of lenders, primary and secondary investors, and methods and guidelines for qualifying for real property loans. It is a noncredit, tuition-free course that will be completed in the same class as REST D053. students covering the same course content. REST D353. is not CSU transferable and does not provide credit toward a degree. This course can be applied toward the educational requirements of the California Real Estate Salesperson and Broker license examinations. See dre.ca.gov for current license requirements.	This course covers regulations and procedures for financing real estate. Topics include types of lenders, primary and secondary investors, and methods and guidelines for qualifying for real property loans. <del>It</del> <u>This course can be applied toward the educational requirements of the California Real Estate Salesperson and Broker license examinations. See dre.ca.gov for current license requirements. This course</u> is a noncredit, tuition-free course that will be completed in the same class as REST <del>D053-</del> <u>D053</u> students covering the same course content. REST <del>D353-</del> <u>D353</u> is not CSU transferable and does not provide credit toward a <del>degree</del> . This course can be applied toward the educational requirements of the California Real Estate Salesperson and Broker license examinations. See dre.ca.gov for current license requirements. <u>degree</u> .
!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

**Faculty Requirements**

Changed	Field	Current Version	Proposed Version
!	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>Real Estate</li> </ul>
!	<b>Discipline 2</b>	No value	<ul style="list-style-type: none"> <li>Banking and Finance</li> </ul>
	<b>Discipline 3</b>	No value	No value
!	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>FHDA FSA - REAL ESTATE</li> </ul>

## Formerly Statement

Changed	Field	Current Version	Proposed Version
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	<b>Formerly Statement</b>	No value	
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## Course Justification

Changed	Field	Current Version	Proposed Version
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	<b>Course Justification</b>	This is a noncredit enhanced, CTE course. This course belongs on the Real Estate Salesperson Certificate of Completion. It is an acceptable course as one of three for anyone seeking to sit for the California Department of Real Estate license and one of eight statutory courses needed for the brokers' exam. This course emphasizes the financing of real estate in California which is highly regulated with significant risks and returns for lenders, investors, and buyers.	This is a noncredit enhanced, CTE course. This course belongs on the Real Estate Salesperson Certificate of Completion. It is an acceptable course as one of three for anyone seeking to sit for the California Department of Real Estate license and one of eight statutory courses needed for the brokers' exam. This course emphasizes the financing of real estate in California which is highly regulated with significant risks and returns for lenders, investors, and buyers.
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## Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	<b>Stand-Alone Statement</b>	No value	
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## Course Philosophy

Changed	Field	Current Version	Proposed Version
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	<b>Course Philosophy</b>	No value	
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## 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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## 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
!	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
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	99	99
	<b>Grade Options</b>	• Pass/No Pass	• Pass/No Pass
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	(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
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**Course is part of a program**

<b>Associated Program</b>	Real Estate Salesperson
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<b>Award Type</b>	Certificate of Completion
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<b>Associated Program</b>	Real Estate Salesperson
---------------------------	-------------------------

<b>Award Type</b>	Certificate of Completion
-------------------	---------------------------

<b>Associated Program</b>	Real Estate Salesperson
---------------------------	-------------------------

<b>Award Type</b>	Certificate of Completion
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<b>Associated Program</b>	Real Estate Salesperson
---------------------------	-------------------------

<b>Award Type</b>	Certificate of Completion
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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

**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
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**Lecture Hours - In Class**

4

4

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Lecture Hours - Out of Class</b>	8	8
	<b>Laboratory Hours - In Class</b>	0	0
	<b>Laboratory Hours - Out of Class</b>	0	0
	<b>NA Hours - In Class</b>	0	0
	<b>NA Hours - Out of Class</b>	0	0

**Course Student Hours - Profile Name: Default Profile**

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	0	0
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	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
--	--	---	---

	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
--	--	---	---

	<b>NA Hours - Course Out-of-Class per Term</b>	0	0
--	--	---	---

	<b>Total - Course In-Class (Contact) Hours</b>	48	48
--	--	----	----

	<b>Total - Course Out-of-Class Hours</b>	96	96
--	--	----	----

	<b>Total Credit Units - Minimum Credit Units</b>	0	0
--	--	---	---

	<b>Total Credit Units - Maximum Credit Units</b>	0	0
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### **Speciality Hours**



Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
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	<b>Course Duration (Weeks)</b>	12	12
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	<b>Total Lecture Hours per Term</b>	48	48
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Total Laboratory Hours per Term</b>	-	0
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	-	0
	<b>Minimum Credit Units</b>	-	0
	<b>Maximum Credit Units</b>	-	0

<b>SKIP</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>SKIP</b>	No Value	No Value

<b>Specifications</b>			

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

<b>Methods of Instruction</b>	
<b>Methods of Instruction</b>	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects

<b>Methods of Instruction</b>	Methods of Instruction
<b>Methods of Instruction</b>	Visual aids Discussion of assigned reading Discussion and problem solving Quiz and examination review Homework and extended projects



**Assignments**

1. Required reading from the text
2. Written homework assignments
  1. Problem-solving exercises involving discounting and costs of real property loans.
  2. Analysis of case studies.

1. Required reading from the text
2. Written homework assignments
  1. Problem-solving exercises
  2. Analysis of case studies

**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. Objective examinations to evaluate mastery of key terms and concepts as well as application skills related to analysis and comprehension of the California real estate finance market. The tests may include essay questions on course objectives. The exams will be designed with an eye toward the CA Dept of Real Estate License exam and will cover the topics that are currently covered in the professional exam.
2. Problem solving exercises to show comprehension and mastery of real estate quantitative issues the areas of financing, qualification, appraisal, deposit receipt, home buyer's analysis.

**Methods  
of  
Evaluation**

1. Objective examinations to evaluate mastery of key terms and concepts as well as application skills related to analysis and comprehension of the California real estate finance market. The tests may include essay questions on course objectives. The exams will be designed with an eye toward the CA Dept of Real Estate License exam and will cover the topics that are currently covered in the professional exam.
2. Problem solving exercises in both homework and exams to demonstrate competence in calculations of loan to value, annual percentage rate financing, closing costs and related issues
3. Comprehensive final exam to

**Changed Field**

**Current Version**

**Proposed Version**

3. Problem solving exercises in both homework and exams to demonstrate competence in calculations of loan to value, annual percentage rate financing, closing costs and related issues

4. Comprehensive final exam to cover all major topics to show a broad understanding of real estate financing concepts with an eye toward the current broker and agent license exam in California.

cover all major topics to show a broad understanding of real estate financing concepts with an eye toward the current broker and agent license exam in California.



**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**

<b>Title</b>	No value
<b>Author</b>	Baker, John Real Estate Finance, 10th ed, Cengage Publishers 2016
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Financing Residential Real Estate
<b>Author</b>	David Rockwell; Megan Dorsey
<b>Publisher</b>	Rockwell Publishing
<b>Date/Edition</b>	July 5, 2018 20th Edition
<b>ISBN</b>	9781939259899

**Suggested Reading List**

<b>Reading List</b>	Financing Residential Real Estate, Rockwell Publishing, 19th ed, 2016
<b>May include, but are not limited to</b>	No value

No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Identify the major role players in the credit industry.</li> <li>• Define and assess the conventional loan.</li> <li>• Identify, compare and contrast institutional lenders and their areas of specialization.</li> <li>• Identify non-institutional lenders and explain their primary roles.</li> <li>• Identify, define and assess the use of the deed of trust in California as a credit instrument.</li> <li>• Recognize, compare and contrast alternative mortgage instruments.</li> <li>• Identify, define and assess government-backed loans: differentiate conventional loans from government-backed loans.</li> <li>• Illustrate how a loan is discounted and explain how the secondary market is involved in the discount.</li> <li>• Explain how a lender qualifies a borrower and the property in making a real estate loan.</li> <li>• Illustrate the processing, closing and servicing of real estate loans.</li> <li>• Recognize, compare and contrast primary lending problems and identify lender/borrower rights in dealing with these issues.</li> <li>• Discuss and explain creative financing and explain the nature of construction lending.</li> <li>• Explain the regulation of real estate lenders in California</li> <li>• Review, recognize, compare and contrast methods of holding title to real estate in California</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the major role players in the credit industry.</li> <li>• Define and assess the conventional loan.</li> <li>• Identify, compare and contrast institutional lenders and their areas of specialization.</li> <li>• Identify non-institutional lenders and explain their primary roles.</li> <li>• Identify, define and assess the use of the deed of trust in California as a credit instrument.</li> <li>• Recognize, compare and contrast alternative mortgage instruments.</li> <li>• Identify, define and assess government-backed loans: differentiate conventional loans from government-backed loans.</li> <li>• Illustrate how a loan is discounted and explain how the secondary market is involved in the discount.</li> <li>• Explain how a lender qualifies a borrower and the property in making a real estate loan.</li> <li>• Illustrate the processing, closing and servicing of real estate loans.</li> <li>• Recognize, compare and contrast primary lending problems and identify lender/borrower rights in dealing with these issues.</li> <li>• Discuss and explain creative financing and explain the nature of construction lending.</li> <li>• Explain the regulation of real estate lenders in California</li> <li>• Review, recognize, compare and contrast methods of holding title to real estate in California</li> </ul>



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

Demonstrate knowledge of how real estate is financed in California from a lending, regulatory and borrowers perspective.

**Expected SLO Performance**

0.0

**CSLOs**

Demonstrate knowledge of how real estate is financed in California from a lending, regulatory and borrowers perspective.

**Expected SLO Performance**

0.0

**CSLOs**

Demonstrate knowledge as to the real estate lending/borrowing process from underwriting and qualifying through funding and loan retirement.

**Expected SLO Performance**

0.0

**CSLOs**

Demonstrate knowledge as to the real estate lending/borrowing process from underwriting and qualifying through funding and loan retirement.

**Expected SLO Performance**

0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Identify the major role players in the credit industry.               <ol style="list-style-type: none"> <li>1. Overview of the mortgage market</li> <li>2. Flow of money and credit                   <ol style="list-style-type: none"> <li>1. Federal Reserve - Monetary and Fiscal Policy</li> <li>2. Institutional lenders</li> </ol> </li> <li>3. Instruments of real estate finance</li> </ol> </li> <li>2. Define and assess the conventional loan.               <ol style="list-style-type: none"> <li>1. Lender policies</li> <li>2. Buydown loans</li> <li>3. Federal and state fair lending laws</li> <li>4. Mortgage insurance - credit risks - lender requirements</li> <li>5. Loan to value ratios</li> </ol> </li> <li>3. Identify, compare and contrast institutional lenders and their areas of specialization.               <ol style="list-style-type: none"> <li>1. Savings and Loans                   <ol style="list-style-type: none"> <li>1. Residential specialty</li> <li>2. Qualifying</li> </ol> </li> <li>2. Commercial Banks                   <ol style="list-style-type: none"> <li>1. Construction specialty</li> <li>2. Qualifying</li> </ol> </li> <li>3. Insurance companies                   <ol style="list-style-type: none"> <li>1. Commercial specialty</li> <li>2. Qualifying</li> </ol> </li> <li>4. Mutual savings banks</li> <li>5. Pension and retirement funds</li> <li>6. Depository institutions and the Monetary Control Act</li> <li>7. Government agencies                   <ol style="list-style-type: none"> <li>1. FHA</li> <li>2. VA</li> <li>3. Cal Vet</li> </ol> </li> </ol> </li> <li>4. Identify non-institutional lenders and explain their primary roles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the major role players in the credit industry.               <ol style="list-style-type: none"> <li>1. Overview of the mortgage market</li> <li>2. Flow of money and credit                   <ol style="list-style-type: none"> <li>1. Federal Reserve - Monetary and Fiscal Policy</li> <li>2. Institutional lenders</li> </ol> </li> <li>3. Instruments of real estate finance</li> </ol> </li> <li>2. Define and assess the conventional loan.               <ol style="list-style-type: none"> <li>1. Lender policies</li> <li>2. Buydown loans</li> <li>3. Federal and state fair lending laws</li> <li>4. Mortgage insurance - credit risks - lender requirements</li> <li>5. Loan to value ratios</li> </ol> </li> <li>3. Identify, compare and contrast institutional lenders and their areas of specialization.               <ol style="list-style-type: none"> <li>1. Savings and Loans                   <ol style="list-style-type: none"> <li>1. Residential specialty</li> <li>2. Qualifying</li> </ol> </li> <li>2. Commercial Banks                   <ol style="list-style-type: none"> <li>1. Construction specialty</li> <li>2. Qualifying</li> </ol> </li> <li>3. Insurance companies                   <ol style="list-style-type: none"> <li>1. Commercial specialty</li> <li>2. Qualifying</li> </ol> </li> <li>4. Mutual savings banks</li> <li>5. Pension and retirement funds</li> <li>6. Depository institutions and the Monetary Control Act</li> <li>7. Government agencies                   <ol style="list-style-type: none"> <li>1. FHA</li> <li>2. VA</li> <li>3. Cal Vet</li> </ol> </li> </ol> </li> <li>4. Identify non-institutional lenders and explain their primary roles.</li> </ol>

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

- 
- |   |   |
|---|---|
| 1. Real property loan law<br>2. Private lenders<br>3. Mortgage bankers<br>4. Real estate investment trusts<br>1. Junior lien role<br>2. REIT as an investment vehicle<br>3. Minimum REIT requirements<br>5. Credit unions<br>6. Finance companies<br>7. Financial advisory role of the broker<br>1. Fiduciary responsibility<br>2. Disclosure requirements<br>5. Identify, define and assess the use of the deed of trust in California as a credit instrument.<br>1. California law<br>2. Foreclosure process<br>6. Recognize, compare and contrast alternative mortgage instruments.<br>1. Fixed-rate mortgages<br>2. Variable and adjustable-rate mortgages<br>3. Graduated payment mortgage<br>4. Dual rate, variable rate mortgage<br>5. Reverse annuity mortgage<br>6. Shared appreciation mortgage<br>7. Balloon payments<br>7. Identify, define and assess government-backed loans: differentiate conventional loans from government-backed loans.<br>1. Federal Housing Authority (FHA)<br>2. Veterans Administration (VA)<br>3. California Veterans (Cal-Vet) | 1. Real property loan law<br>2. Private lenders<br>3. Mortgage bankers<br>4. Real estate investment trusts<br>1. Junior lien role<br>2. REIT as an investment vehicle<br>3. Minimum REIT requirements<br>5. Credit unions<br>6. Finance companies<br>7. Financial advisory role of the broker<br>1. Fiduciary responsibility<br>2. Disclosure requirements<br>5. Identify, define and assess the use of the deed of trust in California as a credit instrument.<br>1. California law<br>2. Foreclosure process<br>6. Recognize, compare and contrast alternative mortgage instruments.<br>1. Fixed-rate mortgages<br>2. Variable and adjustable-rate mortgages<br>3. Graduated payment mortgage<br>4. Dual rate, variable rate mortgage<br>5. Reverse annuity mortgage<br>6. Shared appreciation mortgage<br>7. Balloon payments<br>7. Identify, define and assess government-backed loans: differentiate conventional loans from government-backed loans.<br>1. Federal Housing Authority (FHA)<br>2. Veterans Administration (VA)<br>3. California Veterans (Cal-Vet) |
|---|---|

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

- 
- |  |   |   |  |
|--|---|---|--|
| 8. Illustrate how a loan is discounted and explain how the secondary market is involved in the discount. <ol style="list-style-type: none"><li>1. Points</li><li>2. Secondary market</li><li>3. Government agencies and the secondary market</li></ol> | 9. Explain how a lender qualifies a borrower and the property in making a real estate loan. <ol style="list-style-type: none"><li>1. Capacity of borrower</li><li>2. The "C's of credit"</li><li>3. Qualifications for government loans</li><li>4. Co-borrowing</li><li>5. Property appraisal</li><li>6. Loan underwriting</li><li>7. Credit scores</li></ol> | 10. Illustrate the processing, closing, and servicing of real estate loans. <ol style="list-style-type: none"><li>1. Loan origination</li><li>2. Loan approval</li><li>3. Loan processing and close</li><li>4. After the loan: servicing<ol style="list-style-type: none"><li>1. Rights and responsibilities of lender and borrower</li><li>2. Loan takeover</li><li>3. Loan assumption</li></ol></li></ol> | 11. Recognize, compare and contrast primary lending problems and identify lender/borrower rights in dealing with these issues. <ol style="list-style-type: none"><li>1. Foreclosure under the deed of trust<ol style="list-style-type: none"><li>1. Lender rights</li><li>2. Trustor rights</li><li>3. Trustee rights</li></ol></li><li>2. Collateral provisions of deeds of trust</li><li>3. Loan default</li><li>4. Default minimization</li></ol> |
| 8. Illustrate how a loan is discounted and explain how the secondary market is involved in the discount. <ol style="list-style-type: none"><li>1. Points</li><li>2. Secondary market</li><li>3. Government agencies and the secondary market</li></ol> | 9. Explain how a lender qualifies a borrower and the property in making a real estate loan. <ol style="list-style-type: none"><li>1. Capacity of borrower</li><li>2. The "C's of credit"</li><li>3. Qualifications for government loans</li><li>4. Co-borrowing</li><li>5. Property appraisal</li><li>6. Loan underwriting</li><li>7. Credit scores</li></ol> | 10. Illustrate the processing, closing, and servicing of real estate loans. <ol style="list-style-type: none"><li>1. Loan origination</li><li>2. Loan approval</li><li>3. Loan processing and close</li><li>4. After the loan: servicing<ol style="list-style-type: none"><li>1. Rights and responsibilities of lender and borrower</li><li>2. Loan takeover</li><li>3. Loan assumption</li></ol></li></ol> | 11. Recognize, compare and contrast primary lending problems and identify lender/borrower rights in dealing with these issues. <ol style="list-style-type: none"><li>1. Foreclosure under the deed of trust<ol style="list-style-type: none"><li>1. Lender rights</li><li>2. Trustor rights</li><li>3. Trustee rights</li></ol></li><li>2. Collateral provisions of deeds of trust</li><li>3. Loan default</li><li>4. Default minimization</li></ol> |

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

12. Discuss and explain creative financing and explain the nature of construction lending.

1. Secondary financing techniques

2. Land contracts

3. Installment sale

4. Wraparound and piggyback loans

5. Sale-leaseback

6. Take out loans

7. Public construction loans

13. Explain the regulation of real estate lenders in California

1. Mortgage Loan Broker Law

2. Disclosure - Regulation Z - Truth in Lending - Real Estate Settlement Procedures Act (RESPA)

3. License requirement

4. Commissions

5. Threshold Reporting

14. Review, recognize, compare and contrast methods of holding title to real estate in California

1. Real vs personal property

2. Tests for ownership

3. Methods of holding title

12. Discuss and explain creative financing and explain the nature of construction lending.

1. Secondary financing techniques

2. Land contracts

3. Installment sale

4. Wraparound and piggyback loans

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4. Commissions

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14. Review, recognize, compare and contrast methods of holding title to real estate in California

1. Real vs personal property

2. Tests for ownership

3. Methods of holding title

**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

Changed	Questions	Current Version	Proposed Version
	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	<b>Advisory(ies) - Other:</b>	REST D350.	REST D350.
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

## Curriculum Office

Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202222	No Value
	<b>Banner Division</b>	2CB	No Value
	<b>Catalog Term (21-22)</b>	23-24	No Value

Changed	Questions	Current Version	Proposed Version
!	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)	REST 353	REST 353
	Course Status	New	New
!	Course Status Code	A	No Value
!	Banner Department	REST	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE Noncredit Enhanced	CTE Noncredit Enhanced
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	06/16/2020	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
!	Noncredit Enhanced Funding Indicator	Y	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



Changed	Questions	Current Version	Proposed Version
!	Organization Code	233009	No Value
!	Account Code	1320	No Value
!	Program Code	051100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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>Added clear criteria for evaluation</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
	<p><b>For changes to the units and hours tab;</b>  <b>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</b>  <b>and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</b></p>	No Value	No Value
	<p><b>1. Is the unit(s) change required for articulation?</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value


No Value

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### **B-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</b>  <b>If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b></p>	No Value	No Value
!	<p><b>Objective 2: Develop analytical ideas and topics for essays.</b></p>	No Value	<p>Explain how a lender qualifies a borrower and the property in making a real estate loan. Review, recognize, compare and contrast methods of holding title to real estate in California</p>
	<p><b>Objective 3: Compose and support thesis statements for analytical essays.</b></p>	No Value	No Value
	<p><b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	Discuss and explain creative financing and explain the nature of construction lending.

### C-Matrix Form

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

---

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

**D-Matrix Form**

Blank area for the D-Matrix Form.



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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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**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

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

No Value

No Value

---

**Objective 3:  
Explore functions.**

No Value

No Value

---

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

---

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<b>Objective 1:</b> Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	Illustrate how a loan is discounted and explain how the secondary market is involved in the discount.
	<b>Objective 2:</b> Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	<b>Objective 3:</b> Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	<b>Objective 4:</b> Develop linear function models to solve problems.	No Value	No Value
	<b>Objective 5:</b> 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

Recognize, compare and contrast alternative mortgage instruments.  
Recognize, compare and contrast primary lending problems and identify lender/borrower rights in dealing with these issues.

**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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>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.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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**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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

---

**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**

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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, 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

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### **De Anza GE - ESGC Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
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	<b>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.</b>	No Value	No Value
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	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
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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

I have consulted with our REST faculty member Amber Hatter, who teaches this course, for the updates on this course and I approve as department chair.

**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										
<b>!</b>	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/4/24</td> <td>Zack JudsonG</td> <td>Matrix Required</td> <td>Complete and upload Matrix G for your REST 350 advisory</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	4/4/24	Zack JudsonG	Matrix Required	Complete and upload Matrix G for your REST 350 advisory	
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed									
4/4/24	Zack JudsonG	Matrix Required	Complete and upload Matrix G for your REST 350 advisory										
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value										
	<b>Stage 9: Articulation Officer</b>	No Value	No Value										
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value										
	<b>Stage 14: Curriculum Committee</b>	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
	<b>Curriculum ID</b>	RESTD353.
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	



<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000624705
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
06/05/2024

### Summary of Changes



Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	SAM Priority Code (CB09)
General Information	Course Type (CB27)
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
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




<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
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	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	Specifications
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

Section	Changed field
E-Matrix Form	Objective 8: Use inequalities to solve real world problems.
Comments	Stage 2: Department Chair
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
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	• Betty Inoue	• Mark Sherby
	Course ID (CB01A and CB01B)	RESTD061.	RESTD061.
	Course Control Number	CCC000038759	CCC000038759
	Course Title (CB02)	Real Estate Investments	Real Estate Investments
	Short Course Title	REAL ESTATE INVESTMENTS	REAL ESTATE INVESTMENTS
	TOP Code (CB03)	0511.00	0511.00 Real Estate
	CIP Code	Real Estate	52.1501 Real Estate
	Department	REST - Real Estate	REST - Real Estate
	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>

Changed	Field	Current Version	Proposed Version
	<b>SAM Priority Code (CB09)</b>	Possibly Occupational	<del>Possibly</del> <u>Clearly</u> Occupational
	<b>Course Description</b>	This real estate investments course explores investments in apartments and commercial and industrial buildings. Topics include capital gains calculations, tax implications, installment sale methods, tax-deferred exchange, appraisal methods, financing, leases, and land development and syndication. This course may not be applied toward the DRE Salesperson license.	This real estate investments course explores investments in apartments and commercial and industrial buildings. Topics include capital gains calculations, tax implications, installment sale methods, tax-deferred exchange, appraisal methods, financing, leases, and land development and syndication. This course may not be applied toward the DRE Salesperson license.
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>Real Estate</li> </ul>
	<b>Discipline 2</b>	No value	<ul style="list-style-type: none"> <li>Banking and Finance</li> </ul>
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>FHDA FSA - REAL ESTATE</li> </ul>

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	<b>Formerly Statement</b>	No value	

## Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course serves as both a CTE course in Real Estate and it serves as an elective, transferable to the CSU for Business majors. This course belongs on the Real Estate A.A. degree. This course is an introduction to real estate investments with a focus on the different types of real estate investment in California and the risks and returns investors, lenders and real estate professionals will encounter in the marketplace.	This course serves as both a CTE course in Real Estate and it serves as an elective, transferable to the CSU for Business majors. This course belongs on the Real Estate A.A. degree. This course is an introduction to real estate investments with a focus on the different types of real estate investment in California and the risks and returns investors, lenders and real estate professionals will encounter in the marketplace.

## Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	


## Course Philosophy


Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	No value	


## Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	<b>Does the course have a Foothill equivalent?</b>	No	No

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

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

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

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

Cross-listed Course			

Changed	Field	Current Version	Proposed Version
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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****Course is part of a program****Associated Program** Real Estate**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Real Estate**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Real Estate**Award Type** Certificate of Achievement (COA)**Associated Program** Real Estate**Award Type** Certificate of Achievement (COA)**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Transferability & Gen. Ed. Options**

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

#### **Weekly Student Hours - Profile Name: Default Profile**

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

#### **Course Student Hours - Profile Name: Default Profile**

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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Duration (Weeks)</b>	12	12
	<b>Hours per unit divisor</b>	36	36
	<b>Total Student Learning Hours</b>	144	144
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	48	48
	<b>Lecture Hours - Course Out-of-Class per Term</b>	96	96
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0

Changed	Field	Current Version	Proposed Version
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	<b>Total - Course In-Class (Contact) Hours</b>	48	48
--	--	----	----

	<b>Total - Course Out-of-Class Hours</b>	96	96
--	--	----	----

	<b>Total Credit Units - Minimum Credit Units</b>	4	4
--	--	---	---

	<b>Total Credit Units - Maximum Credit Units</b>	4	4
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### Speciality Hours

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

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

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

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

## Specifications

Changed

Field

Current Version

Proposed Version



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Lecture and visual aids  
Discussion of assigned reading  
Discussion and problem solving performed in class  
Quiz and examination review performed in class  
Homework and extended projects  
Collaborative learning and small group exercises

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Lecture and visual aids  
Discussion of assigned reading  
Discussion and problem solving  
Quiz and examination review  
Collaborative learning

**Assignments**

1. Required reading from text.
2. Written homework assignments:
  1. Problem solving exercises involving tax treatment of income property and appraisal of residential and commercial property
  2. Written report involving analysis of real property from an after tax cash flow perspective.

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**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of  
Evaluation

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

1. Objective examinations to evaluate mastery of key terms and concepts as well as application skills related to analysis and comprehension of the California real estate market from an investor's perspective. The exams will be designed with an eye toward the CA Dept of Real Estate License exam and will cover the topics that are currently covered in the professional exams.
2. Problem solving exercises to show comprehension and mastery of real estate quantitative issues the areas of net present value, taxes, financing, and minimum rates of risk and return.
3. Comprehensive final exam to cover all major

**Methods  
of  
Evaluation**

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2. Problem solving exercises to show comprehension and mastery of real estate quantitative issues the areas of net present value, taxes, financing, and/or minimum rates of risk and return.
3. Comprehensive final exam to



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

topics to show a broad understanding of real estate investment concepts such as net present value, internal rate of return and similar objectives with an eye toward the current license exams in California.

cover all major topics to show a broad understanding of real estate investment concepts such as net present value, internal rate of return and similar objectives with an eye toward the current license exams in California.



**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**

<b>Title</b>	No value
<b>Author</b>	Geltner, Eichholtz and Miller, "Commercial Real Estate Analysis and Investment," Thomson Learning, Mason, OH, 2016
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Dearborn Investment Analysis for Real Estate Decisions
<b>Author</b>	Bennie D. Waller Jr.
<b>Publisher</b>	Dearborn
<b>Date/Edition</b>	2019, 9th edition
<b>ISBN</b>	1475484178

Changed Field

Current Version

Proposed Version



**Suggested Reading List**

No value

**Reading List** Sirota, David ,  
"Essentials of Real Estate Investments," 1st ed, Cincinnati, OH: Dearborn Trade, 2004.

**May include, but are not limited to** No value

**Reading List** Selected readings from various publications: Wall Street Journal, Business Week, Forbes and Fortune Magazines.

**May include, but are not limited to** No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Calculate capital gains and losses on real estate investments.</li> <li>• Utilize the installment sale method as a means of buying and selling real property.</li> <li>• Employ the tax deferred exchange method in purchasing property.</li> <li>• Define the primary methods of acquiring title to real property.</li> <li>• Appraise investment property utilizing the three primary methods of real estate appraisal.</li> <li>• Recognize and identify the tax advantages and disadvantages in the purchase, ownership, and sale of real estate investment property.</li> <li>• Identify and evaluate the various methods of financing real estate investment property</li> <li>• Define, compare, contrast, and evaluate the different leases used in real estate investment property.</li> <li>• Evaluate mobile home parks and raw land as real property investments.</li> <li>• Illustrate the primary risks and returns of land development and syndication.</li> <li>• Review, recognize, compare and contrast the different methods for taking title to real property in California.</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate capital gains and losses on real estate investments.</li> <li>• Utilize the installment sale method as a means of buying and selling real property.</li> <li>• Employ the tax deferred exchange method in purchasing property.</li> <li>• Define the primary methods of acquiring title to real property.</li> <li>• Appraise investment property utilizing the three primary methods of real estate appraisal.</li> <li>• Recognize and identify the tax advantages and disadvantages in the purchase, ownership, and sale of real estate investment property.</li> <li>• Identify and evaluate the various methods of financing real estate investment property</li> <li>• Define, compare, contrast, and evaluate the different leases used in real estate investment property.</li> <li>• Evaluate mobile home parks and raw land as real property investments.</li> <li>• Illustrate the primary risks and returns of land development and syndication.</li> <li>• Review, recognize, compare and contrast the different methods for taking title to real property in California.</li> </ul>

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

**CSLOs** Identify, analyze and evaluate real estate investments and construct cash flow models utilizing discounted cash flows for analysis of economic viability of investment property.

**Expected SLO Performance** 0.0

**CSLOs** Identify, analyze and evaluate real estate investments and construct cash flow models utilizing discounted cash flows for analysis of economic viability of investment property.

**Expected SLO Performance** 0.0

**CSLOs** Evaluate the risks and returns of real estate investment in residential, commercial, industrial properties as well as land development.

**Expected SLO Performance** 0.0

**CSLOs** Evaluate the risks and returns of real estate investment in residential, commercial, industrial properties as well as land development.

**Expected SLO Performance** 0.0

**CSLOs** Explain and evaluate the taxation and financing issues in the acquisition, ownership and sale of real estate investments.

**Expected SLO Performance** 0.0

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**Expected SLO Performance** 0.0

## Course Outline

Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Calculate capital gains and losses on real estate investments.               <ol style="list-style-type: none"> <li>1. General concepts in investments</li> <li>2. Capital gain and loss computation                   <ol style="list-style-type: none"> <li>1. Buying power loss</li> <li>2. Tax losses</li> <li>3. Cash flow</li> <li>4. Economic forecasting</li> <li>5. Depreciation and recapture (also see tax section)</li> </ol> </li> <li>3. Equity and leverage</li> </ol> </li> <li>2. Utilize the installment sale method as a means of buying and selling real property.               <ol style="list-style-type: none"> <li>1. History/Definition</li> <li>2. Advantages/Disadvantages</li> <li>3. Tax treatment</li> </ol> </li> <li>3. Employ the tax deferred exchange method in purchasing property.               <ol style="list-style-type: none"> <li>1. Like kind property</li> <li>2. Boot</li> <li>3. IRS requirements</li> <li>4. Costs associated with exchange</li> <li>5. Use of 3rd party trustee</li> </ol> </li> <li>4. Define the primary methods of acquiring title to real property.               <ol style="list-style-type: none"> <li>1. Definitions                   <ol style="list-style-type: none"> <li>1. Joint tenancy</li> <li>2. Tenancy in common</li> <li>3. Several</li> <li>4. Community property</li> <li>5. Limited partnership</li> <li>6. Corporation</li> </ol> </li> <li>2. Advantages/Disadvantages of Ownership Forms</li> <li>3. Tax treatment</li> </ol> </li> <li>5. Appraise investment property utilizing the three primary methods of real estate appraisal.               <ol style="list-style-type: none"> <li>1. Feasibility study</li> <li>2. Appraisal methods</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Calculate capital gains and losses on real estate investments.               <ol style="list-style-type: none"> <li>1. General concepts in investments</li> <li>2. Capital gain and loss computation                   <ol style="list-style-type: none"> <li>1. Buying power loss</li> <li>2. Tax losses</li> <li>3. Cash flow</li> <li>4. Economic forecasting</li> <li>5. Depreciation and recapture (also see tax section)</li> </ol> </li> <li>3. Equity and leverage</li> </ol> </li> <li>2. Utilize the installment sale method as a means of buying and selling real property.               <ol style="list-style-type: none"> <li>1. History/Definition</li> <li>2. Advantages/Disadvantages</li> <li>3. Tax treatment</li> </ol> </li> <li>3. Employ the tax deferred exchange method in purchasing property.               <ol style="list-style-type: none"> <li>1. Like kind property</li> <li>2. Boot</li> <li>3. IRS requirements</li> <li>4. Costs associated with exchange</li> <li>5. Use of 3rd party trustee</li> </ol> </li> <li>4. Define the primary methods of acquiring title to real property.               <ol style="list-style-type: none"> <li>1. Definitions                   <ol style="list-style-type: none"> <li>1. Joint tenancy</li> <li>2. Tenancy in common</li> <li>3. Several</li> <li>4. Community property</li> <li>5. Limited partnership</li> <li>6. Corporation</li> </ol> </li> <li>2. Advantages/Disadvantages of Ownership Forms</li> <li>3. Tax treatment</li> </ol> </li> <li>5. Appraise investment property utilizing the three primary methods of real estate appraisal.               <ol style="list-style-type: none"> <li>1. Feasibility study</li> <li>2. Appraisal methods</li> </ol> </li> </ol>

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

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- |  |  |
|--|--|
| 1. Market approach<br>2. Capitalization approach<br>3. Cost approach   | 1. Market approach<br>2. Capitalization approach<br>3. Cost approach   |
| 6. Recognize and identify the tax advantages and disadvantages in the purchase, ownership, and sale of real estate investment property.<br>1. Current tax law concerning loss limitations<br>2. Depreciation<br>1. Straight line<br>2. Accelerated<br>3. Recapture of depreciation<br>4. Before tax cash flow<br>5. After tax cash flow<br>6. Loss carry forward<br>7. Profit and loss statements<br>1. Includable expenses<br>2. Excludable expenses<br>8. Tax deferred exchange (See item C) | 6. Recognize and identify the tax advantages and disadvantages in the purchase, ownership, and sale of real estate investment property.<br>1. Current tax law concerning loss limitations<br>2. Depreciation<br>1. Straight line<br>2. Accelerated<br>3. Recapture of depreciation<br>4. Before tax cash flow<br>5. After tax cash flow<br>6. Loss carry forward<br>7. Profit and loss statements<br>1. Includable expenses<br>2. Excludable expenses<br>8. Tax deferred exchange (See item C) |
| 7. Identify and evaluate the various methods of financing real estate investment property<br>1. Government programs<br>2. Conventional loans<br>3. Loan to value ratios<br>4. Residential vs. commercial requirements<br>5. Secondary markets<br>6. Credit score and rating<br>7. Lender risk issues   | 7. Identify and evaluate the various methods of financing real estate investment property<br>1. Government programs<br>2. Conventional loans<br>3. Loan to value ratios<br>4. Residential vs. commercial requirements<br>5. Secondary markets<br>6. Credit score and rating<br>7. Lender risk issues   |
| 8. Define, compare, contrast, and evaluate the different leases used in real estate investment property.<br>1. Gross leases<br>2. Triple net leases<br>3. Percentage leases<br>4. Sharing economy - short-term leases, local property controls and regulations   | 8. Define, compare, contrast, and evaluate the different leases used in real estate investment property.<br>1. Gross leases<br>2. Triple net leases<br>3. Percentage leases<br>4. Sharing economy - short-term leases, local property controls and regulations   |
| 9. Evaluate mobile home parks and raw land as real property investments.   | 9. Evaluate mobile home parks and raw land as real property investments.   |

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> <li>1. Operation of mobile home parks</li> <li>2. Land speculation</li> </ol> <p>10. Illustrate the primary risks and returns of land development and syndication.</p> <ol style="list-style-type: none"> <li>1. Residential development</li> <li>2. Commercial development - Anchor tenants and commercial leases</li> <li>3. Other properties (hospitals/government funded housing/historical properties)</li> <li>4. Role of the syndicator</li> </ol> <p>11. Review, recognize, compare and contrast the different methods for taking title to real property in California.</p> <ol style="list-style-type: none"> <li>1. Real vs personal property</li> <li>2. Title methods</li> <li>3. Tests for ownership</li> <li>4. Methods of joint ownership</li> </ol>	<ol style="list-style-type: none"> <li>1. Operation of mobile home parks</li> <li>2. Land speculation</li> </ol> <p>10. Illustrate the primary risks and returns of land development and syndication.</p> <ol style="list-style-type: none"> <li>1. Residential development</li> <li>2. Commercial development - Anchor tenants and commercial leases</li> <li>3. Other properties (hospitals/government funded housing/historical properties)</li> <li>4. Role of the syndicator</li> </ol> <p>11. Review, recognize, compare and contrast the different methods for taking title to real property in California.</p> <ol style="list-style-type: none"> <li>1. Real vs personal property</li> <li>2. Title methods</li> <li>3. Tests for ownership</li> <li>4. Methods of joint ownership</li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

### Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</p> <p>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra</p>	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</p> <p>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra</p>



Changed	Questions	Current Version	Proposed Version
	<b>Advisory(ies) - Other:</b>	REST D050.	REST D050.
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202222	No Value
!	<b>Banner Division</b>	2CB	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	REST 061	REST 061
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	REST	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	CTE	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value
!	<b>DL Approval Date (MM/DD/YYYY)</b>	10/15/2019	No Value
!	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	10/15/2019	No Value
!	<b>Emergency Approval</b>	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
!	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

Changed	Questions	Current Version	Proposed Version
!	Organization Code	233009	No Value
!	Account Code	1320	No Value
!	Program Code	051100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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	No Value
	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>Added clear criteria for evaluation</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
	<p><b>For changes to the units and hours tab;</b>  <b>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</b>  <b>and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</b></p>	No Value	No Value
	<p><b>1. Is the unit(s) change required for articulation?</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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### **B-Matrix Form**

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

Define, compare, contrast, and evaluate the different leases used in real estate investment property. Review, recognize, compare and contrast the different methods for taking title to real property in California.

### C-Matrix Form

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

### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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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**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

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

No Value

No Value

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**Objective 3:  
Explore functions.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Develop linear  
function  
models.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
<b>!</b>	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	Calculate capital gains and losses on real estate investments. Define, compare, contrast, and evaluate the different leases used in real estate investment property.
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	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

Recognize and identify the tax advantages and disadvantages in the purchase, ownership, and sale of real estate investment property.

**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
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b></p>	No Value	No Value
	<p><b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b></p>	No Value	No Value
	<p><b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b></p>	No Value	No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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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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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

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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	<b>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.</b>	No Value	No Value
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### **De Anza GE Form**

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### **De Anza GE - ESGC Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	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

I have consulted with our REST faculty member Amber Hatter, who teaches this course, for the updates on this course and I approve as department chair.

**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					Initiator - Indicate "Y" When Completed
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
			4/4/24	Zack Judson	Matrix G	Required	Complete and upload Matrix G for your REST 50 advisory	Y
!	Stage 8: AVP - Instruction	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			4/16/24	Gabriela Nocito	Specifications - Suggested for AVPI Reading List	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	Y
	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
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	Curriculum ID	RESTD061.
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Distance Education Approved</b>	Yes
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	<b>Board of Trustees Approval Date</b>	
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	<b>Curriculum Committee Approval Date</b>	
--	---	--

	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000038759
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## **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
06/05/2024

### 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	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Banner Department
Curriculum Office	Course Level
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	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	Specifications
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

Section	Changed field
E-Matrix Form	Objective 8: Use inequalities to solve real world problems.
Comments	Stage 2: Department Chair
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
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	• Betty Inoue	• Mark Sherby
	Course ID (CB01A and CB01B)	RESTD361.	RESTD361.
	Course Control Number	CCC000624707	CCC000624707
	Course Title (CB02)	Real Estate Investments	Real Estate Investments
	Short Course Title	REAL ESTATE INVESTMENTS	REAL ESTATE INVESTMENTS
	TOP Code (CB03)	0511.00	0511.00 Real Estate
	CIP Code	Real Estate	52.1501 Real Estate
	Department	REST - Real Estate	REST - Real Estate
	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>

Changed	Field	Current Version	Proposed Version
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational
	<b>Course Description</b>	This real estate investments course explores investments in apartments, commercial and industrial buildings. Topics include capital gains calculations, tax implications, installment sale methods, tax-deferred exchange, appraisal methods, financing, leases, and land development and syndication. It is a noncredit, tuition-free course that will be completed in the same class as REST D061. students covering the same course content. REST D361. is not CSU transferable and does not provide credit toward a degree. This course may not apply to the DRE Salesperson license.	This real estate investments course explores investments in apartments, commercial and industrial buildings. Topics include capital gains calculations, tax implications, installment sale methods, tax-deferred exchange, appraisal methods, financing, leases, and land development and syndication. # <u>Course</u> is a noncredit, tuition-free course that will be completed in the same class as REST <del>D061</del> . <u>D061</u> students covering the same course content. REST <del>D361</del> . <u>D361</u> is not CSU transferable and does not provide credit toward a degree. This course <del>may not</del> <b>DOES NOT</b> apply to the DRE Salesperson license.
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>• Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> <li>• Hybrid</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>• Real Estate</li> </ul>
	<b>Discipline 2</b>	No value	<ul style="list-style-type: none"> <li>• Banking and Finance</li> </ul>
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>• FHDA FSA - REAL ESTATE</li> </ul>

### Formerly Statement



<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Formerly Statement</b>	No value	
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### **Course Justification**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course Justification</b>	This course is a noncredit enhanced, CTE course and belongs on the Real Estate Salesperson Certificate of Completion. This course is an introduction to real estate investments with a focus on the different types of real estate investment in California and the risks and returns investors, lenders and real estate professionals will encounter in the marketplace.	This course is a noncredit enhanced, CTE course and belongs on the Real Estate Salesperson Certificate of Completion. This course is an introduction to real estate investments with a focus on the different types of real estate investment in California and the risks and returns investors, lenders and real estate professionals will encounter in the marketplace.
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### **Stand-Alone Statement**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Stand-Alone Statement</b>	No value	
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### **Course Philosophy**


<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course Philosophy</b>	No value	
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### **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	


### CTE Course

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

### Honors/Non-honors Course

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

### Mirrored Credit/Noncredit Course

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

## Cross-listed Course

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

Changed	Field	Current Version	Proposed Version
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	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
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	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
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	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
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	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
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	<b>Repeat Limit</b>	99	99
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	<b>Grade Options</b>	<ul style="list-style-type: none"><li>Pass/No Pass</li></ul>	<ul style="list-style-type: none"><li>Pass/No Pass</li></ul>
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	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Repeatability Statement</b>	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)
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## Associated Programs

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

<b>Associated Program</b>	Real Estate Salesperson
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<b>Award Type</b>	Certificate of Completion
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<b>Associated Program</b>	Real Estate Salesperson
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<b>Award Type</b>	Certificate of Completion
-------------------	---------------------------

<b>Associated Program</b>	Real Estate Salesperson
---------------------------	-------------------------

<b>Award Type</b>	Certificate of Completion
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<b>Associated Program</b>	Real Estate Salesperson
---------------------------	-------------------------

<b>Award Type</b>	Certificate of Completion
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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

**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
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**Lecture Hours - In Class**

4

4

**Lecture Hours - Out of Class**

8

8

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	48	48
	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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	0	0
	Total Credit Units - Maximum Credit Units	0	0

### Speciality Hours

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	Speciality Hours	No value	No value

### Credit / Non-Credit Options

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

### Credit Units


Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	48	48
	<b>Total Laboratory Hours per Term</b>	-	0
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	-	0

Changed	Field	Current Version	Proposed Version
	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	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Discussion and problem solving performed in class  Quiz and examination review performed in class  Homework and extended projects  Collaborative learning and small group exercises</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Lecture and visual aids  Discussion of assigned reading  Discussion and problem solving  Quiz and examination review  Collaborative learning</p>



Changed	Field	Current Version	Proposed Version
!	Assignments	<ol style="list-style-type: none"><li>1. Required reading from the text.</li><li>2. Written homework assignments:<ol style="list-style-type: none"><li>1. Problem-solving exercises involving tax treatment of income property and appraisal of residential and commercial property</li><li>2. Written report involving analysis of real property from an after-tax cash flow perspective.</li></ol></li></ol>	<ol style="list-style-type: none"><li>1. Required reading from text.</li><li>2. Written homework assignments:<ol style="list-style-type: none"><li>1. Problem solving exercises involving tax treatment of income property and appraisal of residential and commercial property</li><li>2. Written report involving analysis of real property from an after tax cash flow perspective.</li></ol></li></ol>

**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. Objective examinations to evaluate mastery of key terms and concepts as well as application skills related to analysis and comprehension of the California real estate market from an investor's perspective. The exams will be designed with an eye toward the CA Dept of Real Estate License exam and will cover the topics that are currently covered in the professional exams.
2. Problem solving exercises to show comprehension and mastery of real estate quantitative issues the areas of net present value, taxes, financing, and minimum rates of risk and return.
3. Comprehensive final exam to cover all major

**Methods  
of  
Evaluation**

1. Objective examinations to evaluate mastery of key terms and concepts as well as application skills related to analysis and comprehension of the California real estate market from an investor's perspective. The exams will be designed with an eye toward the CA Dept of Real Estate License exam and will cover the topics that are currently covered in the professional exams.
2. Problem solving exercises to show comprehension and mastery of real estate quantitative issues the areas of net present value, taxes, financing, and/or minimum rates of risk and return.
3. Comprehensive final exam to

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

topics to show a broad understanding of real estate investment concepts such as net present value, internal rate of return and similar objectives with an eye toward the current license exams in California.

cover all major topics to show a broad understanding of real estate investment concepts such as net present value, internal rate of return and similar objectives with an eye toward the current license exams in California.



**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**

<b>Title</b>	No value
<b>Author</b>	Geltner, Eichholtz and Miller, "Commercial Real Estate Analysis and Investment," Thomson Learning, Mason, OH, 2016
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Dearborn Investment Analysis for Real Estate Decisions
<b>Author</b>	Bennie D. Waller Jr.
<b>Publisher</b>	Dearborn
<b>Date/Edition</b>	2019, 9th edition
<b>ISBN</b>	1475484178

Changed Field

Current Version

Proposed Version



**Suggested Reading List**

No value

**Reading List** Sirota, David ,  
"Essentials of Real Estate Investments," 1st ed, Cincinnati, OH: Dearborn Trade, 2004.

**May include, but are not limited to** No value

**Reading List** Selected readings from various publications: Wall Street Journal, Business Week, Forbes and Fortune Magazines.

**May include, but are not limited to** No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Calculate capital gains and losses on real estate investments.</li> <li>• Utilize the installment sale method as a means of buying and selling real property.</li> <li>• Employ the tax deferred exchange method in purchasing property.</li> <li>• Define the primary methods of acquiring title to real property.</li> <li>• Appraise investment property utilizing the three primary methods of real estate appraisal.</li> <li>• Recognize and identify the tax advantages and disadvantages in the purchase, ownership, and sale of real estate investment property.</li> <li>• Identify and evaluate the various methods of financing real estate investment property</li> <li>• Define, compare, contrast, and evaluate the different leases used in real estate investment property.</li> <li>• Evaluate mobile home parks and raw land as real property investments.</li> <li>• Illustrate the primary risks and returns of land development and syndication.</li> <li>• Review, recognize, compare and contrast the different methods for taking title to real property in California.</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate capital gains and losses on real estate investments.</li> <li>• Utilize the installment sale method as a means of buying and selling real property.</li> <li>• Employ the tax deferred exchange method in purchasing property.</li> <li>• Define the primary methods of acquiring title to real property.</li> <li>• Appraise investment property utilizing the three primary methods of real estate appraisal.</li> <li>• Recognize and identify the tax advantages and disadvantages in the purchase, ownership, and sale of real estate investment property.</li> <li>• Identify and evaluate the various methods of financing real estate investment property</li> <li>• Define, compare, contrast, and evaluate the different leases used in real estate investment property.</li> <li>• Evaluate mobile home parks and raw land as real property investments.</li> <li>• Illustrate the primary risks and returns of land development and syndication.</li> <li>• Review, recognize, compare and contrast the different methods for taking title to real property in California.</li> </ul>

**Changed Field**

**Current Version**

**Proposed Version**

**CSLOs**

**CSLOs** Identify, analyze and evaluate real estate investments and construct cash flow models utilizing discounted cash flows for analysis of economic viability of investment property.

**Expected SLO Performance** 0.0

**CSLOs** Identify, analyze and evaluate real estate investments and construct cash flow models utilizing discounted cash flows for analysis of economic viability of investment property.

**Expected SLO Performance** 0.0

**CSLOs** Evaluate the risks and returns of real estate investment in residential, commercial, industrial properties as well as land development.

**Expected SLO Performance** 0.0

**CSLOs** Evaluate the risks and returns of real estate investment in residential, commercial, industrial properties as well as land development.

**Expected SLO Performance** 0.0

**CSLOs** Explain and evaluate the taxation and financing issues in the acquisition, ownership and sale of real estate investments.

**Expected SLO Performance** 0.0

**CSLOs** Explain and evaluate the taxation and financing issues in the acquisition, ownership and sale of real estate investments.

**Expected SLO Performance** 0.0

## Course Outline



Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Calculate capital gains and losses on real estate investments.               <ol style="list-style-type: none"> <li>1. General concepts in investments</li> <li>2. Capital gain and loss computation                   <ol style="list-style-type: none"> <li>1. Buying power loss</li> <li>2. Tax losses</li> <li>3. Cash flow</li> <li>4. Economic forecasting</li> <li>5. Depreciation and recapture (also see tax section)</li> </ol> </li> <li>3. Equity and leverage</li> </ol> </li> <li>2. Utilize the installment sale method as a means of buying and selling real property.               <ol style="list-style-type: none"> <li>1. History/Definition</li> <li>2. Advantages/Disadvantages</li> <li>3. Tax treatment</li> </ol> </li> <li>3. Employ the tax-deferred exchange method in purchasing a property.               <ol style="list-style-type: none"> <li>1. Like-kind property</li> <li>2. Boot</li> <li>3. IRS requirements</li> <li>4. Costs associated with an exchange</li> <li>5. Use of 3rd party trustee</li> </ol> </li> <li>4. Define the primary methods of acquiring title to real property.               <ol style="list-style-type: none"> <li>1. Definitions                   <ol style="list-style-type: none"> <li>1. Joint tenancy</li> <li>2. Tenancy in common</li> <li>3. Several</li> <li>4. Community property</li> <li>5. Limited partnership</li> <li>6. Corporation</li> </ol> </li> <li>2. Advantages/Disadvantages of Ownership Forms</li> <li>3. Tax treatment</li> </ol> </li> <li>5. Appraise investment property utilizing the three primary methods of real estate appraisal.               <ol style="list-style-type: none"> <li>1. Feasibility study</li> <li>2. Appraisal methods</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Calculate capital gains and losses on real estate investments.               <ol style="list-style-type: none"> <li>1. General concepts in investments</li> <li>2. Capital gain and loss computation                   <ol style="list-style-type: none"> <li>1. Buying power loss</li> <li>2. Tax losses</li> <li>3. Cash flow</li> <li>4. Economic forecasting</li> <li>5. Depreciation and recapture (also see tax section)</li> </ol> </li> <li>3. Equity and leverage</li> </ol> </li> <li>2. Utilize the installment sale method as a means of buying and selling real property.               <ol style="list-style-type: none"> <li>1. History/Definition</li> <li>2. Advantages/Disadvantages</li> <li>3. Tax treatment</li> </ol> </li> <li>3. Employ the tax-deferred exchange method in purchasing a property.               <ol style="list-style-type: none"> <li>1. Like-kind property</li> <li>2. Boot</li> <li>3. IRS requirements</li> <li>4. Costs associated with an exchange</li> <li>5. Use of 3rd party trustee</li> </ol> </li> <li>4. Define the primary methods of acquiring title to real property.               <ol style="list-style-type: none"> <li>1. Definitions                   <ol style="list-style-type: none"> <li>1. Joint tenancy</li> <li>2. Tenancy in common</li> <li>3. Several</li> <li>4. Community property</li> <li>5. Limited partnership</li> <li>6. Corporation</li> </ol> </li> <li>2. Advantages/Disadvantages of Ownership Forms</li> <li>3. Tax treatment</li> </ol> </li> <li>5. Appraise investment property utilizing the three primary methods of real estate appraisal.               <ol style="list-style-type: none"> <li>1. Feasibility study</li> <li>2. Appraisal methods</li> </ol> </li> </ol>

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

- 
- |   |   |
|---|---|
| 1. Market approach<br>2. Capitalization approach<br>3. Cost approach  | 1. Market approach<br>2. Capitalization approach<br>3. Cost approach  |
| 6. Recognize and identify the tax advantages and disadvantages in the purchase, ownership, and sale of real estate investment property.<br>1. Current tax law concerning loss limitations<br>2. Depreciation<br>1. Straight line<br>2. Accelerated<br>3. Recapture of depreciation<br>4. Before-tax cash flow<br>5. After-tax cash flow<br>6. Loss carryforward<br>7. Profit and loss statements<br>1. Includable expenses<br>2. Excludable expenses<br>8. Tax-deferred exchange (See item C) | 6. Recognize and identify the tax advantages and disadvantages in the purchase, ownership, and sale of real estate investment property.<br>1. Current tax law concerning loss limitations<br>2. Depreciation<br>1. Straight line<br>2. Accelerated<br>3. Recapture of depreciation<br>4. Before-tax cash flow<br>5. After-tax cash flow<br>6. Loss carryforward<br>7. Profit and loss statements<br>1. Includable expenses<br>2. Excludable expenses<br>8. Tax-deferred exchange (See item C) |
| 7. Identify and evaluate the various methods of financing real estate investment property<br>1. Government programs<br>2. Conventional loans<br>3. Loan to value ratios<br>4. Residential vs. commercial requirements<br>5. Secondary markets<br>6. Credit score and rating<br>7. Lender risk issues  | 7. Identify and evaluate the various methods of financing real estate investment property<br>1. Government programs<br>2. Conventional loans<br>3. Loan to value ratios<br>4. Residential vs. commercial requirements<br>5. Secondary markets<br>6. Credit score and rating<br>7. Lender risk issues  |
| 8. Define, compare, contrast, and evaluate the different leases used in real estate investment property.<br>1. Gross leases<br>2. Triple net leases<br>3. Percentage leases<br>4. Sharing economy - short-term leases, local property controls, and regulations   | 8. Define, compare, contrast, and evaluate the different leases used in real estate investment property.<br>1. Gross leases<br>2. Triple net leases<br>3. Percentage leases<br>4. Sharing economy - short-term leases, local property controls, and regulations   |
| 9. Evaluate mobile home parks and raw land as real property investments.  | 9. Evaluate mobile home parks and raw land as real property investments.  |







Changed	Field	Current Version	Proposed Version
		1. Operation of mobile home parks 2. Land speculation 10. Illustrate the primary risks and returns of land development and syndication. 1. Residential development 2. Commercial development - Anchor tenants and commercial leases 3. Other properties (hospitals/government-funded housing/historical properties) 4. Role of the syndicator 11. Review, recognize, compare and contrast the different methods for taking title to real property in California. 1. Real vs personal property 2. Title methods 3. Tests for ownership 4. Methods of joint ownership	1. Operation of mobile home parks 2. Land speculation 10. Illustrate the primary risks and returns of land development and syndication. 1. Residential development 2. Commercial development - Anchor tenants and commercial leases 3. Other properties (hospitals/government-funded housing/historical properties) 4. Role of the syndicator 11. Review, recognize, compare and contrast the different methods for taking title to real property in California. 1. Real vs personal property 2. Title methods 3. Tests for ownership 4. Methods of joint ownership
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

### Req/Adv

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Advisory(ies) - Other:</b>	REST D350.	REST D350.
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Banner Start Term (202122)</b>	202222	No Value
	<b>Banner Division</b>	2CB	No Value
	<b>Catalog Term (21-22)</b>	23-24	No Value
	<b>5 Year Revision Year (2021)</b>	2018	No Value
	<b>Effective Quarter</b>	Fall	No Value
	<b>Effective Year (2021)</b>	2023	No Value

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	REST 361	REST 361
	Course Status	New	New
!	Course Status Code	A	No Value
!	Banner Department	REST	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE Noncredit Enhanced	CTE Noncredit Enhanced
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	06/16/2020	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
!	Noncredit Enhanced Funding Indicator	Y	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

Changed	Questions	Current Version	Proposed Version
!	Organization Code	233009	No Value
!	Account Code	1320	No Value
!	Program Code	051100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	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	No Value
	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>Added clear criteria for evaluation</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
	<p><b>For changes to the units and hours tab;</b>  <b>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes;</b>  <b>and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</b></p>	No Value	No Value
	<p><b>1. Is the unit(s) change required for articulation?</b></p>	No Value	No Value
	<p><b>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.</b></p>	No Value	No Value
	<p><b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b></p>	No Value	No Value
	<p><b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b></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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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### **B-Matrix Form**

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

Define, compare, contrast, and evaluate the different leases used in real estate investment property. Review, recognize, compare and contrast the different methods for taking title to real property in California.

### C-Matrix Form

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

### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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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**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

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

No Value

No Value

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**Objective 3:  
Explore functions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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**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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
<b>!</b>	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	Calculate capital gains and losses on real estate investments. Define, compare, contrast, and evaluate the different leases used in real estate investment property.
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	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

Recognize and identify the tax advantages and disadvantages in the purchase, ownership, and sale of real estate investment property.

**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
	<p><b>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.</b></p>	No Value	No Value
	<p><b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b></p>	No Value	No Value
	<p><b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b></p>	No Value	No Value
	<p><b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b></p>	No Value	No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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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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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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**

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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, 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



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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>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.)</b>	No Value	No Value
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### **De Anza GE - ESGC Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>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.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	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

I have consulted with our REST faculty member Amber Hatter, who teaches this course, for the updates on this course and I approve as department chair.

**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					Initiator - Indicate "Y" When Completed
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
			4/4/24	Zack Judson	Matrix G	Required	Complete and upload Matrix G for your REST 350 advisory	Y
!	Stage 8: AVP - Instruction	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			4/16/24	Gabriela Nocito	Specifications - Suggested for AVPI Reading List	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	Y
	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
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	Curriculum ID	RESTD361.
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Distance Education Approved</b>	Yes
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	<b>Board of Trustees Approval Date</b>	
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	<b>Curriculum Committee Approval Date</b>	
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000624707
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## **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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