# 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

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
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
0	Faculty Initiator	eLumenData, eLumenData	Mary Pape
	Course ID (CB01A and CB01B)	CISD082W	CISD082W
	Course Control Number	CCC000536708	CCC000536708
	Course Title (CB02)	Current Topics in Computer Information Systems	Current Topics in Computer Information Systems
	Short Course Title	CURRENT TOPICS IN CIS	CURRENT TOPICS IN CIS
	TOP Code (CB03)	0701.00	0701.00 Information Technology, General
	CIP Code	Computer and Information Sciences, General	11.0101 Computer and Information Sciences, General
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
0	Effective Term	Fall 2021	Fall <del>2021</del> <u>2025</u>
	SAM Priority Code (CB09)	Possibly Occupational	Possibly Occupational
	Course Description	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.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	• Online

Faculty Re	Faculty Requirements		
Changed	Field	Current Version	Proposed Version
9	Discipline 1	No value	Computer Science
•	Discipline 2	No value	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
	Discipline 3	No value	No value
0	FSA	No value	• FHDA FSA - CIS

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
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

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

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

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

## **CTE Course**

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

### Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course				
Changed	Field	Current Version	Proposed Version	
•	Is this a mirrored credit/noncredit course?	No value	<u>No</u>	

Is this a No value <u>No</u>
cross-listed course?

Changed Field		Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	
	Course Prior To College Level	Not applicable.	Not applicable.	
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.	
	Course Support Status (CB26)	Course is not a support course	Course is not a support course	
	Repeat Limit	0	0 • Letter Grade • Pass/No Pass	
	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>		
	Allow Students to Gain Credit by Exam/Challenge			
	Repeatability Statement	No value		
Associated	d Programs			
Changed	Field	Current Version	Proposed Version	
	Course is part of a program	No value	No value	
Transferab	ility & Gen. Ed. (	Options		
Changed	Field	Current Version	Proposed Version	
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only	

	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Υ	Υ
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Lecture Hours - In Class	1	1	
	Lecture Hours - Out of Class	2	2	
	Laboratory Hours - In Class	0	0	
	Laboratory Hours - Out of Class	0	0	
	NA Hours - In Class	0	0	
	NA Hours - Out of Class	0	0	

Course Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Course Duration (Weeks)	12	12	

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

Changed	Field Current Version		Proposed Version	
	Total - Course Out-of-Class Hours	24	24	
Total Credit 1 Units - Minimum Credit Units		1	1	
	Total Credit Units - Maximum Credit Units	1	1	
Speciality	Hours			
Changed Field Current Versio		Current Version	Proposed Version	
		No value	No value	
	Hours			
	Hours n-Credit Options Field	Current Version	Proposed Version	
Credit / No Changed	n-Credit Options	Credit Course.	Proposed Version Credit Course.	
	n-Credit Options Field COURSE CLASSIFICATION	Credit Course.		
	n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit	Credit Course.	Credit Course.	
	n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category	Credit Course.	Credit Course. Credit - Degree Applicable	

Changed	Field	Current Version	Proposed Version
	Variable Credit Course		

Credit Units				
Changed	Field	Current Version	Proposed Version	
	Course Duration (Weeks)	12	12	
	Total Lecture Hours per Term	36	36	
	Total Laboratory Hours per Term	-	0	
	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 Versi	on	Proposed Ver	rsion
9	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Homework and extended projects Guest speakers	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	2. Particip 3. Group a analyzir 4. Group a	g assigned material ation in discussions and/or individual report ng seminar topic(s) and/or individual applying seminar	2. Particip 3. Group a analyzir 4. Group a	g assigned material ation in discussions and/or individual report ng seminar topic(s) and/or individual applying seminar

nged	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

hanged Field	Current Version		Proposed Vers	
	Methods	1. Written	Methods	1. Written
	of	examinations	of	examination
	Evaluation	with	Evaluation	with
		questions		questions
		asking		asking
		students to		students to
		explain		explain
		and/or		and/or
		analyze the		analyze the
		concepts		concepts
		covered.		covered.
		Evaluation		Evaluation
		based on		based on
		answers		correct
		supported		answers
		with		substantiate
		concepts discussed in		by concepts discussed ir
		the course.		the course.
		2. Quizzes on		2. Quizzes on
		assigned		assigned
		reading and		reading and
		lecture		lecture
		material with		material wit
		questions		questions
		focused on		focused on
		explaining		explaining
		and		and
		analyzing		analyzing
		concepts		concepts
		covered		covered
		(number of		(number of
		testing		testing
		devices		devices
		depends on		depends on
		unit load).		unit load).
		Evaluation		Evaluation
		based on		based on
		correct		correct
		responses.		responses.
		3. Participation		<ol><li>Participation</li></ol>
		in		in
		discussions		discussions
		4. Project		4. Project
		evidencing		evidencing
		analysis and		analysis and
		application of		application of

hanged	Field	Current Version		Proposed Version		
			seminar topic(s)		seminar topic(s)	
9	Essential Student Materials/Essential College Facilities	None	ollege Facilities:	Essential Stud • None Essential Colle • None		
	Examples of Primary Texts and	Title	No value	Title	No value	
	References	Author	The text will vary according to topic(s). Instructor will determine text (if	Author	The text will vary according to topic(s). Instructor will determine text (if any).	
		Dublisher	any).	Publisher	No value	
		Publisher	No value	Date/Edition	No value	
		Date/Edition	on No value	ISBN	No value	
		ISBN	No value			
0	Suggested Reading List	Reading List	The text will vary according to topic(s). The instructor will choose the text (if any).	No value		
		May include, but are not limited to	No value			

Learning Outcomes and Objectives

Changed	Field	Current Version	n	Proposed Versi	on
	Course Objectives	current re and applic computer and electr • Review co informatio topics and knowledg is discuss • Articulate understar	and summarize ports, innovations, cations in the field of science using print ronic sources. oncepts and on relevant to seminar d apply foundation e as new information ed and learned. comprehensive nding of seminar topics esentations and ns.	current re and applic computer and electr Review co informatio topics and knowledge is discuss Articulate understan	n relevant to seminar apply foundation as new information ed and learned. comprehensive ding of seminar topics esentations and
	CSLOs	CSLOs	Explain the fundamental concepts of the Computer Information Systems topic.	CSLOs	Explain the fundamental concepts of the Computer Information Systems topic.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Apply the fundamental concepts of the Computer Information Systems topic.	CSLOs	Apply the fundamental concepts of the Computer Information Systems topic.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

**Course Outline** 

Changed	Field	Current Version	Proposed Version
	Content	<ol> <li>Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.         <ol> <li>Develop skills in the interpretation and analysis of computer information systems topics.</li> <li>Be able to discern the appropriate arena for using the cutting-edge computer science innovations presented in the course.</li> <li>Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.</li> <li>Using the concepts presented in the course, diagram and/or outline a solution to a given problem.</li> <li>Using the concepts learned in this course, write specifications or code a solution, as appropriate, to solve a given problem.</li> <li>Articulate comprehensive understanding of seminar topics during presented as they relate to case studies.</li> <li>Denonstrate an understanding of topics presented by contributing thoughtful comments, ideas, and questions during group discussions and assigned</li> </ol> </li> </ol>	<ol> <li>Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.         <ol> <li>Develop skills in the interpretation and analysis of computer information systems topic(s).</li> <li>Be able to discern the appropriate arena for using the cutting-edge computer science innovations presented in the course.</li> <li>Review concepts and information relevant to seminar topic(s) and apply foundation knowledge as new information is discussed and learned.</li> <li>Using the concepts presented in the course, diagram and/or outline a solution to a given problem.</li> <li>Using the concepts learned in this course, write specifications or code a solution, as appropriate, to solve a given problem.</li> <li>Articulate comprehensive understanding of seminar topic(s) during presented as they relate to case studies.</li> <li>Denonstrate an understanding of topics presented by contributing thoughtful comments, ideas, and questions and assigned</li> </ol></li> </ol>

Changed	Field	Current Ver	sion	Proposed V	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		
0	Banner Start Term (202122)	202122	No Value		
0	Banner Division	2CB	No Value		
0	Catalog Term (21-22)	21-22	No Value		
0	5 Year Revision Year (2021)	2018	No Value		
0	Effective Quarter	Fall	No Value		
0	Effective Year (2021)	2018	No Value		
	Sort ID (00 < 10; 0 < 100)	CIS 082W	CIS 082W		
	Course Status	Non-substantial	Non-substantial		
9	Course Status Code	A	No Value		
9	Banner Department	CIS	No Value		
0	Course Level	DU	No Value		
0	College Code	DA	No Value		

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	ΝΑ	NA
	Cross- Listed/Related Course Information	Related Parent	Related Parent
	Cross- Listed/Related Course ID's	No Value	No Value
0	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
θ	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)	Ν	No Value

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

Changed	Questions	Current Version	Proposed Version
0	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	Print/No Print to Catalog	Yes	No Value

## Req/Adv

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

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 Proposed Version Current Version** For changes to the No Value No Value 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. 1. Is the unit(s) No Value No Value change required for articulation?

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

#### **B-Matrix Form**

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

## **C-Matrix Form**

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

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

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

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

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

# E-Matrix Form

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

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

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

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

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

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

#### **G-Matrix Form**

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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	
	Criteria 1:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline.			
	(ONLY using			
	the Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite,			
	copy and paste			
	the area			
	referenced.)			

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

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

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

## De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

hanged	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value

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

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

Articulation

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

# 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

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
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 In	eneral Information		
Changed	Field	Current Version	Proposed Version
θ	Faculty Initiator	eLumenData, eLumenData	Mary Pape
	Course ID (CB01A and CB01B)	CISD082X	CISD082X
	Course Control Number	CCC000536709	CCC000536709
	Course Title (CB02)	Current Topics in Computer Information Systems	Current Topics in Computer Information Systems
	Short Course Title	CURRENT TOPICS IN CIS	CURRENT TOPICS IN CIS
	TOP Code (CB03)	0701.00	0701.00 Information Technology, General
	CIP Code	Computer and Information Sciences, General	11.0101 Computer and Information Sciences, General
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
0	Effective Term	Fall 2021	Fall <del>2021</del> <u>2025</u>
	SAM Priority Code (CB09)	Possibly Occupational	Possibly Occupational
	Course Description	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.
θ	Course Type (CB27)	No value	Lower Division
θ	Mode of Delivery	• NA	<ul><li>Online</li><li>Hybrid</li></ul>

Faculty Re	Faculty Requirements				
Changed	Field	Current Version	Proposed Version		
9	Discipline 1	No value	<ul> <li>Computer Information Systems (Computer network installation, microcomputer technology, computer applications)</li> </ul>		
	Discipline 2	No value	No value		
	Discipline 3	No value	No value		
0	FSA	No value	• FHDA FSA - CIS		

Course Ju	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
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

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

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

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

## **CTE Course**

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

### Honors/Non-honors Course

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

Mirrored C	ored Credit/Noncredit Course		
Changed	Field	Current Version	Proposed Version
•	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Is this a No value <u>No</u>
cross-listed course?

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	
Associated	d Programs		
Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value
Transferab	ility & Gen. Ed. (	Options	
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Υ	Υ
	Transfer Status	Approved	Approved
	GE Information	No value	No value

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

Course Stu	udent Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version	
	Course Duration (Weeks)	12	12	

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

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality	No value	No value
	Hours		
Credit / No			
Credit / No Changed	Hours	Current Version	Proposed Version
	Hours	Credit Course.	Proposed Version Credit Course.
	Hours n-Credit Options Field COURSE CLASSIFICATION	Credit Course.	
	Hours In-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit	Credit Course.	Credit Course.
	Hours In-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category	Credit Course. I Credit - Degree Applicable	Credit Course. Credit - Degree Applicable

Changed	Field	Current Version	Proposed Version
	Variable Credit Course		

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

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

Specifications			

Changed	Field	Current Versi	on	Proposed Version		
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction	
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Homework and extended projects Guest speakers	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	2. Particip 3. Group a analyzir 4. Group a	g assigned material ation in discussions and/or individual report ng seminar topic(s) and/or individual applying seminar	2. Particip 3. Group a analyzir 4. Group a	g assigned material ation in discussions and/or individual report ng seminar topic(s) and/or individual applying seminar	

nged	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

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

hanged	Field	Current Version		Proposed Version		
			seminar topic(s)		seminar topic(s)	
θ	Essential Student Materials/Essential College Facilities	None	ollege Facilities:	Essential Stud • None Essential Colle • None		
	Examples of Primary Texts and	Title	No value	Title	No value	
	References	Author	The text will vary according to topic(s). Instructor will determine text (if	Author	The text will vary according to topic(s). Instructor will determine text (if any).	
		Dublisher	any).	Publisher	No value	
		Publisher	No value	Date/Edition	No value	
		Date/Edition	on No value	ISBN	No value	
		ISBN	No value			
0	Suggested Reading List	Reading List	The text will vary according to topic(s). The instructor will choose the text (if any).	No value		
		May include, but are not limited to	No value			

Learning Outcomes and Objectives

Changed	Field	<b>Current Version</b>	n	Proposed Version		
	<ul> <li>Course Objectives</li> <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> <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 topic during presentations and discussions.</li> </ul>			
	CSLOs	CSLOs	Explain the fundamental concepts of the Computer Information Systems topic.	CSLOs	Explain the fundamental concepts of the Computer Information Systems topic.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	
		CSLOs	Apply the fundamental concepts of the Computer Information Systems topic.	CSLOs	Apply the fundamental concepts of the Computer Information Systems topic.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	

**Course Outline** 

<ul> <li>Course Content</li> <li>1. Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.</li> <li>1. Develop skills in the interpretation and analysis of computer science using print and electronic sources.</li> <li>2. Be able to discern the appropriate arena for using the cutting-edge computer science innovations presented in the course.</li> <li>2. Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.</li> <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> <li>3. Articulate comprehensive understanding of seminar topics during presented as they relate to case studies.</li> <li>2. Demonstrate an understanding of topics presented as they relate to case studies.</li> <li>3. Demonstrate an understanding of topics presented by contributing throughtful comments, ideas, and questions during group discussions and assigned</li> </ul>
and assigned and assigned

Changed	Field	Current Ver	Current Version		Version
			presentations and/or projects.		presentations and/or projects.
	Lab Component in this Course	No		No	
	Lab Outline	No value		No value	

urriculum	n Office		
Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2CB	No Value
9	Catalog Term (21-22)	21-22	No Value
0	5 Year Revision Year (2021)	2018	No Value
9	Effective Quarter	Fall	No Value
9	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 082X	CIS 082X
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
9	Banner Department	CIS	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	ΝΑ	NA
	Cross- Listed/Related Course Information	Related Child	Related Child
	Cross- Listed/Related Course ID's	CIS 82W	CIS 82W
θ	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
0	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)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
8	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
₿	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
9	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	C	No Value
θ	Fund Code	114000	No Value
•	Organization Code	233003	No Value
θ	Account Code	1320	No Value
θ	Program Code	070100	No Value

Changed	Questions	Current Version	Proposed Version
θ	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	Print/No Print to Catalog	Yes	No Value

## Req/Adv

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

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 Proposed Version Current Version** For changes to the No Value No Value 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. 1. Is the unit(s) No Value No Value change required for articulation?

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

#### **B-Matrix Form**

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

## **C-Matrix Form**

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

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

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

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

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

# E-Matrix Form

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

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

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

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

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

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

#### **G-Matrix Form**

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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	
	Criteria 1:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline.			
	(ONLY using			
	the Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite,			
	copy and paste			
	the area			
	referenced.)			

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

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

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

### De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

hanged	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value

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

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

Articulation

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

# 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

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
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
0	Faculty Initiator	eLumenData, eLumenData	Mary Pape
	Course ID (CB01A and CB01B)	CISD082Y	CISD082Y
	Course Control Number	CCC000536710	CCC000536710
	Course Title (CB02)	Current Topics in Computer Information Systems	Current Topics in Computer Information Systems
	Short Course Title	CURRENT TOPICS IN CIS	CURRENT TOPICS IN CIS
	TOP Code (CB03)	0701.00	0701.00 Information Technology, General
	CIP Code	Computer and Information Sciences, General	11.0101 Computer and Information Sciences, General
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
0	Effective Term	Fall 2021	Fall <del>2021</del> <u>2025</u>
	SAM Priority Code (CB09)	Possibly Occupational	Possibly Occupational
	Course Description	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.
0	Course Type (CB27)	No value	Lower Division
•	Mode of Delivery	• NA	<ul><li>Online</li><li>Hybrid</li></ul>

Faculty Re	equirements		
Changed	Field	Current Version	Proposed Version
•	Discipline 1	No value	<ul> <li>Computer Information Systems (Computer network installation, microcomputer technology, computer applications)</li> </ul>
9	Discipline 2	No value	Computer Science
	Discipline 3	No value	No value
0	FSA	No value	• FHDA FSA - CIS

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
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

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

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

itand-Alor	ne Statement		
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	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.

## **CTE Course**

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

### Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course				
Changed	Field	Current Version	Proposed Version	
•	Is this a mirrored credit/noncredit course?	No value	<u>No</u>	

Is this a No value <u>No</u>
cross-listed course?

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	
Associated	d Programs		
Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value
Transferab	ility & Gen. Ed. (	Options	
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Υ	Υ
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly St	Weekly Student Hours - Profile Name: Default Profile		
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	3	3
	Lecture Hours - Out of Class	6	6
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Course Duration (Weeks)	12	12	

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

	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 / No	n-Credit Options		
Credit / No Changed	n-Credit Options Field	Current Version	Proposed Version
		Credit Course.	Proposed Version Credit Course.
	Field COURSE CLASSIFICATION	Credit Course.	
	Field COURSE CLASSIFICATION STATUS Course Credit	Credit Course.	Credit Course.
	Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category	Credit Course. Credit - Degree Applicable	Credit Course. Credit - Degree Applicable

Changed	Field	Current Version	Proposed Version
	Variable Credit Course		

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

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

Specifications			

Changed	Field	Current Versi	on	Proposed Vei	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Homework and extended projects Guest speakers	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	2. Particip 3. Group a analyzir 4. Group a	g assigned material ation in discussions and/or individual report ng seminar topic(s) and/or individual applying seminar	2. Particip 3. Group a analyzir 4. Group a	g assigned material ation in discussions and/or individual report ng seminar topic(s) and/or individual applying seminar

nged Field	Current Version	Proposed Version
Method Evaluat		MethodsMethods ofofEvaluationEvaluation

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

hanged Field		Current Vers	-	Proposed Version		
			seminar		seminar	
			topic(s)		topic(s)	
0	Essential Student Materials/Essential	Essential St • None.	udent Materials:	Essential Stud • None	ent Materials:	
	College Facilities	Essential Co • None.	ollege Facilities:	<ul><li>Essential College Facilities:</li><li>None</li></ul>		
	Examples of					
	Primary Texts and References	Title	No value	Title	No value	
		Author	The text will vary according to topic(s). Instructor will determine text (if any).	Author	The text will vary according to topic(s). Instructor will determine text (if any).	
		Publisher	No value	Publisher	No value	
		Date/Editio	n No value	Date/Edition	No value	
		ISBN	No value	ISBN	No value	
0	Suggested			No value		
	Reading List	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			

Learning Outcomes and Objectives

Changed Field		<b>Current Version</b>	n	Proposed Versi	on
	Course Objectives	current re and applic computer and electr • Review co informatio topics and knowledg is discuss • Articulate understar	and summarize ports, innovations, cations in the field of science using print ronic sources. oncepts and on relevant to seminar d apply foundation e as new information ed and learned. comprehensive nding of seminar topics esentations and ns.	current re and applic computer and electr Review co informatio topics and knowledge is discuss Articulate understan	n relevant to seminar apply foundation as new information ed and learned. comprehensive ding of seminar topics esentations and
	CSLOs	CSLOs	Explain the fundamental concepts of the Computer Information Systems topic.	CSLOs	Explain the fundamental concepts of the Computer Information Systems topic.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Apply the fundamental concepts of the Computer Information Systems topic.	CSLOs	Apply the fundamental concepts of the Computer Information Systems topic.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

**Course Outline** 

Changed	Field	Current Version	Proposed Version
Changed	Field	<ul> <li>Current Version <ol> <li>Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.</li> <li>Develop skills in the interpretation and analysis of computer information systems topics.</li> <li>Be able to discern the appropriate arena for using the cutting-edge computer science innovations presented in the course.</li> <li>Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.</li> <li>Using the concepts presented in the course, diagram and/or outline a solution to a given problem.</li> <li>Using the concepts learned in this course, write specifications or code a solution, as appropriate, to solve a given problem.</li> <li>Articulate comprehensive understanding of seminar topics during presentations and discussions.</li> <li>Discuss the computer science concepts presented as they relate to case studies.</li> </ol></li></ul>	<ul> <li>Proposed Version</li> <li>1. Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.</li> <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> <li>2. Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.</li> <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> <li>3. Articulate comprehensive understanding of seminar topics during presentations and discussions.</li> <li>1. Discuss the computer science concepts presented as they relate to case studies.</li> <li>2. Demonstrate an understanding of topics</li> </ul>
		presented by contributing thoughtful comments, ideas, and questions during group discussions and assigned	presented by contributing thoughtful comments, ideas, and questions during group discussions and assigned

Changed	Field	Current Ve	ersion	Proposed V	Version
			presentations and/or projects.		presentations and/or projects.
	Lab Component in this Course	No		No	
	Lab Outline	No value		No value	

urriculum Office					
Changed	Questions	Current Version	Proposed Version		
0	Banner Start Term (202122)	202122	No Value		
0	Banner Division	2CB	No Value		
9	Catalog Term (21-22)	21-22	No Value		
0	5 Year Revision Year (2021)	2018	No Value		
0	Effective Quarter	Fall	No Value		
0	Effective Year (2021)	2018	No Value		
	Sort ID (00 < 10; 0 < 100)	CIS 082Y	CIS 082Y		
	Course Status	Non-substantial	Non-substantial		
0	Course Status Code	A	No Value		
0	Banner Department	CIS	No Value		
0	Course Level	DU	No Value		
0	College Code	DA	No Value		

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	ΝΑ	NA
	Cross- Listed/Related Course Information	Related Child	Related Child
	Cross- Listed/Related Course ID's	CIS 82W	CIS 82W
θ	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
0	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)	Ν	No Value

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

Changed	Questions	Current Version	Proposed Version
θ	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	Print/No Print to Catalog	Yes	No Value

## Req/Adv

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

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 Proposed Version Current Version** For changes to the No Value No Value 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. 1. Is the unit(s) No Value No Value change required for articulation?

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

#### **B-Matrix Form**

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

## **C-Matrix Form**

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

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

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

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

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

# E-Matrix Form

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

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

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

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

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

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

### **G-Matrix Form**

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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	
	Criteria 1:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline.			
	(ONLY using			
	the Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite,			
	copy and paste			
	the area			
	referenced.)			

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

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

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

## De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

hanged	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value

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

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

Articulation

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

# 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

Section	Changed field
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?

**Cross-listed Course** 

Is this a cross-listed course?

### **General Information**

Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	<ul> <li>eLumenData, eLumenData</li> </ul>	Mary Pape
	Course ID (CB01A and CB01B)	CISD082Z	CISD082Z
	Course Control Number	CCC000536711	CCC000536711
	Course Title (CB02)	Current Topics in Computer Information Systems	Current Topics in Computer Information Systems
	Short Course Title	CURRENT TOPICS IN CIS	CURRENT TOPICS IN CIS
	TOP Code (CB03)	0701.00	0701.00 Information Technology, General
	CIP Code	Computer and Information Sciences, General	11.0101 Computer and Information Sciences, General
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
0	Effective Term	Fall 2021	Fall <del>2021</del> <u>2025</u>
	SAM Priority Code (CB09)	Possibly Occupational	Possibly Occupational
	Course Description	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.
θ	Course Type (CB27)	No value	Lower Division

Changed	Field	Current Version	Proposed Version
0	Mode of Delivery	• NA	<ul><li>Online</li><li>Hybrid</li></ul>

Faculty Requirements				
Changed	Field	Current Version	Proposed Version	
0	Discipline 1	No value	<ul> <li>Computer Information Systems (Computer network installation, microcomputer technology, computer applications)</li> </ul>	
0	Discipline 2	No value	Computer Science	
	Discipline 3	No value	No value	
0	FSA	No value	FHDA FSA - CIS	

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?	Νο	Νο
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

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

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

Stand-Alone Statement					

-	Field	Current Version	Proposed Version
	Stand-Alone	No value	By the very nature of technology,
	Statement		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.

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

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

Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	No
ross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross-listed course?	No value	No
ore Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	

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

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

# Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0
Course Stu	udent Hours - Pr	ofile Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In- Class (Contact) per Term	48	48
	Lecture Hours - Course Out- of-Class per Term	96	96
	Laboratory Hours - Course In- Class (Contact) per Term	0	0
	Laboratory Hours - Course Out- of-Class per Term	0	0

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	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

# Credit / Non-Credit Options

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

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

Changed	Field	Current Version	Proposed Version	
	Minimum Credit Units	4	4	
	Maximum Credit Units	4	4	

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

Changed	Field	Current Versi	on	Proposed Ver	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Homework and extended projects Guest speakers	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	<ol> <li>Reading assigned material</li> <li>Participation in discussions</li> <li>Group and/or individual report analyzing seminar topic(s)</li> <li>Group and/or individual project applying seminar topic(s)</li> </ol>		<ol> <li>Reading assigned material</li> <li>Participation in discussions</li> <li>Group and/or individual report analyzing seminar topic(s)</li> <li>Group and/or individual project applying seminar topic(s)</li> </ol>	

nged	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

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

hanged	Field	Current Version		Proposed Version		
			seminar		seminar	
			topic(s)		topic(s)	
0	Essential Student Materials/Essential	Essential Stressential Stressen	udent Materials:	Essential Stud • None	ent Materials:	
	College Facilities	Essential Co • None.	ollege Facilities:	<ul><li>Essential Collet</li><li>None</li></ul>	ege Facilities:	
	Examples of					
	Primary Texts and References	Title	No value	Title	No value	
		Author	The text will vary according to topic(s). Instructor will determine text (if any).	Author	The text will vary according to topic(s). Instructor will determine text (if any).	
		Publisher	No value	Publisher	No value	
		Date/Editio	n No value	Date/Edition	No value	
		ISBN	No value	ISBN	No value	
0	Suggested			No value		
	Reading List	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			

Learning Outcomes and Objectives

Changed	Field Current Version			Proposed Version		
	Course Objectives	current re and applic computer and electr • Review co informatio topics and knowledg is discuss • Articulate understar	and summarize ports, innovations, cations in the field of science using print ronic sources. oncepts and on relevant to seminar d apply foundation e as new information ed and learned. comprehensive nding of seminar topics esentations and ns.	current re and applic computer and electr Review co informatio topics and knowledge is discuss Articulate understan	n relevant to seminar apply foundation as new information ed and learned. comprehensive ding of seminar topics esentations and	
	CSLOs	CSLOs	Explain the fundamental concepts of the Computer Information Systems topic.	CSLOs	Explain the fundamental concepts of the Computer Information Systems topic.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	
		CSLOs	Apply the fundamental concepts of the Computer Information Systems topic.	CSLOs	Apply the fundamental concepts of the Computer Information Systems topic.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	

**Course Outline** 

Changed	Field	Current Version	Proposed Version
Changed	Field	<ul> <li>Current Version</li> <li>1. Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.</li> <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> <li>2. Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.</li> <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> <li>3. Articulate comprehensive understanding of seminar topics during presentations and discussions.</li> <li>1. Discuss the computer science concepts presented as they relate to case studies.</li> <li>2. Demonstrate an understanding of topics</li> </ul>	<ul> <li>Proposed Version</li> <li>1. Research and summarize current reports, innovations, and applications in the field of computer science using print and electronic sources.</li> <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> <li>2. Review concepts and information relevant to seminar topics and apply foundation knowledge as new information is discussed and learned.</li> <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> <li>3. Articulate comprehensive understanding of seminar topics during presentations and discussions.</li> <li>1. Discuss the computer science concepts presented as they relate to case studies.</li> <li>2. Demonstrate an understanding of topics</li> </ul>
		presented by contributing thoughtful comments, ideas, and questions during group discussions and assigned	presented by contributing thoughtful comments, ideas, and questions during group discussions and assigned

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	
0	Banner Start Term (202122)	202122	No Value	
0	Banner Division	2CB	No Value	
9	Catalog Term (21-22)	21-22	No Value	
0	5 Year Revision Year (2021)	2018	No Value	
0	Effective Quarter	Fall	No Value	
0	Effective Year (2021)	2018	No Value	
	Sort ID (00 < 10; 0 < 100)	CIS 082Z	CIS 082Z	
	Course Status	Non-substantial	Non-substantial	
0	Course Status Code	A	No Value	
0	Banner Department	CIS	No Value	
0	Course Level	DU	No Value	
0	College Code	DA	No Value	

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	ΝΑ	NA
	Cross- Listed/Related Course Information	Related Child	Related Child
	Cross- Listed/Related Course ID's	CIS 82W	CIS 82W
θ	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
0	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)	Ν	No Value

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

Changed	Questions	Current Version	Proposed Version
0	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	Print/No Print to Catalog	Yes	No Value

# Req/Adv

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

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 Proposed Version Current Version** For changes to the No Value No Value 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. 1. Is the unit(s) No Value No Value change required for articulation?

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

### **B-Matrix Form**

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

# **C-Matrix Form**

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

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

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

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

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

# E-Matrix Form

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

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

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

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

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

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

## **G-Matrix Form**

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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	
	Criteria 1:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline.			
	(ONLY using			
	the Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite,			
	copy and paste			
	the area			
	referenced.)			

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

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

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

# De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

hanged	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value

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

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

Articulation

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

Curriculum OfficeHybrid Approval Date (MM/DD/YYYY)Curriculum OfficeEmergency ApprovalCurriculum OfficeRepeat Status (N = Not Repeatable: T = Repeatable for Max Times/Units; U = Repeatable for Max Times/Units; U = Repeatable for Max Times/Units; U = Repeatable Restriction)Curriculum OfficeRepeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable: F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legaly Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeCOA CodeCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeOrganization CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeDiscrose InformationCurriculum OfficeSasic Course InformationCurriculum OfficeOrganization CodeCurriculum OfficePercentCurriculum OfficeDiscrose InformationCurriculum OfficeSasic Course InformationCurriculum OfficeObjective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.Curriculum OfficeObjective 2: Compose a focused, purposeful, developed percent S form many cultural and social perspectives in a variety of genres.Curriculum OfficeObjective 3: Produce writhen work using a cyclical percent S form many cultural and social perspectives in a variety of genres.Curriculum OfficeObjective 3: Produce writhen work using a cyclical process of multiples drafts	Section	Changed field
Curriculum Office       Repeat Status (N = Not Repeatable; T = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)         Curriculum Office       Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; E = 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       Organization Code         Curriculum Office       Organization Code         Curriculum Office       Program Code         Curriculum Office       Program Code         Curriculum Office       Percent         Curriculum Office       Program Code         Curriculum Office       Print/No Print to Catalog         Summary of Revisions       Basic Course Information         C-Matrix Form       Objective 1: Create compositions about fiction and nocial 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 proceses of mult	Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Naka Times Only, B = Repeatable for Max Times/Units; U = Repeatable for Max Times/Units; Disciparation	Curriculum Office	Emergency Approval
Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeCOA CodeCurriculum OfficeCodeCurriculum OfficeOrganization CodeCurriculum OfficeOrganization CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeDesite Course InformationCurriculum OfficePercentCurriculum OfficeObjective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.C-Matrix FormObjective 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 FormObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.C-Matrix FormObjective 4: Demonstrate the ability to include a variety of sentence structures in writing.C-Matrix FormObjective 5: Edit compositions to correct errors in the	Curriculum Office	Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly
Curriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficeDerint/No Print to CatalogSummary of RevisionsBasic Course InformationC-Matrix FormObjective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.C-Matrix FormObjective 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 FormObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.C-Matrix FormObjective 4: Demonstrate the ability to include a variety of sentence structures in writing.C-Matrix FormObjective 5: Edit compositions to correct errors in the	Curriculum Office	Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L =
Curriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeBasic Course InformationCurriculum OfficeObjective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.C-Matrix FormObjective 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 FormObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.C-Matrix FormObjective 4: Demonstrate the ability to include a variety of sentence structures in writing.C-Matrix FormObjective 5: Edit compositions to correct errors in the	Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course InformationC-Matrix FormObjective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.C-Matrix FormObjective 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 FormObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.C-Matrix FormObjective 4: Demonstrate the ability to include a variety of sentence structures in writing.C-Matrix FormObjective 5: Edit compositions to correct errors in the	Curriculum Office	In Service Indicator
Curriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course InformationC-Matrix FormObjective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.C-Matrix FormObjective 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 FormObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.C-Matrix FormObjective 4: Demonstrate the ability to include a variety of sentence structures in writing.C-Matrix FormObjective 5: Edit compositions to correct errors in the	Curriculum Office	Sports/Physical Education Course Indicator
Curriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course InformationC-Matrix FormObjective 1: Create compositions about fiction and non-ficition texts from many cultural and social perspectives in a variety of genres.C-Matrix FormObjective 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 FormObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.C-Matrix FormObjective 4: Demonstrate the ability to include a variety of sentence structures in writting.C-Matrix FormObjective 5: Edit compositions to correct errors in the	Curriculum Office	COA Code
Curriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course InformationC-Matrix FormObjective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.C-Matrix FormObjective 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 FormObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.C-Matrix FormObjective 4: Demonstrate the ability to include a variety of sentence structures in writing.C-Matrix FormObjective 5: Edit compositions to correct errors in the	Curriculum Office	Fund Code
Curriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course InformationC-Matrix FormObjective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.C-Matrix FormObjective 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 FormObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.C-Matrix FormObjective 4: Demonstrate the ability to include a variety of sentence structures in writing.C-Matrix FormObjective 5: Edit compositions to correct errors in the	Curriculum Office	Organization Code
Curriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course InformationC-Matrix FormObjective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.C-Matrix FormObjective 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 FormObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.C-Matrix FormObjective 4: Demonstrate the ability to include a variety of sentence structures in writing.C-Matrix FormObjective 5: Edit compositions to correct errors in the	Curriculum Office	Account Code
Curriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course InformationC-Matrix FormObjective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.C-Matrix FormObjective 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 FormObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.C-Matrix FormObjective 4: Demonstrate the ability to include a variety of sentence structures in writing.C-Matrix FormObjective 5: Edit compositions to correct errors in the	Curriculum Office	Program Code
Summary of RevisionsBasic Course InformationC-Matrix FormObjective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.C-Matrix FormObjective 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 FormObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.C-Matrix FormObjective 4: Demonstrate the ability to include a variety of sentence structures in writing.C-Matrix FormObjective 5: Edit compositions to correct errors in the	Curriculum Office	Percent
C-Matrix FormObjective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.C-Matrix FormObjective 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 FormObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.C-Matrix FormObjective 4: Demonstrate the ability to include a variety of sentence structures in writing.C-Matrix FormObjective 5: Edit compositions to correct errors in the	Curriculum Office	Print/No Print to Catalog
C-Matrix FormObjective 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 FormObjective 3: Produce written work using a cyclical process of multiples drafts and revisions.C-Matrix FormObjective 4: Demonstrate the ability to include a variety of sentence structures in writing.C-Matrix FormObjective 5: Edit compositions to correct errors in the	Summary of Revisions	Basic Course Information
C-Matrix FormObjective 2: Compose a focused, purposed, purpos	C-Matrix Form	fiction texts from many cultural and social perspectives
C-Matrix FormObjective 5: Flotdee written work during a cyclical process of multiples drafts and revisions.C-Matrix FormObjective 4: Demonstrate the ability to include a variety of sentence structures in writing.C-Matrix FormObjective 5: Edit compositions to correct errors in the	C-Matrix Form	paper of 500 words or more that engages with,
C-Matrix Form       Objective 5: Edit compositions to correct errors in the	C-Matrix Form	
	C-Matrix Form	
	C-Matrix Form	

Section		Changed fiel	d
Comments S		Stage 7: Content Review Matrix Liaison	
Course Justification		Course Justifi	cation
CTE Course		Is this a CTE	(Career Technical Education) course?
Honors/Non-honors Course		Is this an hone	ors/non-honors course?
Mirrored Credit/Noncredit Cours	e	Is this a mirror	red credit/noncredit course?
Cross-listed Course		Is this a cross	-listed course?
General Information			
Changed Field	Current Version		Proposed Version
Faculty     Initiator	Bob Kalpin		<ul><li>Mary Pape</li><li>Holmes, Patricia</li><li>Oldham, Ira</li></ul>
Course ID (CB01A and CB01B)	CISD098.		CISD098.
Course Control Number	CCC000545318		CCC000545318
Course Title (CB02)	Digital Image Editing Soft (Photoshop)	ware	Digital Image Editing Software (Photoshop)
Short Course Title	DIGI IMAGE EDIT SFTW	R (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 & Info	o Systems	CIS - Computer Sci & Info Systems
Effective Term	Fall 2023		Fall <del>2023</del> <u>2025</u>
SAM Priority Code (CB09)	Clearly Occupational		Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	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.
θ	Course Type (CB27)	No value	Lower Division
θ	Mode of Delivery	• Hybrid	<ul><li>Online</li><li>Hybrid</li></ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
9	Discipline 1	No value	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
0	Discipline 2	No value	Computer Science
	Discipline 3	No value	No value
θ	FSA	No value	• FHDA FSA - CIS

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

# **Course Justification**

Changed	Field	Current Version	Proposed Version
	Course Justification	This 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	This <u>CTE</u> course is <del>a major preparation</del> requirement in the discipline of Computer Science for at least one CSU. <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

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

Changed Field	Current Version	Proposed Version
Course Philosoph	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	

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

### Honors/Non-honors Course

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

### Mirrored Credit/Noncredit Course

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

ross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross- listed course?	No value	No
lore Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.

Changed	Field	Current Version	Proposed Version
	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><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	

# **Associated Programs**

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

ourse is part <sup>:</sup> a program	Associated Program	Web Development	Associated Program	Web Development
	Award	Certificate of	Award	Certificate of
	Type	Achievement (COA)	Type	Achievement (COA)
	Associated	Web Development (In	Associated	Web Development (I
	Program	Development)	Program	Development)
	Award	Certificate of	Award	Certificate of
	Type	Achievement (COA)	Type	Achievement (COA)
	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)	Associated Program	Liberal Arts (Busines and Computer Information Systems Emphasis) (In Development)
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A
	Type	Degree	Type	Degree
	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program	Liberal Arts (Busines and Computer Information Systems Emphasis)
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A
	Type	Degree	Type	Degree
	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program	Liberal Arts (Busines and Computer Information Systems Emphasis)
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A./
	Type	Degree	Type	Degree

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile			
Changed Fiel	d	Current Version	Proposed Version
	ture Hours - class	4	4
	ture Hours - of Class	8	8
	oratory ırs - In ss	1.5	1.5
	oratory ırs - Out of ss	0	0
NA Clas	Hours - In ss	0	0
	Hours - Out Class	0	0

Course Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Course Duration (Weeks)	12	12	

Changed	Field	Current Version	Proposed Version
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162
	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	18	18
	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	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 Units4.54.5Speciality Hours
Speciality Hours
Changed Field Current Version Proposed Version
SpecialityNo valueNo valueHours
Credit / Non-Credit Options
Changed Field Current Version Proposed Version
COURSECredit Course.Credit Course.CLASSIFICATIONSTATUSCredit Course.
Course CreditCredit - Degree ApplicableCredit - Degree ApplicableStatus (CB04)Credit - Degree ApplicableCredit - Degree Applicable
Course NonCredit Course.Credit Course.Credit Category(CB22)Credit Course.
Funding AgencyNot Applicable.Not Applicable.Category (CB23)Not Applicable.Not Applicable.
Cooperative Work Experience Education Status (CB10)
Variable Credit Course

**Credit Units** 

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	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

Methods of Instruction	Methods of Instruction	of		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	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	<ol> <li>Comple activities software</li> <li>Prepare persona includes colors, l filters, p</li> </ol>	equired textbook te problem solving s using appropriate e graphical images for a al Web site which s the following elements: buttons, masks and whoto retouching, vector is, and animated layer	<ol> <li>Comple activitie software</li> <li>Prepare persona includes colors, l filters, p</li> </ol>	equired textbook te problem solving s using appropriate e graphical images for a al Web site which s the following elements puttons, masks and whoto retouching, vector is, and animated layer

Evaluation	Mathe	B.4 - 4 - 1 -	Mathead
-valuation	Methods		Methods of
	of		Evaluation
	Evaluation	Evaluatio	n

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

#### **Proposed Version**

	video using still	video using still
	images with	images with
	applied audio,	applied audio,
	prepare	prepare
	images for web	images for web
	application.	application.
	Evaluation is to	Evaluation is to
	be based on	be based on
	choosing and	choosing and
	correctly	correctly
	applying tools	applying tools
	presented in	presented in
	this course.	this course.
	3. Student must	3. Student must
	satisfactorily	satisfactorily
	complete	complete
	problem-	problem-
	solving	solving
	activities using	activities using
	the computer	the computer
	to apply	to apply
	various Adobe	various Adobe
	tools to	tools to
	selected	selected
	Photoshop	Photoshop
	projects.	projects.
	Evaluation is to	Evaluation is to
	be based on	be based on
	completion and	completion and
	implementation	implementation
	of tools	of tools
	presented in	presented in
	this course.	this course.
Essential Student Materials/Essential		ntial Student Materials: None

Materials/Essential **College Facilities** 

#### Essential College Facilities:

- Access to a computer laboratory with Photoshop available
- None

#### **Essential College Facilities:**

• Access to a computer laboratory with Photoshop available

Primary Texts and	Title	No value	Title	No value
References			The	
	Author	Faulkner, Andrew.	Author	Faulkner, Andrew.
		"Adobe Photoshop		"Adobe Photoshop
		CC Classroom in a		CC Classroom in a
		Book". Pearson		Book". Pearson
		Education		Education
		Publisher 2018.		Publisher 2018.
	Publisher	No value	Publisher	No value
	Date/Edition	No value	Date/Edition	No value
	ISBN	No value	ISBN	No value
	Title	No value	Title	No value
	Author	Faulkner Andrew	Author	Faulknor Andrew
	Aution	Faulkner, Andrew.	Aution	Faulkner, Andrew.
		"Adobe Photoshop		"Adobe Photosho
		CC, Classroom in a		CC, Classroom in
		Book". Berkeley,		Book". Berkeley,
		CA: Peachpit,		CA: Peachpit,
		2018.		2018.
	Publisher	No value	Publisher	No value
	Date/Edition	No value	Date/Edition	No value
	ISBN	No value	ISBN	No value
	Title	No value	Title	No value
	Author	Kelby, Scott. The	Author	Kelby, Scott. The
		Adobe Photoshop		Adobe Photoshop
		Book for Digital		Book for Digital
		Photographers.		Photographers.
		New Riders		New Riders
				Publisher 2017.
		Publisher 2017.		
	Publisher	No value	Publisher	No value
	Date/Edition	No value	Date/Edition	No value
	ISBN	No value	ISBN	No value

Changed	Field	Current Version	Proposed Version	
-	Suggested Reading List	Reading None. List	No value	
		May No value include, but are not limited to		

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul> <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> <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 Versior	1	Proposed Versi	on
	CSLOs				
		CSLOs	Demonstrate correct use of Photoshop tools to alter existing graphics for Internet, print applications, scientific research imaging, and medical imaging.	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	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.	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	Expected SLO Performance	0.0

### **Course Outline**

Changed	Field	Current Version	Proposed Version
	Course Content	1. Utilize graphic alteration techniques	1. Utilize graphic alteration techniques
	Contoint	1. Using tools in workspace	1. Using tools in workspace
		2. Strategies for retouching	2. Strategies for retouching
		3. Resolution and image size	3. Resolution and image size
		4. Adjusting the color and	4. Adjusting the color and
		tone	tone
		5. Straightening and cropping	5. Straightening and croppir
		image	image
		6. Replacing colors in image	6. Replacing colors in image
		7. Adjusting saturation	7. Adjusting saturation
		8. Repairing graphics	8. Repairing graphics
		9. Using content-aware fill	9. Using content-aware fill
		techniques	techniques
		10. Applying Mask filters	10. Applying Mask filters
		11. Saving image for four-color	11. Saving image for four-col
		printing	printing
		12. False color representation	12. False color representation
		2. Work with Selections	2. Work with Selections
		1. Using selection tools	1. Using selection tools
		2. Moving and manipulating	2. Moving and manipulating
		selected area	selected area
		3. Using inverse selection	3. Using inverse selection
		techniques	techniques
		4. Selecting with alternate	4. Selecting with alternate
		tools	tools
		5. Rotating selections	5. Rotating selections
		6. Cropping and erasing	6. Cropping and erasing
		7. Refining selection edge	7. Refining selection edge
		3. Correct and enhance existing	3. Correct and enhance existing
		digital images	digital images
		1. Processing files for various	1. Processing files for variou
		web applications	web applications
		2. Merging exposures and	2. Merging exposures and
		applying advanced	applying advanced
		correction techniques	correction techniques
		3. Correcting digital graphics	3. Correcting digital graphic
		4. Correcting image distortion	4. Correcting image distortion
		5. Adding depth of field	5. Adding depth of field
		4. Utilize Masks and Channels	4. Utilize Masks and Channels
		1. Working with masks and channels	1. Working with masks and channels
		2. Creating and refining	2. Creating and refining
		masks	masks
		3. Manipulating an image	3. Manipulating an image
		using advanced tools	using advanced tools
		4. Working with channels	4. Working with channels
		5. Apply typographical techniques to	5. Apply typographical techniques
		J. Apply lypographical lechniques lo	J. Apply typographical techniques

Changed	Field	Current Version		Proposed Version
		1. Creating	a clipping mask	1. Creating a clipping mask
		from type		from type
		-	type on a path	2. Creating type on a path
		3. Warping p	••	3. Warping point type
			paragraphs of type	4. Prepare paragraphs of type
		6. Utilize vector teo	•	6. Utilize vector techniques
			bitmap images	1. Compare bitmap images
			or graphics	and vector graphics
		2. Apply Pat		2. Apply Paths tool
		technique		techniques
		• ·	hs with graphics	<ol> <li>Using paths with graphics</li> <li>Creating background vector</li> </ol>
		objects	background vector	objects
		5. Working v		5. Working with defined
		custom sl	•	custom shapes
			Smart Objects	6. Importing Smart Objects
		7. Utilize beginning	•	7. Utilize beginning & advanced
		layering techniq		layering techniques
			o a Vanishing	1. Setting up a Vanishing
		Point grid		Point grid
		2. Creating shortcuts	keyboard	2. Creating keyboard shortcuts
			nported graphics	3. Placing imported graphics
			djustment layers	4. Adding adjustment layers
		_	with layer comps	5. Working with layer comps
			ayers and layer	6. Merging layers and layer
		groups		groups
		7. Stamping	lavers	7. Stamping layers
		8. Destructiv	-	8. Destructive and non-
		destructiv	e techniques	destructive techniques
		9. Clipping a	a layer to a shape	9. Clipping a layer to a shape
		10. Adding la	yer styles	10. Adding layer styles
		11. Flattening	a layered image	11. Flattening a layered image
		12. Using lay	ers panel	12. Using layers panel
		13. Rearrang	ing layers	13. Rearranging layers
		14. Rasterizir		14. Rasterizing layers
		15. Applying	•	15. Applying a gradient
		16. Applying		16. Applying a layer style
			and saving files	17. Flattening and saving files
			a layer to a shape	18. Clipping a layer to a shape
		8. Apply advanced	•	8. Apply advanced production
		methods to exis	• •	methods to existing image files
		1. Assembli images	ng complex	1. Assembling complex images
		2. Applying	filters	2. Applying filters
		3. Hand-cold	oring selections	3. Hand-coloring selections
		on a laye	r	on a layer
		4. Applying	Smart Filters	4. Applying Smart Filters
		5. Adding dr	op shadows and	5. Adding drop shadows and
		a border		a border

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

Changed Field	d Curr	rent Version	Proposed Version
	1	and Communication in Medicine format) 3. 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
	Yes nponent in Course		Yes
Lab		<ol> <li>Project to use layers techniques to produce predictable graphic image effects.</li> <li>Project to adjust saturation, repair areas, spot healing and apply content-aware fill.</li> <li>Project to create masks to apply color changes and filters to images.</li> <li>Project to use vector drawing techniques to customize an existing Logo.</li> <li>Project to use advanced compositing methods apply smart filters, drop shadows, borders and matching color schemes across the image.</li> <li>Project to convert Photoshop files for the web usage including hyperlinks and navigations buttons within HTML page.</li> <li>Project using various selection tools to rotate, move, crop, erase and/or duplicate selections.</li> <li>Project to enhance existing digital photographs and video using advanced color correction and correct image distortion.</li> </ol>	<ol> <li>Project to use layers techniques to produce predictable graphic image effects.</li> <li>Project to adjust saturation, repair areas, spot healing and apply content-aware fill.</li> <li>Project to create masks to apply color changes and filters to images.</li> <li>Project to use vector drawing techniques to customize an existing Logo.</li> <li>Project to use advanced compositing methods apply smart filters, drop shadows, borders and matching color schemes across the image.</li> <li>Project to convert Photoshop files for the web usage including hyperlinks and navigations buttons within HTML page.</li> <li>Project using various selection tools to rotate, move, crop, erase and/or duplicate selections.</li> <li>Project to enhance existing digital photographs and video using advanced color correction and correct image distortion.</li> </ol>

Req/Adv

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

### **Curriculum Office**

Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
9	Banner Division	2CB	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value

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

<ul> <li>Ropeat Status</li></ul>	Changed	Questions	Current Version	Proposed Version
= Non-       repeatable         Credit; A =       Activity/Other         Repeatable; F =       Family Non-         repeatable       Credit; G =         Family Non-       repeatable         Credit; G =       Family Non-         Repeatable; L =       Legally         Mandated       Training)         Image: Sports/Physical N       N         Image: Sports/Physical N       No Value	9	(N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable	Ν	No Value
Enhanced       Funding         Funding       Indicator         In Service       N       No Value         Indicator       N       No Value         Sports/Physical       N       No Value	9	= Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated	Ν	No Value
Indicator Sports/Physical N No Value Education	9	Enhanced Funding	Ν	No Value
Education	0		Ν	No Value
Course Indicator	0	Education Course	Ν	No Value
COA Code C No Value	0	COA Code	С	No Value
Fund Code 114000 No Value	0	Fund Code	114000	No Value
Organization 233003 No Value	0		233003	No Value

Changed	Questions	Current Version	Proposed Version
θ	Account Code	1320	No Value
θ	Program Code	070100	No Value
θ	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr.</li> <li>1/17/23 (effect. F23)cc</li> </ul>
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary	Summary of Revisions				
Changed	Questions	Current Version	Proposed Version		
0	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**

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

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

#### **A-Matrix Form**

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

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

#### **B-Matrix Form**

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

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

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

# **C-Matrix Form**

hanged	Questions	Current Version	Proposed Version	
	ESL D261. and	No Value	No Value	
	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.			

Changed	Questions	Current Version	Proposed Version
9	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	Assignments A. Read required textbook Assignments B. Complete problem solving activities using appropriate software.
9	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	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.
8	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	Outline C. Correct and enhance existing images.
9	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	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
9	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**

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

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

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

**E-Matrix Form** 

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

Changed	Questions	Current Version	Proposed Version	
	Objective 10:	No Value	No Value	
	Investigate,			
	throughout the			
	course as			
	applicable, how			
	mathematics			
	has developed			
	as a human			
	activity around			
	the world.			

# **F-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

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

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

## **G-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix, download the	No Value	No Value
	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.		

### **H-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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

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

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

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

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

### 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
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value

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

Comments

Changed	Questions	Current Version	
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
9	Stage 7: Content Review Matrix Liaison	No Value	DateName - Role OR TabPart - Type of Field EditEditInitiator - Indicate "Y" When Completed Please see skills/activities/assignments "Matrix C" don't seem to match the objectives. Just one enhanc[ing] existing "correct[ing] and might have connected images" require students toto this "produce written work?"
	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	CISD098.
	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	CCC000545318

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

# De Anza College Change Report 06/03/2024

# Summary of Changes

General InformationFaculty InitiatorGeneral InformationEffective TermGeneral InformationCourse Type (CB27)Faculty RequirementsDiscipline 1Faculty RequirementsDiscipline 2Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsSuggested Reading ListLearning Outcomes and ObjectivesCourse ObjectivesCurriculum OfficeBanner Start Term (202122)Curriculum OfficeSyser Reavision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEiffective QuarterCurriculum OfficeCourse Status CodeCurriculum OfficeSyser Reavision Year (2021)Curriculum OfficeEiffective QuarterCurriculum OfficeCourse Status CodeCurriculum OfficeCourse Status CodeCurriculum OfficeSourse Status CodeCurriculum OfficeCourse LevelCurriculum OfficeCourse LevelCurricul	Section	Changed field
Circle formGeneral InformationCourse Type (CB27)Faculty RequirementsDiscipline 1Faculty RequirementsDiscipline 2Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsSuggested Reading ListCourse ObjectivesCourse ObjectivesCourse OutlineLab OutlineCurriculum OfficeSanner Start Term (202122)Curriculum OfficeStart Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeStart Start CodeCurriculum OfficeCourse Status CodeCurriculum OfficeCourse Status CodeCurriculum OfficeStart Start Start CodeCurriculum OfficeCourse Status CodeCurriculum OfficeCourse Status CodeCurriculum OfficeStart Start Start CodeCurriculum OfficeCourse Level	General Information	Faculty Initiator
Faculty RequirementsDiscipline 1Faculty RequirementsDiscipline 2Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsSuggested Reading ListSpecificationsSuggested Reading ListLearning Outcomes and ObjectivesCourse ObjectivesCourse OutlineLab OutlineCurriculum OfficeBanner Start Term (202122)Curriculum OfficeStear Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DivisionCurriculum OfficeStatus CodeCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Status Code	General Information	Effective Term
Faculty RequirementsDiscipline 2Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListLearning Outcomes and ObjectivesCourse ObjectivesCourse OutlineLab OutlineCurriculum OfficeBanner DivisionCurriculum OfficeSyear Revision Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeBanner DivisionCurriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeBanner DepartmentCurriculum OfficeCourse Status CodeCurriculum OfficeBanner Department	General Information	Course Type (CB27)
Faculty RequirementsFSASpecificationsMethods of InstructionSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListLearning Outcomes and ObjectivesCourse ObjectivesCourse OutlineLab OutlineCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum OfficeSyear Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeCourse Status CodeCurriculum OfficeBanner DivisionCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeSourse Status Code	Faculty Requirements	Discipline 1
SpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListLearning Outcomes and ObjectivesCourse ObjectivesCourse OutlineLab OutlineCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum OfficeSter Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DivisionCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeStatus Code	Faculty Requirements	Discipline 2
SpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListLearning Outcomes and ObjectivesCourse ObjectivesCourse OutlineLab OutlineCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum OfficeS Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Status Code	Faculty Requirements	FSA
SpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListLearning Outcomes and ObjectivesCourse ObjectivesCourse OutlineLab OutlineCurriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeStear Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeCourse Status CodeCurriculum OfficeCourse Level	Specifications	Methods of Instruction
SpecificationsSuggested Reading ListLearning Outcomes and ObjectivesCourse ObjectivesCourse OutlineLab OutlineCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum OfficeS Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeCourse Status CodeCurriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Status Code	Specifications	Methods of Evaluation
Learning Outcomes and ObjectivesCourse ObjectivesCourse OutlineLab OutlineCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum OfficeS Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeCourse Status CodeCurriculum OfficeBanner Department	Specifications	Essential Student Materials/Essential College Facilities
Course OutlineLab OutlineCurriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Status Code	Specifications	Suggested Reading List
Curriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Level	Learning Outcomes and Objectives	Course Objectives
Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Level	Course Outline	Lab Outline
Curriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Level	Curriculum Office	Banner Start Term (202122)
Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Level	Curriculum Office	Banner Division
Curriculum Office     Effective Quarter       Curriculum Office     Effective Year (2021)       Curriculum Office     Course Status Code       Curriculum Office     Banner Department       Curriculum Office     Course Level	Curriculum Office	Catalog Term (21-22)
Curriculum Office       Effective Year (2021)         Curriculum Office       Course Status Code         Curriculum Office       Banner Department         Curriculum Office       Course Level	Curriculum Office	5 Year Revision Year (2021)
Curriculum Office     Course Status Code       Curriculum Office     Banner Department       Curriculum Office     Course Level	Curriculum Office	Effective Quarter
Curriculum Office     Banner Department       Curriculum Office     Course Level	Curriculum Office	Effective Year (2021)
Curriculum Office Course Level	Curriculum Office	Course Status Code
	Curriculum Office	Banner Department
Curriculum Office College Code	Curriculum Office	Course Level
	Curriculum Office	College Code

Section	Changed field
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**

Field	Current Version	Proposed Version
Faculty Initiator	• Bob Kalpin	<ul><li>Mary Pape</li><li>Oldham, Ira</li><li>Holmes, Patricia</li></ul>
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 & Info Systems	CIS - Computer Sci & Info Systems
Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Faculty Initiator Course ID (CB01A and CB01B) Course Control Number Course Title (CB02) Short Course Title TOP Code (CB03) CIP Code CIP Code CIP Code SAM Priority	Faculty InitiatorBob KalpinCourse ID (CB01A and CB01B)CISD398.Course Control NumberCCC000624625Course Control (CB02)Digital Image Editing Software (Photoshop)Short Course TitleDIGI IMAGE EDIT SFTWR (PHTSHP)COP Code (CB03)0614.60CIP CodeComputer GraphicsCIP CodeCIS - Computer Sci & Info SystemsFafective TermFall 2023SAM PriorityClearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	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.
0	Course Type (CB27)	No value	Lower Division
	Mode of	Online	• Online

Faculty Requirements				
Changed	Field	Current Version	Proposed Version	
9	Discipline 1	No value	<ul> <li>Computer Information Systems (Computer network installation, microcomputer technology, computer applications)</li> </ul>	
0	Discipline 2	No value	Computer Science	
	Discipline 3	No value	No value	
9	FSA	No value	FHDA FSA - CIS	

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

**Course Justification** 

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

### **Stand-Alone Statement**

Changed	Field	Current Version	Proposed Version	
	Stand-Alone Statement	No value		
Course Ph	ilosophy			
Changed	Field	Current Version	Proposed Version	

Course	No value	
Philosophy		

# 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
9	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>

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

Mirrored Credit/Noncredit Co	urse
------------------------------	------

Honors/Non-honors Course

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

Cross-listed Course					
Changed	Field	Current Version	Proposed Version		
0	Is this a cross- listed course?	No value	<u>No</u>		
lore Optic	ons				
Changed	Field	Current Version	Proposed Version		
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.		
	Course Prior To College Level	Not applicable.	Not applicable.		

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	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.)

hanged	Field	Current Version	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Business Software Applications	Associated Program	Business Software Applications
		Award Type	Certificate of Completion	Award Type	Certificate of Completion
		Associated Program	Business Software Applications	Associated Program	Business Software Applications
		Award Type	Certificate of Completion	Award Type	Certificate of Completion

# Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Lecture Hours - In Class	4	4	
	Lecture Hours - Out of Class	8	8	
	Laboratory Hours - In Class	1.5	1.5	
	Laboratory Hours - Out of Class	0	0	
	NA Hours - In Class	0	0	
	NA Hours - Out of Class	0	0	

Course Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Course Duration (Weeks)	12	12	

Changed	Field	Current Version	Proposed Version
	Hours per unit divisor	36	36
	Total Student Learning Hours	66	66
	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	18	18
	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	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	0	0

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	0	0
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	on-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Workforce Preparation Enhanced I Funding.	Workforce Preparation Enhanced Funding.
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	Workforce Preparation.	Workforce Preparation.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)		
	Variable Credit Course		

**Credit Units** 

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	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 Current Version Proposed Version SKIP No Value No Value

# Specifications

0	Methods of Instruction	Methods of Instruction		Methods 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	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	
9	Assignments	<ol> <li>Complete activitie softward</li> <li>Preparede personation</li> <li>includest colors, filters, personation</li> </ol>	equired textbook te problem solving s using appropriate e graphical images for a al Web site which s the following elements: buttons, masks and whoto retouching, vector is, and animated layer	<ol> <li>Comple activitie softward</li> <li>Prepare persona includes colors, I filters, p drawing</li> </ol>	equired textbook ete problem solving s using appropriate e e graphical images for a al Web site which s the following elements: buttons, masks and ohoto retouching, vector gs, , creating a video with and preparing files for the	

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

### **Proposed Version**

	previous learned student outcomes in a comprehensive project.
	learned student
	previous
	•
	scaffolding
this course.	application of
	course including
	this
•	presented in
completion and	of tools
be based on	implementation
Evaluation is to	completion and
projects.	be based on
Photoshop	Evaluation is to
selected	projects.
tools to	Photoshop
various Adobe	selected
to apply	Adobe tools to
-	apply various
activities using	the computer to
solving	activities using
problem-	problem-solving
complete	complete
satisfactorily	satisfactorily
3. Student must	3. Student must
this course.	this course.
presented in	presented in
applying tools	applying tools
correctly	correctly
choosing and	choosing and
be based on	be based on
Evaluation is to	Evaluation is to
application.	application.
images for web	for web
prepare	prepare images
applied audio,	applied audio,
images with	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

Essential Student Materials/Essential College Facilities

0

### 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

Examples of Primary Texts and	Title	No value	Title	No value
References	Author	Faulkner, Andrew. "Adobe Photoshop CC, Classroom in a Book". Berkeley, CA: Peachpit, 2018.	Author	Faulkner, Andrew. "Adobe Photoshop CC, Classroom in a Book". Berkeley, CA Peachpit, 2018.
	Publisher	No value	Publisher	No value
			Date/Edition	No value
	Date/Edition	No value	ISBN	No value
	ISBN	No value		
	Title	Nevelue	Title	No value
	Title Author	No value Kelby, Scott. The Adobe Photoshop Book for Digital	Author	Kelby, Scott. The Adobe Photoshop Book for Digital Photographers. New
		Photographers. New Riders		Riders Publisher 2017.
		Publisher 2017.	Publisher	No value
	Publisher	No value	Date/Edition	No value
	Date/Edition	No value		
	ISBN	No value	ISBN	No value
Suggested			No value	
Reading List	Reading No	ne.		

Learning Outcomes and Objectives

Мау

include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
9	Course Objectives	<ul> <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> <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 Versior	1	Proposed Versi	on
	CSLOs				
		CSLOs	Demonstrate the correct use of Photoshop tools to alter existing graphics for the Internet, print applications, scientific research imaging, and medical imaging.	CSLOs	Demonstrate the correct use of Photoshop tools to alter existing graphics for the Internet, print applications, scientific research imaging, and medica imaging.
		Expected SLO Performance	0.0	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.	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	Expected SLO Performance	0.0

# **Course Outline**

<ul> <li>Course Content</li> <li>1. Utilize graphic alteration techniques</li> <li>1. Utilize graphic alteration techniques</li> <li>1. Utilize graphic alteration techniques</li> <li>2. Strategies for retouching</li> <li>3. Resolution and mage 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> <li>2. Work with Selection tools</li> <li>1. Using selection tools</li> <li>2. Work with Selections</li> <li>1. Using selection tools</li> <li>3. Correct and enhance existing digital images</li> <li>1. Processing files for various web applications</li> <li>2. Correcting digital graphics</li> <li>3. Correcting digital graphics</li> <li>4. Correcting digital graphics</li> <li>3. Correcting digital graphics</li> <li>4. Correcting digital graphics</li> <li>4. Correcting digital graphics</li> <li>5. Adding depth of field</li> <li>4. Utilize Masks and Channels</li> <li>4. Working with masks and channels</li> <li>4. Working with channels</li> <li>5. Apply typographical techniques to using advanced tools</li> <li>4. Working with channels</li> <li>5. Apply typographical techniques to existing digital graphics</li> <li>5. Apply typographical techniques to thing adjusting a person postion within an image using Pupet Warp.</li> <li>4. Utilize Rais and Channels</li> <li>5. Working with channels</li> <li>5. Apply typographical techniques to existing a dramels</li> <li>5. Apply typographical techniques to exi</li></ul>	Changed	Field	Current Version	Proposed Version
5. Apply typographical techniques to masks		Course	<ol> <li>Utilize graphic alteration techniques         <ol> <li>Using tools in workspace</li> <li>Strategies for retouching</li> <li>Resolution and image size</li> <li>Adjusting the color and tone</li> <li>Straightening and cropping image</li> <li>Replacing colors in image</li> <li>Replacing colors in image</li> <li>Repairing graphics</li> <li>Using content-aware fill techniques</li> <li>Applying Mask filters</li> <li>Saving image for four-color printing</li> <li>False color representation</li> <li>Work with Selections                 <ol> <li>Using selection tools</li> <li>Moving and manipulating selected area</li> <li>Using inverse selection techniques</li> <li>Selecting with alternate tools</li> <li>Rotating selection edge</li> <li>Correct and enhance existing digital images</li> <li>Processing files for various web applications</li> <li>Correcting digital graphics</li> <li>Correcting digital graphics</li> <li>Correcting digital graphics</li> <li>Correcting image distortion</li> <li>Adding depth of field</li> <li>Utilize Masks and Channels</li> <li>Working with masks and channels</li> <li>Creating and refining masks</li> <li>Manipulating an image</li> <li>Manipulating an image</li> <li>Manipulating an image</li></ol></li></ol></li></ol>	<ol> <li>Utilize graphic alteration techniques         <ol> <li>Using tools in workspace</li> <li>Strategies for retouching</li> <li>Resolution and image size</li> <li>Adjusting the color and tone</li> <li>Straightening and cropping image</li> <li>Replacing colors in image</li> <li>Replacing graphics</li> <li>Using content-aware fill techniques</li> <li>Applying Mask filters</li> <li>Saving image for four-color printing</li> </ol> </li> <li>Work with Selections         <ol> <li>Using selection tools</li> <li>Moving and manipulating selected area</li> <li>Using inverse selection techniques</li> <li>Selecting with alternate tools</li> <li>Rotating selection edge</li> </ol> </li> <li>Correct and enhance existing digital images         <ol> <li>Processing files for various web applications</li> <li>Merging exposures and applying advanced correction techniques</li> <li>Correcting image distortion</li> <li>Adding depth of field</li> <li>Adjusting facial features with liquidity technique.</li> <li>Altering and adjusting a person position within an image using Puppet Warp.</li> </ol> </li> <li>Utilize Masks and Channels         <ol> <li>Working with masks and</li> </ol> </li> </ol>
			-	

Changed	Field	Current Version	Proposed Version
		1. Creating a clippi	ng mask 5. Apply typographical techniques to
		from type	existing images
		2. Creating type on	
		3. Warping point ty	
		4. Prepare paragra	
		6. Utilize vector technique	
		1. Compare bitmap	
		and vector graph	•
		2. Apply Paths tool	1. Compare bitmap images
		techniques	and vector graphics
		3. Using paths with	
		4. Creating backgro	
		objects	3. Using paths with graphics
		5. Working with det custom shapes	objects
		6. Importing Smart	-
		<ol><li>Utilize beginning &amp; adv</li></ol>	
		layering techniques	6. Importing Smart Objects
		1. Setting up a Van	
		Point grid	layering techniques
		2. Creating keyboa	
		shortcuts	shortcuts
		3. Placing imported	
		4. Adding adjustme	
		5. Working with lay	
		6. Merging layers a groups	groups
		7. Stamping layers	6. Stamping layers
		8. Destructive and	
		destructive techr	
		9. Clipping a layer	
		10. Adding layer styl	
		11. Flattening a laye	
		12. Using layers par	
		13. Rearranging laye	
		14. Rasterizing layer	
		15. Applying a gradi	ent 14. Applying a gradient
		16. Applying a layer	style 15. Applying a layer style
		17. Flattening and sa	aving files 16. Flattening and saving files
		18. Clipping a layer	to a shape 8. Apply Puppet Warp application
		8. Apply advanced produce	tion 1. Assembling complex
		methods to existing ima	
		1. Assembling com	
		images	2. Applying filters
		2. Applying filters	3. Hand-coloring selections
		3. Hand-coloring se	-
		on a layer	4. Applying Smart Filters
		4. Applying Smart I	
		5. Adding drop sha	
		a border	6. Automating a multistep task

<ul> <li>Automating a multistep task</li> <li>7. Stitching a panorama</li> <li>9. Use paint and Mixer Brwsh tots</li> <li>1. Mixing colors</li> <li>2. Selecting brush settings</li> <li>3. Create a custom brush</li> <li>preset</li> <li>4. Mixing colors with a</li> <li>photograph</li> <li>10. Edit Video using Photoshop</li> <li>11. Prepare files for web</li> <li>11. Prepare files for web</li> <li>12. Produce file formati</li> <li>13. Exporting ITML and image maps</li> <li>14. Edity mages</li> <li>15. Saving and compressing files for web</li> <li>16. Edit y mages</li> <li>10. Creating website mockups and image maps</li> <li>12. Produce and prepare existing raster and vector graphic cormosites</li> <li>13. Identifying out-of-gamut selfings out-of-gamut selections</li> <li>4. Adjusting an image</li> <li>5. Explore file formats (including DiCOM Digital and vice) for web applications</li> <li>13. Prepare existing digital images (including DiCOM Digital and vice) for web applications</li> </ul>	Changed	Field	Current Version	Proposed Version
<ul> <li>9. Use paint and Mixer Brush tools <ol> <li>Mixing colors</li> <li>Mixing colors</li> <li>Screate a custom brush preset</li> <li>Alking colors with a photograph</li> <li>Creating effects in video.</li> <li>Adding transitions.</li> <li>Compressing video for web applications</li> <li>In propting video files</li> <li>Applying color correction effects graphic effect to video files</li> <li>Selecting a web design workspace</li> <li>Prepare files for web</li> <li>Selecting a web design workspace</li> <li>Creating web design workspace</li> <li>Saving and compressing files for web</li> <li>Setup web and email friendly images</li> <li>Saving and compressing files for web</li> <li>Building online photo galleries</li> <li>Saving and compressing raster and vector graphic composites</li> <li>Dereating website mockups and image maps</li> <li>Building online photo galleries</li> <li>Coreating website mockups and image maps</li> <li>Building online photo galleries</li> <li>Composites</li> <li>Arbedding color</li> <li>Creating website mockups and image maps</li> <li>Suidently ing color</li> <li>Mathing color gamit selections</li> <li>Adjusting an image</li> <li>Explore file formats</li> <li>Adjusting an image</li> <li>Explore file formats</li> <li>Proofure avexipting an image</li> <li>Explore file formats</li> <li>Seportyling an image</li> <li>Explore file formats</li> </ol></li></ul>				
<ol> <li>Mixing colors</li> <li>Selecting brush settings</li> <li>Selecting brush settings</li> <li>Create a custom brush preset</li> <li>Mixing colors with a photograph</li> <li>Edit Video using Photoshop</li> <li>Cetating decise in video.</li> <li>Adding ransitions.</li> <li>Adding ransitions.</li> <li>Adding audio</li> <li>Selecting audio</li> <li>Muting unwanted sounds</li> <li>Compressing videos</li> <li>Preparing video for web applications</li> <li>Applying color correction effects graphic effect to video files</li> <li>Spelecting brush settings</li> <li>Centra effects in video.</li> <li>Chading transitions.</li> <li>Adding audio</li> <li>Muting unwanted sounds</li> <li>Compressing videos for web</li> <li>Preparing video for web applications</li> <li>Inporting video files</li> <li>Selecting a web design workspace</li> <li>Setup web and email friendly images</li> <li>Embedding copyright info files for web</li> <li>Building online photo galleries</li> <li>Creating website mockups and image maps</li> <li>Specifying color management settings</li> <li>Identifying out-of-gamut selections</li> <li>Mating out-of-gamut selections</li> <li>Adjusting an image</li> <li>Explore file formats</li> <li>Keptore file formats</li> <li>Steppore file formats</li> </ol>			<b>-</b> .	-
<ul> <li>2. Selecting brush settings</li> <li>3. Create a custom brush</li> <li>preset</li> <li>4. Mixing colors with a</li> <li>photograph</li> <li>10. Edit Video using Photoshop</li> <li>1. Creating effects in video.</li> <li>2. Adding transitions.</li> <li>3. Adding audio</li> <li>4. Muting unwanted sounds</li> <li>5. Compressing video</li> <li>6. Preparing video for web</li> <li>applications</li> <li>7. Importing video files</li> <li>11. Prepare files for web</li> <li>12. Prepart gites</li> <li>6. Setup web gallery</li> <li>6. Setup web gallery</li> <li>6. Setup web gallery</li> <li>7. Choosing the best file formati</li> <li>6. Saving and compressing</li> <li>7. Choosing the best file format</li> <li>10. Creating website mockups and image</li> <li>11. Prepare existing</li> <li>7. Choosing the best file format</li> <li>12. Produce and prepare existing</li> <li>7. Specifying color</li> <li>7. Specifying</li></ul>				0
<ul> <li>3. Create a custom brush preset</li> <li>4. Mixing colors with a photograph</li> <li>4. Mixing colors with a photograph</li> <li>10. Edit Video using Photoshop</li> <li>11. Prepare files for web</li> <li>12. Produce and prepare existing</li> <li>13. Explore file formats</li> <li>13. Prepare existing digital images</li> </ul>			-	
preset4. Mixing colors with a photograph4. Mixing colors with a photograph10. Edit Video using Photoshop10. Edit Video using Photoshop10. Edit Video using Photoshop11. Creating effects in video.2. Adding transitions.2. Adding transitions.3. Adding audio3. Adding audio4. Muting unwanted sounds4. Muting unwanted sounds5. Compressing videos for5. Compressing video for web applications5. Compressing videos for7. Importing video files7. Importing video files8. Applying color correction effects graphic effect to wideo files1. Selecting a web design workspace11. Prepare files for web2. Exporting HTML and images13. Setup web gallery2. Creating slices4. Setup web gallery5. Setup web gallery5. Setup web gallery5. Saving and compressing files for web6. Saving and compressing files for web9. Dividing copyright info9. Building online photo galleries12. Produce and prepare existing raster and vector graphic composites10. Creating website mockups and image1. Specifying color management settings12. Produce and prepare existing raster and vector graphic composites1. Specifying color management settings12. Produce and prepare existing raster and vector graphic composites2. Proofing an image sections13. Identifying out-of-gamut selections4. Adjusting an image sections14. Adjusting an image sections5. Septore file formats and Clond plical images			• •	3. Create a custom brush
<ul> <li>4. Mixing colors with a photograph</li> <li>10. Edit Video using Photoshop</li> <li>11. Edit Video using Photoshop</li> <li>12. Edit Video using Photoshop</li> <li>12. Edit Video using Photoshop</li> <li>12. Edit Video using Photoshop</li> <li>13. Edit Video using Photoshop</li> <li>14. Edit Video using Photoshop</li> <li>14. Edit Video using Photoshop</li> <li>15. Edit Video using Photoshop</li> <li>16. Edit Video using Photoshop</li> <li>10. Edit Video using Photoshop</li> <li>11. Erepare Files for web</li> <li>12. Produce and prepare existing raster and vector graphic</li> <li>12. Produce and prepare existing raster and vector graphic</li> <li>13. Exporting Photoshop</li> <li>14. Edit Video using Photoshop</li> <li>15. Exporting Photoshop</li> <li>16. Edit Video using Photoshop</li> <li>16. Edit Video using Photoshop</li> <li>17. Prepare Files for web</li> <li>18. Etabedding copyright info</li> <li>19. Edit Video using Photoshop</li> <li>10. Creating website mockups and image maps</li> <li>12. Produce and prepare existing raster and vector graphic composites</li> <li>13. Identifying out-of-gamut color selections</li> <li>14. Adjusting an image</li> <li>15. Explore file formats</li> <li>14. Edit Video using an image</li> <li>15. Explore file formats</li> <li>16. Entedoting formats</li> <li>13. Prepare existing an and email and Color selections</li> </ul>			3. Create a custom brush	preset
photograph10. Edit Video using Photoshop10. Edit Video using Photoshop1. Creating effects in video.11. Creating effects in video.2. Adding transitions.2. Adding audio3. Adding audio3. Adding audio4. Muting unwanted sounds4. Muting unwanted sounds5. Compressing videos for5. Compressing video for webapplications7. Importing video for webapplications7. Importing video for webapplications7. Importing video for webapplications7. Importing video files7. Importing video files8. Applying color correction1. Selecting a web designworkspace3. Setup web gallery2. Creating slices3. Setup web gallery3. Setup web gallery5. Setup web gallery4. Setup web gallery6. Choosing the best file6. Saving and compressing7. Embedding copyright info8. Embedding copyright info8. Building online photo9. Building online photo3. Identifying color10. Creating website mockups1. Specifying color11. Specifying color1. Specifying color12. Produce and prepare existing1. Specifying color13. Identifying out-of-gamut3. Identifying out-of-gamut14. Adjusting an image5. Explore file formats15. Explore file formats4. Adjusting an image16. Saving an image5. Explore file formats17. Prepare existing1. Specifying color18. Applying color4. Adjusting an image19. Proofing an image5. Explore file f			preset	4. Mixing colors with a
10. Edit Video using Photoshop       1. Creating effects in video.         1. Creating effects in video.       2. Adding transitions.         2. Adding audio       3. Adding audio         4. Muting unwanted sounds       4. Muting unwanted sounds         5. Compressing video for web applications       6. Preparing video for web applications       6. Preparing video for web         8. Applying color correction effects graphic effect to video files       1. Prepare files for web       1. Prepare files for web         11. Prepare files for web       2. Exporting HTML and images       1. Selecting a web design workspace       3. Setup web gallery         2. Creating slices       3. Setup web gallery       2. Exporting HTML and images       1. Selecting a web design workspace         4. Setup web gallery       5. Setup web and email friendly images       5. Saving and compressing files for web       5. Saving and compressing files for web         5. Setup web gallery       6. Choosing the best file format       6. Choosing the best file format       9. Building online photo galleries         12. Produce and prepare existing raster and vector graphic composites       1. Specifying color management settings         2. Prodiug an image       1. Specifying out-of-gamut selections       1. Specifying out-of-gamut selections         3. Identifying out-of-gamut selections       4. Adjusting an image       5. Explore file formats         3. I			4. Mixing colors with a	
1. Creating effects in video.2. Adding transitions.2. Adding transitions.3. Adding audio3. Adding unwanted sounds4. Muting unwanted sounds4. Muting unwanted sounds5. Compressing videos5. Compressing video6. Preparing video for webapplications7. Importing video files7. Importing video files7. Importing video files8. Applying color correction1. Selecting a web designworkspace3. Setup web and email1. Prepare files for web2. Exporting HTML and1. Selecting a web designimagesworkspace3. Setup web and email3. Exporting HTML andfriendly imagesimages5. Saving and compressing4. Setup web and email7. Embedding copyright info7. Choosing the best file7. Embedding copyright info8. Embedding copyright info8. Building online photo10. Creating website mockups1. Specifying colorand image maps12. Produce and prepare existingraster and vector graphiccomposites1. Specifying color3. Identifying out-of-gamut1. Specifying color3. Identifying out-of-gamut1. Specifying color4. Adjusting an image2. Proofing an image5. Explore file formats3. Identifying out-of-gamut6. Commating and			· - ·	10. Edit Video using Photoshop
<ul> <li>Adding audio</li> <li>Muting unwanted sounds</li> <li>Compressing videos</li> <li>Preparing video for web applications</li> <li>Importing video files</li> <li>Applying color correction effects graphic effect to video files</li> <li>Applying color correction effects graphic effect to video files</li> <li>Prepare files for web</li> <li>Setup web and email friendly images</li> <li>Setup web gallery</li> <li>Creating aueb design workspace</li> <li>Setup web and email friendly images</li> <li>Saving and compressing files for web</li> <li>Saving and compressing files for web</li> <li>Embedding copyright info</li> <li>Building online photo galleries</li> <li>Setup website mockups and image maps</li> <li>Specifying color management settings</li> <li>Adjusting an image</li> <li>Explore file formats</li> <li>Adjusting an image</li> <li>Explore file formats</li> <li>Adjusting an image</li> <li>Sexplore file formats</li> <li>Adjusting an image</li> <li>Sexplore file formats</li> <li>Adjusting an image</li> <li>Sexplore file formats</li> <li>Applysing an image</li> <li>Proofing an image</li> <li>Sexplore file formats</li> <li>Prepare existing digital images</li> </ul>				_
<ul> <li>Adding audio</li> <li>Muting unwanted sounds</li> <li>Muting unwanted sounds</li> <li>Compressing videos for web applications</li> <li>Preparing video for web applications</li> <li>Applying color correction effects graphic effect to video files</li> <li>Applying color correction effects graphic effect to video files</li> <li>Selecting a web design workspace</li> <li>Setup web and email friendly images</li> <li>Saving and compressing files for web</li> <li>Embedding copyright info</li> <li>Building online photo galleries</li> <li>Creating website mockups and image maps</li> <li>Prepare files for web</li> <li>Specifying color management settings</li> <li>Identifying out-of-gamut selections</li> <li>Adjusting an image</li> <li>Explore file formats</li> <li>Medicine format</li> <li>Prepare existing dorumation</li> <li>Medicine format</li> <li>Proofing an image</li> <li>Explore file formats</li> <li>Medicine format</li> <li>Prepare existing dorumation</li> <li>Medicine format</li> <li>Prepare existing dorumation</li> <li>Medicine formats</li> <li>Medicine formats</li> <li>Medicine formats</li> <li>Prepare existing digital images</li> </ul>			-	-
<ul> <li>4. Muting unwanted sounds</li> <li>5. Compressing videos</li> <li>6. Preparing video for web applications</li> <li>7. Importing video files</li> <li>8. Applying color correction effects graphic effect to video files</li> <li>11. Prepare files for web</li> <li>12. Selecting a web design workspace</li> <li>2. Creating slices</li> <li>3. Exporting HTML and images</li> <li>4. Setup web gallery</li> <li>5. Setup web gallery</li> <li>5. Setup web and email friendly images</li> <li>6. Saving and compressing files for web</li> <li>5. Setup web and email friendly images</li> <li>6. Saving and compressing files for web</li> <li>8. Embedding copyright info galleries</li> <li>9. Euidlidig online photo galleries</li> <li>10. Creating website mockups and image maps</li> <li>12. Produce and prepare existing raster and vector graphic composites</li> <li>12. Prooduce and prepare existing raster and vector graphic composites</li> <li>12. Proofung an image</li> <li>2. Proofing an image</li> <li>3. Identifying out-of-gamut selections</li> <li>4. Adjusting an image</li> <li>5. Explore file formats</li> </ul>			-	-
<ul> <li>5. Compressing videos</li> <li>6. Preparing video for web applications</li> <li>7. Importing video files</li> <li>8. Applying color correction effects graphic effect to video files</li> <li>11. Prepare files for web</li> <li>12. Selecting a web design workspace</li> <li>13. Exporting HTML and images</li> <li>4. Setup web and email friendly images</li> <li>5. Setup web and email friendly images</li> <li>6. Saving and compressing files for web</li> <li>7. Importing video files</li> <li>14. Selecting a web design workspace</li> <li>2. Exporting HTML and images</li> <li>3. Exporting HTML and images</li> <li>4. Setup web gallery</li> <li>5. Setup web and email friendly images</li> <li>6. Saving and compressing files for web</li> <li>7. Embedding copyright info</li> <li>8. Embedding copyright info</li> <li>9. Building online photo galleries</li> <li>10. Creating website mockups and image maps</li> <li>12. Produce and prepare existing raster and vector graphic composites</li> <li>12. Prooduce and prepare existing raster and vector graphic composites</li> <li>2. Proofing an image</li> <li>3. Identifying out-of-gamut selections</li> <li>4. Adjusting an image</li> <li>5. Explore file formats</li> <li>5. Explore file formats</li> <li>13. Prepare existing digital images</li> </ul>			-	-
<ul> <li>6. Preparing video for web applications</li> <li>7. Importing video files</li> <li>8. Applying color correction effects graphic effect to video files</li> <li>11. Prepare files for web</li> <li>12. Preoting and compressing files for web</li> <li>6. Saving and compressing galleries</li> <li>6. Saving and compressing galleries</li> <li>7. Choosing the best file format</li> <li>9. Building online photo galleries</li> <li>10. Creating website mockups and image maps</li> <li>11. Prepare existing raster and vector graphic composites</li> <li>12. Produce and prepare existing raster and vector graphic</li> <li>2. Proofing an image</li> <li>2. Proofing an image</li> <li>3. Identifying out-of-gamut selections</li> <li>4. Acitusting an image</li> <li>5. Explore file formats</li> <li>3. Acitusting an image</li> <li>5. Explore file formats</li> <li>5. Prepare existing digital images</li> </ul>			4. Muting unwanted sounds	5. Compressing videos for
applicationsapplications7. Importing video files7. Importing video files8. Applying color correction video files7. Importing video files9. Video files1. Selecting a web design workspace11. Prepare files for web2. Exporting HTML and images12. Creating slices3. Setup web gallery2. Creating slices5. Saving and compressing files for web3. Exporting HTML and imagesfriendly images6. Saving and compressing files for web6. Choosing the best file format6. Saving and compressing files for web7. Choosing the best file format7. Creating website mockups and image maps9. Creating website mockups and image maps8. Embedding copyright info galleries9. Creating website mockups and image maps10. Creating website mockups and image1. Specifying color management settings12. Produce and prepare existing raster and vector graphic composites1. Specifying color management settings13. Dereifying color management settings4. Adjusting an image24. Proofing an image5. Explore file formats and Communication in Medicine format)15. Explore file formats13. Prepare existing digital images			5. Compressing videos	web
7. Importing video files7. Importing video files8. Applying color correction effects graphic effect to video files11. Prepare files for web11. Prepare files for web1. Selecting a web design workspace2. Exporting HTML and images11. Selecting a web design workspace3. Setup web gallery2. Creating slices4. Setup web gallery3. Setup web gallery5. Saving and compressing files for web4. Setup web gallery5. Saving and compressing files for web5. Setup web and email friendly images6. Choosing the best file format6. Saving and compressing files for web7. Embedding copyright info galleries8. Embedding copyright info galleries9. Creating website mockups and image maps10. Creating website mockups and image maps1. Specifying color management settings12. Produce and prepare existing raster and vector graphic composites1. Specifying color management settings2. Proofing an image g. Proofing an image2. Proofing an image g. Explore file formats (Including DICOM Digital and Communication in Medicine format)5. Explore file formats (Including DICOM Digital and Communication in Medicine format)			. –	
<ul> <li>8. Applying color correction effects graphic effect to video files</li> <li>11. Prepare files for web</li> <li>1. Selecting a web design workspace</li> <li>2. Exporting HTML and images</li> <li>3. Exporting HTML and images</li> <li>4. Setup web gallery</li> <li>5. Setup web gallery</li> <li>6. Saving and compressing files for web</li> <li>8. Embedding copyright info galleries</li> <li>9. Building online photo galleries</li> <li>10. Creating website mockups and image maps</li> <li>12. Produce and prepare existing raster and vector graphic</li> <li>13. Prepare files for web</li> <li>14. Prepare files for web</li> <li>15. Setup web design workspace</li> <li>16. Saving and compressing files for web</li> <li>17. Embedding copyright info galleries</li> <li>18. Embedding copyright info</li> <li>19. Building online photo galleries</li> <li>11. Prepare files for web</li> <li>11. Prepare files for web</li> <li>12. Produce and prepare existing raster and vector graphic composites</li> <li>13. Prepare existing digital images</li> </ul>			applications	applications
effects graphic effect to video files 1. Prepare files for web 2. Exporting HTML and inages 3. Setup web gallery 2. Creating slices 4. Setup web gallery 2. Creating slices 4. Setup web and email 3. Exporting HTML and inages 4. Setup web gallery 4. Setup web gallery 5. Saving and compressing files for web 5. Saving and compressing files for web 6. Saving and compressing files for web 7. Choosing the best file format 6. Saving and compressing files for web 7. Choosing the best file format 9. Creating website mockups and image maps 1. Specifying color management settings 2. Proofing an image 2. Proofing an image 3. Identifying out-of-gamut selections 4. Adjusting an image 5. Explore file formats 3. Identifying out-of-gamut selections 4. Adjusting an image 5. Explore file formats 4. Adjusting an image 5. Explore file formats 5. Setup web and email 6. Choosing the best file format 9. Creating website mockups and image maps 1. Specifying color management settings 2. Proofing an image 5. Explore file formats 3. Identifying out-of-gamut selections an image 5. Explore file formats 4. Adjusting an image 5. Explore file formats 5. Explore file formats 10. Prepare existing 13. Prepare existing 13. Prepare existing 13. Prepare existing digital images			·	
video files vorkspace 11. Prepare files for web 1. Selecting a web design workspace 2. Exporting HTML and images 3. Exporting HTML and images 3. Exporting HTML and images 3. Exporting HTML and friendly images 5. Saving and compressing files for web 5. Setup web and email friendly images 5. Saving and compressing files for web 6. Choosing the best file format 6. Saving and compressing files for web 7. Choosing the best file format 9. Building copyright info 9. Building copyright info 9. Building copyright info 9. Building copline photo galleries 10. Creating website mockups and image maps 12. Produce and prepare existing raster and vector graphic composites 1. Specifying color management settings 2. Proofing an image 2. Proofing an image 3. Identifying out-of-gamut selections 4. Adjusting an image 5. Explore file formats 4. Adjusting an image 13. Prepare existing digital images			8. Applying color correction	11. Prepare files for web
11. Prepare files for web2. Exporting HTML and images1. Selecting a web design workspace3. Setup web gallery2. Creating slices4. Setup web gallery3. Exporting HTML and imagesfriendly images3. Exporting HTML and imagesfriendly images4. Setup web galleryfiles for web5. Setup web and email friendly images6. Choosing the best file format6. Saving and compressing files for web7. Embedding copyright info and image maps7. Choosing the best file format9. Creating website mockups and image maps8. Embedding copyright info galleries12. Produce and prepare existing raster and vector graphic composites10. Creating website mockups and image maps1. Specifying color management settings12. Produce and prepare existing raster and vector graphic composites3. Identifying out-of-gamut color selections1. Specifying color management settings2. Proofing an image2. Proofing an image5. Explore file formats3. Identifying out-of-gamut selections10. Creating minage2. Proofing an image5. Explore file formats3. Identifying out-of-gamut selections1. Specifying color management settings4. Adjusting an image5. Explore file formats5. Explore file formats1. Splore file formats				
1. Selecting a web design workspaceimages2. Creating slices3. Setup web gallery3. Exporting HTML and imagesfriendly images3. Exporting HTML and imagesfriendly images4. Setup web gallery5. Saving and compressing files for web5. Setup web and email friendly images6. Choosing the best file format6. Saving and compressing files for web7. Embedding copyright info galleries7. Choosing the best file format9. Creating website mockups and image maps8. Embedding copyright info galleries9. Creating website mockups and image maps10. Creating website mockups and image maps1. Specifying color management settings12. Produce and prepare existing raster and vector graphic composites2. Proofing an image S. Lidentifying out-of-gamut color selections1. Specifying color management settings3. Identifying out-of-gamut color selections3. Identifying out-of-gamut selections3. Identifying an image3. Identifying out-of-gamut selections3. Identifying out-of-gamut color selections3. Identifying out-of-gamut selections3. Identifying out-of-gamut color selections3. Identifying out-of-gamut selections3. Proofing an image3. Identifying out-of-gamut selections3. Identifying out-of-gamut color selections3. Identifying out-of-gamut selections3. Identifying out-of-gamut color selections3. Identifying out-of-gamut selections3. Proofing an image3. Identifying out-of-gamut selections3. Identifying			11. Prepare files for web	
workspace3. Setup web gallery2. Creating slices4. Setup web and email friendly images5. Saving and compressing files for web4. Setup web gallery5. Setup web gallery6. Choosing the best file format6. Saving and compressing files for web7. Choosing the best file format7. Embedding copyright info7. Choosing the best file format8. Building online photo galleries7. Embedding copyright info9. Building online photo galleries12. Produce and prepare existing management settings12. Proofing an image management settings1. Specifying color management settings3. Identifying out-of-gamut selections3. Identifying out-of-gamut and Communication in Medicine format)3. Identifying out-of-gamut selections3. Derpare existing digital images			-	· –
<ul> <li>2. Creating slices</li> <li>4. Setup web and email friendly images</li> <li>5. Saving and compressing files for web</li> <li>5. Setup web gallery</li> <li>6. Choosing the best file friendly images</li> <li>6. Saving and compressing files for web</li> <li>8. Saving and compressing files for web</li> <li>8. Building online photo galleries</li> <li>9. Creating website mockups and image maps</li> <li>10. Creating website mockups and image maps</li> <li>11. Produce and prepare existing raster and vector graphic composites</li> <li>12. Produce and prepare existing raster and vector graphic</li> <li>13. Specifying out-of-gamut selections</li> <li>4. Adjusting an image</li> <li>5. Explore file formats</li> <li>13. Prepare existing digital images</li> </ul>				_
<ul> <li>3. Exporting HTML and images</li> <li>4. Setup web gallery</li> <li>5. Saving and compressing files for web</li> <li>5. Setup web and email friendly images</li> <li>6. Saving and compressing files for web</li> <li>7. Embedding copyright info</li> <li>8. Embedding copyright info</li> <li>9. Building online photo galleries</li> <li>9. Building online photo galleries</li> <li>10. Creating website mockups and image maps</li> <li>11. Creating website mockups and image maps</li> <li>12. Produce and prepare existing raster and vector graphic</li> <li>13. Prepare existing digital images</li> </ul>				
images5. Saving and compressing files for web4. Setup web galleryfiles for web5. Setup web and email friendly images6. Choosing the best file format6. Saving and compressing files for web7. Embedding copyright info galleries7. Choosing the best file format9. Creating website mockups and image maps8. Embedding copyright info galleries9. Creating website mockups and image maps9. Building online photo galleries12. Produce and prepare existing management settings10. Creating website mockups and image maps1. Specifying color management settings12. Produce and prepare existing raster and vector graphic composites2. Proofing an image composites1. Specifying color management settings3. Identifying out-of-gamut (Including DICOM Digital selections2. Proofing an image management settings4. Adjusting an image management settings3. Identifying out-of-gamut selections(Including DICOM Digital management settings3. Identifying out-of-gamut selections13. Prepare existing digital images			-	-
4. Setup web galleryfiles for web5. Setup web and email friendly images6. Choosing the best file format6. Saving and compressing files for web7. Embedding copyright info galleries7. Choosing the best file format9. Creating website mockups8. Embedding copyright info galleriesand image maps9. Building online photo galleries12. Produce and prepare existing management settings10. Creating website mockups and image maps1. Specifying color management settings12. Produce and prepare existing raster and vector graphic composites2. Proofing an image color selections1. Specifying color management settings3. Identifying out-of-gamut (Including DICOM Digital selections13. Identifying an image selections4. Adjusting an image made14. Adjusting an image selections5. Explore file formats (Including DICOM Digital management settings				
5. Setup web and email friendly images6. Choosing the best file format6. Saving and compressing files for web7. Embedding copyright info galleries7. Choosing the best file format9. Creating website mockups and image maps8. Embedding copyright info galleries9. Creating website mockups and image maps9. Building online photo galleries12. Produce and prepare existing mater and vector graphic composites10. Creating website mockups and image maps1. Specifying color management settings12. Produce and prepare existing raster and vector graphic composites2. Proofing an image composites1. Specifying color management settings2. Proofing an image sold ut-of-gamut color selections2. Proofing an image5. Explore file formats and Communication in and Communication in selections4. Adjusting an image5. Explore file formats and Communication in and Communication in and Communication in and S. Explore file formats			-	
6. Saving and compressing files for web7. Embedding copyright info galleries7. Choosing the best file format9. Creating website mockups8. Embedding copyright info galleries9. Creating website mockups and image maps9. Building online photo galleries12. Produce and prepare existing management settings10. Creating website mockups and image maps1. Specifying color management settings12. Produce and prepare existing raster and vector graphic composites2. Proofing an image2. Proofing an image3. Identifying out-of-gamut color selections3. Identifying out-of-gamut selections4. Adjusting an image3. Identifying out-of-gamut selections4. Adjusting an image4. Adjusting an image5. Explore file formats and Communication in Medicine format)5. Explore file formats 5. Explore file formats13. Prepare existing digital images				6. Choosing the best file
files for web8. Building online photo7. Choosing the best file formatgalleries8. Embedding copyright infoand image maps9. Building online photo galleries12. Produce and prepare existing management settings10. Creating website mockups and image maps1. Specifying color12. Produce and prepare existing raster and vector graphic2. Proofing an image13. Specifying color management settings3. Identifying out-of-gamut selections14. Adjusting an image5. Explore file formats15. Explore file formats13. Prepare existing digital images			friendly images	format
files for web8. Building online photo7. Choosing the best file formatgalleries9. Creating website mockups galleriesand image maps9. Building online photo galleries12. Produce and prepare existing management settings10. Creating website mockups and image maps1. Specifying color12. Produce and prepare existing raster and vector graphic2. Proofing an image13. Specifying color management settings3. Identifying out-of-gamut selections14. Adjusting an image5. Explore file formats15. Explore file formats13. Prepare existing digital images			6. Saving and compressing	7. Embedding copyright info
7. Choosing the best file formatgalleriesformat9. Creating website mockups8. Embedding copyright infoand image maps9. Building online photo galleries12. Produce and prepare existing raster and vector graphic10. Creating website mockups and image maps1. Specifying color management settings12. Produce and prepare existing raster and vector graphic2. Proofing an image13. Specifying color management settings3. Identifying out-of-gamut color selections14. Adjusting an image5. Explore file formats and communication in Adjusting an image15. Explore file formats selections3. Prepare existing digital images				
format9. Creating website mockups8. Embedding copyright infoand image maps9. Building online photo12. Produce and prepare existinggalleriesraster and vector graphic10. Creating website mockupscompositesand image maps1. Specifying color12. Produce and prepare existingmanagement settingsraster and vector graphic2. Proofing an imagecomposites3. Identifying out-of-gamut1. Specifying colorcolor selectionsmanagement settings4. Adjusting an image2. Proofing an image5. Explore file formats3. Identifying out-of-gamut(Including DICOM Digitalselectionsand Communication in4. Adjusting an image13. Prepare existing digital images			7. Choosing the best file	
9. Building online photo galleries12. Produce and prepare existing raster and vector graphic10. Creating website mockups and image maps1. Specifying color management settings12. Produce and prepare existing raster and vector graphic1. Specifying color management settings12. Produce and prepare existing raster and vector graphic1. Specifying color color selections1. Specifying color management settings3. Identifying out-of-gamut color selections1. Specifying color management settings4. Adjusting an image selections2. Proofing an image5. Explore file formats and Communication in Medicine format)3. Identifying an image selections3. Identifying out-of-gamut selections4. Adjusting an image 5. Explore file formats13. Prepare existing digital images			format	9. Creating website mockups
9. Building online photo galleries12. Produce and prepare existing raster and vector graphic10. Creating website mockups and image maps1. Specifying color management settings12. Produce and prepare existing raster and vector graphic1. Specifying color management settings12. Produce and prepare existing raster and vector graphic1. Specifying color color selections1. Specifying color management settings3. Identifying out-of-gamut color selections1. Specifying color management settings4. Adjusting an image selections2. Proofing an image5. Explore file formats and Communication in Medicine format)3. Identifying an image selections3. Identifying out-of-gamut selections4. Adjusting an image 5. Explore file formats13. Prepare existing digital images			8. Embedding copyright info	and image maps
galleriesraster and vector graphic10. Creating website mockups and image mapscompositesand image maps1. Specifying color management settings12. Produce and prepare existing raster and vector graphic composites2. Proofing an imagecomposites3. Identifying out-of-gamut color selections1. Specifying color management settings3. Identifying an image2. Proofing an image5. Explore file formats3. Identifying out-of-gamut selections(Including DICOM Digital and Communication in Medicine format)4. Adjusting an image3. Prepare existing digital images				<b>-</b> .
10. Creating website mockups and image mapscomposites11. Creating website mockups and image maps1. Specifying color management settings12. Produce and prepare existing raster and vector graphic composites2. Proofing an image1. Specifying color management settings3. Identifying out-of-gamut color selections1. Specifying color management settings3. Identifying out-of-gamut color selections2. Proofing an image5. Explore file formats3. Identifying out-of-gamut selections(Including DICOM Digital and Communication in Medicine format)4. Adjusting an image13. Prepare existing digital images			galleries	
12. Produce and prepare existing raster and vector graphic compositesmanagement settings2. Proofing an image composites3. Identifying out-of-gamut color selections1. Specifying color management settings3. Identifying an image2. Proofing an image4. Adjusting an image2. Proofing an image5. Explore file formats3. Identifying out-of-gamut selections(Including DICOM Digital and Communication in Medicine format)4. Adjusting an image5. Explore file formats5. Explore file formats13. Prepare existing digital images			-	<b>-</b> .
12. Produce and prepare existing raster and vector graphic compositesmanagement settings2. Proofing an image composites3. Identifying out-of-gamut color selections1. Specifying color management settings3. Identifying an image2. Proofing an image4. Adjusting an image2. Proofing an image5. Explore file formats and Communication in Medicine format)4. Adjusting an imageMedicine format)5. Explore file formats13. Prepare existing digital images			-	-
raster and vector graphic composites 3. Identifying out-of-gamut 1. Specifying color management settings 4. Adjusting an image 2. Proofing an image 5. Explore file formats 3. Identifying out-of-gamut selections and Communication in 4. Adjusting an image Medicine format) 5. Explore file formats 13. Prepare existing digital images			<b>-</b> .	management settings
1. Specifying colorcolor selectionsmanagement settings4. Adjusting an image2. Proofing an image5. Explore file formats3. Identifying out-of-gamut(Including DICOM Digitalselectionsand Communication in4. Adjusting an imageMedicine format)5. Explore file formats13. Prepare existing digital images				
1. Specifying colorcolor selectionsmanagement settings4. Adjusting an image2. Proofing an image5. Explore file formats3. Identifying out-of-gamut(Including DICOM Digitalselectionsand Communication in4. Adjusting an imageMedicine format)5. Explore file formats13. Prepare existing digital images			composites	3. Identifying out-of-gamut
2. Proofing an image5. Explore file formats3. Identifying out-of-gamut selections(Including DICOM Digital and Communication in4. Adjusting an imageMedicine format)5. Explore file formats13. Prepare existing digital images			1. Specifying color	color selections
2. Proofing an image5. Explore file formats3. Identifying out-of-gamut selections(Including DICOM Digital and Communication in4. Adjusting an imageMedicine format)5. Explore file formats13. Prepare existing digital images				4. Adjusting an image
3. Identifying out-of-gamut(Including DICOM Digital selections4. Adjusting an imageMedicine format)5. Explore file formats13. Prepare existing digital images				
selectionsand Communication in4. Adjusting an imageMedicine format)5. Explore file formats13. Prepare existing digital images			· ·	-
4. Adjusting an imageMedicine format)5. Explore file formats13. Prepare existing digital images				
5. Explore file formats 13. Prepare existing digital images				
				-

Changed F	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	<ol> <li>Correct tint and color</li> <li>Correct image distortion</li> <li>Color Correction</li> <li>Sharpen images</li> <li>Photoshop reads DICOM file and converts to layers.</li> </ol>
C	Lab Component in this Course	Yes	Yes
	Lab Outline	<ol> <li>Project to use layers techniques to produce predictable graphic image effects.</li> <li>Project to adjust saturation, repair areas, spot healing and apply content-aware fill.</li> <li>Project to create masks to apply color changes and filters to images.</li> <li>Project to use vector drawing techniques to customize an existing Logo.</li> <li>Project to use advanced compositing methods apply smart filters, drop shadows, borders and matching color schemes across the image.</li> <li>Project to convert Photoshop files for the web usage including hyperlinks and navigations buttons within HTML page.</li> <li>Project using various selection tools to rotate, move, crop, erase and/or duplicate selections.</li> <li>Project to enhance existing digital photographs and video using advanced color correction and correct image distortion.</li> </ol>	<ol> <li>Project to use layers techniques to produce predictable graphic image effects.</li> <li>Project to adjust saturation, repain areas, spot healing and apply content-aware fill.</li> <li>Project to create masks to apply color changes and filters to images.</li> <li>Project to use vector drawing techniques to customize an existing Logo.</li> <li>Project to use advanced compositing methods apply smart filters, drop shadows, borders and matching color schemes across the image.</li> <li>Project to convert Photoshop files for the web usage including hyperlinks and navigations buttons within HTML page.</li> <li>Project using various selection tools to rotate, move, crop, erase and/or duplicate selections.</li> <li>Project to enhance existing digita photographs and video using advanced color correction and correct image distortion.</li> <li>Project to remove and add people or object to digital images, adjust facial expression with liquidity, correct color and prepare for web</li> </ol>

# Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	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.
	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):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office				
Changed	Questions	Current Version	Proposed Version	
0	Banner Start Term (202122)	202222	No Value	
Ø	Banner Division	2CB	No Value	
0	Catalog Term (21-22)	23-24	No Value	

Changed	Questions	Current Version	Proposed Version
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 398	CIS 398
	Course Status	New	New
0	Course Status Code	Α	No Value
0	Banner Department	CIS	No Value
θ	Course Level	DU	No Value
θ	College Code	DA	No Value
	Course Characteristics	CTE Noncredit Enhanced	CTE Noncredit Enhanced
	Cross- Listed/Related Course Information	NA	ΝΑ
	Cross- Listed/Related Course ID's	No Value	No Value
θ	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	06/02/2020	No Value
0	Emergency Approval	No	No Value

<ul> <li>Repeat Status T No Value</li> <li>(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)</li> <li>Repeat Type (N A No Value</li> <li>Repeatable Credit; A = Activity/Other</li> </ul>	
= Non- repeatable Credit; A = Activity/Other	
Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	
Noncredit Y No Value       Enhanced       Funding       Indicator	
In Service N No Value Indicator	
<ul> <li>Sports/Physical N No Value</li> <li>Education</li> <li>Course</li> <li>Indicator</li> </ul>	
COA Code C No Value	
Fund Code     114000     No Value	
Organization 233003 No Value	

Changed	Questions	Current Version	Proposed Version
0	Account Code	1320	No Value
0	Program Code	070100	No Value
0	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr.</li> <li>1/17/23 (effect. F23)cc</li> </ul>
0	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		
0	Specifications	No Value	Updated assignments to align with SLO's and/or course objectives		
9	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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

### **A-Matrix Form**

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

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

### **B-Matrix Form**

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

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

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

# **C-Matrix Form**

hanged	Questions	Current Version	Proposed Version	
	ESL D261. and	No Value	No Value	
	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.			

Changed	Questions	Current Version	Proposed Version
9	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	Assignments A. Read required textbook Assignments B. Complete problem solving activities using appropriate software.
•	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	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.
9	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	Outline C. Correct and enhance existing images.
9	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	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
9	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**

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

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

Changed	Questions	Current Version	Proposed Version	
	Objective 10:	No Value	No Value	
	Investigate,			
	throughout the			
	course as			
	applicable, how			
	mathematics			
	has developed			
	as a human			
	activity around			
	the world.			

# **F-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

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

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

## **G-Matrix Form**

Changed	Questions	Current Version	Proposed Version
Changed	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	Current Version No Value	Proposed Version No Value
	to why.		

### **H-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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

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

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

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

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

### 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
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value

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

Comments

Changed	Questions	Current Version	Propos	sed Vers	ion			
	Stage 2: Department Chair	No Value	No Valu	e				
	Stage 3: Division Curriculum Representative	No Value	No Valu	ar				
	Stage 4: Division Dean	No Value	No Valu	le				
	Stage 5: SLO Coordinator	No Value	No Valu	an				
9	Stage 7: Content Review Matrix Liaison	No Value	Date 4/9/24	OR Tab	Part - Type Field Edit Matrix <sub>Requ</sub>	of Edit The listed skills/activities/ don't seem to r objectives. Jus iredexample: how "correct[ing] ar enhanc[ing] ex images" require "produce writte	match the one does nd isting e students to	Please see uploaded file "Matrix C".
	Stage 8: AVP - Instruction	No Value	No Valu	Je				
	Stage 9: Articulation Officer	No Value	No Valu	эe				
	Stage 11: ESGC Faculty Coordinator	No Value	No Valu	ae				
	Stage 14: Curriculum Committee	No Value	No Valu	ae				

# **Course Administration Codes**

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

Changed	Field	Current Version
	Curriculum ID	CISD398.
	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	CCC000624625

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

**Curriculum Office** 

### 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 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**

Course Level

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	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	I
Comments			Stage 2: Depa	rtment Chair
Comments			Stage 7: Conte	ent Review Matrix Liaison
Course Just	tification		Course Justific	ation
CTE Course	)		Is this a CTE (	Career Technical Education) course?
Honors/Non	-honors Course		Is this an hono	rs/non-honors course?
Mirrored Cr	edit/Noncredit Course		Is this a mirror	ed credit/noncredit course?
Cross-listed	I Course		Is this a cross-	listed course?
General In	formation			
Changed	Field	Current Version		Proposed Version
0	Faculty Initiator	Bob Kalpin		<ul><li>Abeer Alameer</li><li>Pape, Mary</li></ul>
	Course ID (CB01A and CB01B)	CISD099.		CISD099.
	Course Control Number	CCC000542002		CCC000542002
	Course Title (CB02)	Office Software Applications		Office Software Applications
	Short Course Title	OFFICE SOFTWARE APPLI	CATIONS	OFFICE SOFTWARE APPLICATIONS
	TOP Code (CB03)	0701.00		0701.00 Information Technology, General
	CIP Code	Data Entry/Microcomputer A General	pplications,	11.0601 Data Entry/Microcomputer Applications, General
	Department	CIS - Computer Sci & Info S	ystems	CIS - Computer Sci & Info Systems
0	Effective Term	Fall 2023		Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Possibly Occupational		Possibly Occupational
9	Course Description	Introduces concepts and har using four common office pro software programs including processing, spreadsheet, da presentation software.	oductivity word	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>

С	hanged	Field	Current Version	Proposed Version
	0	Course Type (CB27)	No value	Lower Division
	9	Mode of Delivery	• Hybrid	<ul><li>Online</li><li>Hybrid</li></ul>

Faculty Re	quirements		
Changed	Field	Current Version	Proposed Version
9	Discipline 1	No value	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
0	Discipline 2	No value	<ul> <li>Office Technologies (Secretarial skills, office systems, word processing, computer applications, automated office training)</li> </ul>
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - CIS

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

Course Justification		

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

Stand-Alone Statement					
Changed	Field	Current Version	Proposed Version		
	Stand-Alone Statement	No value			
ourse Ph	ilosophy				
Changed	Field	Current Version	Proposed Version		

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

Changed	Field	Current Version	Proposed Version
0	Is this a CTE	No value	Yes
	(Career		
	Technical		
	Education)		
	course?		
lonors/No	n-honors Course		
Changed	Field	Current Version	Proposed Version
0	Is this an	No value	No
•	honors/non-		
	honors course?		
lirrored C	redit/Noncredit Co	ourse	
Changed	Field	Current Version	Proposed Version
0	Is this a mirrored	No value	Yes - don't forget to duplicate the revisions
Ū	credit/noncredit course?		in the mirrored credit/noncredit course
ross-liste	d Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross- listed course?	No value	No
lore Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special	Course is not a special class.	Course is not a special class.

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

## **Associated Programs**

Changed	Field	Current Version	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Business Information Worker	Associated Program	Business Information Worker
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Medical Assisting	Associated Program	Medical Assisting
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Medical Records Clerk	Associated Program	Medical Records Clerk
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Medical File Clerk	Associated Program	Medical File Clerk
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Medical Assisting (In Development)	Associated Program	Medical Assisting (In Development)
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Medical Assisting	Associated Program	Medical Assisting
		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

Changed Field	Current Version	on	Proposed Ver	sion
	Associated Program	Medical Assisting (In Development)	Associated Program	Medical Assisting (In Development)
	Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
	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
	Associated Program	Business Office Clerk	Associated Program	Business Office Clerk
	Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)

# Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

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

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

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162
	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	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	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
Changed	Field Speciality Hours	Current Version No value	Proposed Version No value
Credit / No	Speciality Hours		
Credit / No	Speciality Hours	No value	No value
Credit / No	Speciality Hours n-Credit Options Field COURSE CLASSIFICATION	No value Current Version	No value Proposed Version
Credit / No	Speciality Hours n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit	No value Current Version Credit Course.	No value Proposed Version Credit Course.

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

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

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

Specifications			

Changed	Field	Current Version	on	Proposed Ver	rsion
0	Methods of Instruction	Methods of Instruction		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	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	<ol> <li>Written I assigner</li> <li>Problem project a procession</li> </ol>	y from texts and handouts homework questions from d readings h-solving documents and activities using word ing, spreadsheet, database sentation software	<ol> <li>Written assigne</li> <li>Problen activitie spreads</li> </ol>	g from texts and handouts homework questions from d readings n-solving documents and projec s using word processing, sheet, database and ation software

0

**Current Version** 

	MethodsMethods of EvaluationofEvaluation
<ol> <li>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.</li> <li>Writing project(s) to evaluate ability to analyze critically and synthesize course materials related to appropriate computer usage of computer office applications.</li> <li>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.</li> </ol>	Methods of1. A successful completion of homework assignments which at evaluated for completeness and correctness.2. Midterm and final exams or quizzes to evaluate formative ar summative comprehension and mastery of key terms and concepts as well as application skills related to analysis an 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. Evaluate on correctness and completion.4. Participation in lab skills exercises that demonstrate ability to
	<ul> <li>exams or quizzes to evaluate</li> <li>comprehension and mastery of key</li> <li>terms and concepts</li> <li>as well as</li> <li>application skills</li> <li>related to analysis</li> <li>and synthesis of</li> <li>computer</li> <li>application</li> <li>concepts.</li> <li>Writing project(s) to</li> <li>evaluate ability to</li> <li>analyze critically</li> <li>and synthesize</li> <li>course materials</li> <li>related to</li> <li>appropriate</li> <li>computer office</li> <li>applications.</li> <li>Participation in lab</li> <li>skills exercises that</li> <li>demonstrate ability</li> <li>to critically evaluate</li> <li>the proper use of</li> <li>computer</li> <li>applications and</li> <li>computer concepts</li> </ul>

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 Versio	n	Proposed Vers	ion
9	Essential Student Materials/Essential College Facilities	=		Software: Essential Colle • Compute	r with access to Office Word, Excel and PowerPoint
0	Examples of Primary Texts and References	Title Author	No value Shelley Gaskin, Alicia Vargas, Debra Geoghan, Nancy Graviett. "Go with Microsoft Office 2016"	Title	"The Microsoft 365: The Most Updated Complete Guide to Excel, Word, PowerPoint, Outlook and Access."
			Microsoft Office 2016", Volume 1, Pearson	Author	Holler, James.
			Education, Inc. 2016.	Publisher	Publisher: Holler, James.
		Publisher	No value	Date/Edition	December 2022.
		Date/Edition	No value	ISBN	No value
		ISBN	NO value		
		Title	No value	Title	"Microsoft Office 365 For Beginners 2023"
		Author	Manning, Cheri,	Author	Burnett, Scott. Publisher:
			"Microsoft Office 2016: A Skills Approach", McGraw Hill, 2017.	Publisher	Burnett, Scott.
		Publisher	No value	Date/Edition	2022
		Date/Edition	No value	ISBN	No value
		ISBN	No value	Title	"Microsoft Office Step by Step".
		Title	No value	Author	Lambert, Joan. Frye, Curtis.
		Author	Carol Cram, "Microsoft Office 2016 -Projects	Publisher	Pearson Publisher,
			Course Technology", 1st Edition, Cengage, 2017.	Date/Edition	2021.
		Publisher	No value	ISBN	No value
		Date/Edition	No value	L	
		ISBN	No value		

Changed	Field	Current Ve	rsion	Proposed Version
0	Suggested Reading List	Reading List	Free tutorial - http://office.microsoft.com/en- us/training/default.aspx	No value
		May include, but are not limited to	No value	

# Learning Outcomes and Objectives

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

hanged Field	Current Version	1	Proposed Versi	on
CSLOs	CSLOs	Demonstrate correct format for creating letters using a word processing software.	CSLOs	Demonstrate correct format for creating letters using a word processing software.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0
	CSLOs	Create spreadsheets to solve business problems.	CSLOs	Create spreadsheets to solve business problems.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0
	CSLOs	Use of database software to create, search, modify and arrange information.	CSLOs	Use of database software to create, search, modify and arrange information.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0
	CSLOs	Create a text/graphics presentation using presentation graphics software.	CSLOs	Create a text/graphics presentation using presentation graphics software.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0

### **Course Outline**

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

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

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

Changed	Field	Current Version	Proposed Version
		7. Modify the design of a report	5. Create a report by using the
		8. Print a report and keep data	report wizard
		together	6. Modify the design of a report
		11. Create, edit and view presentations using pictures and slide transitions	<ol> <li>Print a report and keep data together</li> </ol>
		1. Create a new presentation	11. Create, edit and view presentations
		2. Edit presentations in normal	using pictures and slide transitions
		view	1. Create a new presentation
		<ol> <li>Add pictures to presentations</li> <li>Print and view presentations</li> </ol>	<ol> <li>Edit presentations in normal view</li> </ol>
		5. Edit existing presentations	3. Add pictures to presentations
		6. Format presentations	4. Print and view presentations
		7. Use slide sorter view	5. Edit existing presentations
		8. Apply slide transitions	6. Format presentations
		12. Format electronic presentations	7. Use slide sorter view
		1. Format numbered and bulleted	8. Apply slide transitions
		lists	12. Format electronic presentations
		2. Insert clipart	1. Format numbered and bulleted
		<ol><li>Insert text boxes and shapes</li></ol>	lists
		4. Format objects	2. Insert clipart
		5. Remove picture backgrounds	<ol><li>Insert text boxes and shapes</li></ol>
		and insert WordArt	4. Format objects
		<ol> <li>Create and format a SmartArt graphic</li> </ol>	5. Remove picture backgrounds and insert WordArt
		13. Enhance a presentation with	6. Create and format a SmartArt
		animation, tables, charts, digital	graphic
		images and clips.	13. Enhance a presentation with
		<ol> <li>Customize slide backgrounds</li> <li>Animate a slide show</li> </ol>	animation, tables, charts, digital images and clips.
		<ol> <li>Insert a video</li> <li>Create and modify tables</li> </ol>	1. Customize slide backgrounds using design tempaltes
		5. Create and modify charts	2. Animate a slide show
		5. Create and modify charts	3. Insert a video
			4. Create and modify tables
			5. Create and modify charts
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	<ol> <li>Create a word processing document using graphics and lists</li> </ol>	<ol> <li>Create a word processing document using graphics and lists</li> </ol>
		2. Create a word processing document using tables and letters	2. Create a word processing document using tables and letters
		<ol> <li>Create a spreadsheet and chart data using functions, creating tables, and managing large workbooks</li> </ol>	<ol> <li>Create a spreadsheet and chart data using functions, creating tables, and managing large workbooks</li> </ol>
		<ol> <li>Utilize spreadsheet financial and lookup functions, define names, validate data and utilize pivot tables.</li> </ol>	<ol> <li>Utilize spreadsheet financial and lookup functions, define names, validate data and utilize pivot tables</li> </ol>
		<ol> <li>Create a database with defined tables and fields using queries, forms and reports</li> </ol>	<ol> <li>Create a database with defined tables and fields using queries, form and reports</li> </ol>
		6. Sort and query a database and create templates	6. Sort and query a database and create templates
		<ol><li>Create, edit and view a presentation using pictures and slide transitions</li></ol>	<ol><li>Create, edit and view a presentation using pictures and slide transitions</li></ol>
		8. Format presentations and utilize animation, tables, and charts	8. Format presentations and utilize animation, tables, and charts

eq/Adv			
Changed	Questions	Current Version	Proposed Version
0	Prerequisite(s):	No Value	No value
0	Corequisite(s):	No Value	No value
	Advisory(ies):	EWRT D001A or EWRT D01AH or ESL D005.	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):	No Value	No Value

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

#### **Curriculum Office**

Image: Start Term (202122)202122No ValueImage: Banner Division2CBNo ValueImage: Catalog Term (21-22)23-24No ValueImage: Catalog Term (2021)2018No ValueImage: Catalog Term (2021)2018No ValueImage: Catalog Term (2021)2018No ValueImage: Catalog Term (2021)Catalog Term (2021)No ValueImage: Catalog Term (2021)Catalog Term (2021)No ValueImage: Catalog Term (2021)Catalog Term (2023)No ValueImage: Catalog Term (2023)NANo ValueImage: Catalog Term (2023)NANo ValueImage: Catalog Term (2024)No ValueNo Value <th>Changed</th> <th>Questions</th> <th>Current Version</th> <th>Proposed Version</th>	Changed	Questions	Current Version	Proposed Version
Catalog Term (21-22)23-24No ValueImage: Image: Imag	0		202122	No Value
(21-22)(21-22)(21-22)(21-22)(21-22)(21-22)(21-22)(21-22)(21-22)(21-21)(21-2	0	Banner Division	2CB	No Value
Year (2021)         Image: Effective Quarter Fall       No Value         Image: Effective Year (2021)       2023         Image: Effective Year (2021)       2023         Image: Sort ID (00 < 10; CIS 099       CIS 099         Image: Sort ID (00 < 10; CIS 099       CIS 099         Image: Course Status       Non-substantial         Image: Course Status       Non-substantial         Image: Course Status       A         Image: Course Status       A         Image: Course Status       A         Image: Course Status       A         Image: Course Status       CIS         Image: Course Status       CIS         Image: Course Status       CIS         Image: Course Level       DU         Image: Course Course Course Course Crese Characteristics       CTE         Image: Course Course Course Crese Characteristics       CTE         Image: Cross- Listed/Related Course ID's       No Value	0	-	23-24	No Value
PEffective Year (2021)2023No ValueSort ID (00 < 10; 0 < 100)CIS 099CIS 099Course Status CodeNon-substantialNon-substantialCourse Status CodeANon-substantialSanner DepartmentCISNo ValueCourse LevelDUNo ValueCourse Course CharacteristicsCTECTECross- Listed/Related Course ID'sNANaNo ValueNo ValueNaCross- Listed/Related Course ID'sNo ValueNo ValueNo ValueNaNo ValueCourse ID'sNaNo ValueNo ValueCTECross- Listed/Related Course ID'sNo ValueNo ValueNo ValueNaCross- Listed/Related Course ID'sNo ValueNo ValueNo ValueNo Value	9		2018	No Value
(2021)         Sort ID (00 < 10; 0 < 100)       CIS 099       CIS 099         Course Status       Non-substantial       Non-substantial         Course Status       A       Non-substantial         Banner Department       CIS       No Value         Course Level       DU       No Value         Course Code       DA       No Value         Course Code       DA       No Value         Course Code       DA       No Value         Course Information       No Value       No Value         Course Information       No Value       No Value	0	Effective Quarter	Fall	No Value
0 < 100)	0		2023	No Value
Image: Course Status CodeANo ValueImage: CodeBanner DepartmentCISNo ValueImage: Course LevelDUNo ValueImage: Course CodeDANo ValueImage: Course CharacteristicsCTECTEImage: Course Course Course InformationNANAImage: Cross-InformationNo ValueNo ValueImage: Cross-InformationNo ValueNo ValueImage: Cross-InformationNo ValueNo Value		-	CIS 099	CIS 099
CodeBanner DepartmentCISNo ValueOCourse LevelDUNo ValueOCollege CodeDANo ValueOCollege CodeDANo ValueCourse CharacteristicsCTECTECourse CharacteristicsNANAValueNo ValueNo ValueCross- Listed/Related Course ID'sNo Value		Course Status	Non-substantial	Non-substantial
Department       No Value         Ourse Level       DU       No Value         Ourse College Code       DA       No Value         Course Characteristics       CTE       CTE         Cross- Listed/Related Course Information       NA       NA         Cross- Listed/Related Course Information       No Value       No Value	0		A	No Value
College Code       DA       No Value         Course Characteristics       CTE       CTE         Listed/Related Course ID's       NA       NA         Second Course ID's       No Value       No Value	0		CIS	No Value
Course CharacteristicsCTECTECross- Listed/Related Course InformationNANACross- Listed/Related Course InformationNo ValueNo Value	0	Course Level	DU	No Value
CharacteristicsCross- Listed/Related Course InformationNANACross- Listed/Related Course ID'sNo ValueNo ValueNo Value	0	College Code	DA	No Value
Listed/Related       Course       Information       No Value       No Value         Listed/Related       No Value       No Value       No Value			CTE	CTE
Listed/Related Course ID's		Listed/Related Course	NA	NA
CTE Status Yes No Value		Listed/Related	No Value	No Value
	0	CTE Status	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	02/06/2018	No Value
0	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
9	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
9	COA Code	С	No Value

Changed	Questions	Current Version	Proposed Version
θ	Fund Code	114000	No Value
0	Organization Code	233003	No Value
θ	Account Code	1320	No Value
₿	Program Code	070100	No Value
θ	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr.</li> <li>1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr.</li> <li>1/17/23 (effect. F23)cc</li> </ul>
9	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

# Summary of Revisions

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
	Basic Course Information Units and Hours Specifications Outline	Basic Course InformationNo ValueUnits and HoursNo ValueSpecificationsNo ValueOutlineNo Value

Blue Form

Changed Questions	Current Version	Proposed Version
For changes to the units and hours tab 1) Contact the Curriculum Office a curriculum@fhda.ed with the course information change and 2) address item 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	t lu s; s	No Value
1. Is the unit(s) change required for articulation?	No Value	No Value
2. If the course is Up or CSU transferable identify one UC or CSU campus with th same unit value requested and copy and paste the catalo description of the course.	, Ie	No Value
3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	9	No Value
Office Use ONLY: Fo a REVISION, state th existing unit(s); lec hour(s) and load; la hour(s) and load; ar seat count.	b	No Value
Office Use ONLY: Fo a REVISION, state th new unit(s); lec hour(s) and load; la hour(s) and load; ar seat count.	b	No Value

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

## A-Matrix Form

Changed	Questions	Current Version	Proposed Version
9	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	Advisory Courses: EWRT 1A or EWRT 1AH or ESL 5
•	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	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.
8	Objective 2: Compose essays drawn from personal experience and assigned texts.	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

Changed	Questions	Current Version	Proposed Version
0	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	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.
9	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 divers sentences devoid of mechanical errors. Th instructor assesses students' ability to create syntactically varied sentences and ensures they are free of mechanical errors through the evaluation of homework assignments.
0	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
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D01A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

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

# **C-Matrix Form**

Changed	Questions	Current Version	Proposed Version	
	ESL D261. and	No Value	No Value	
	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.			

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

**D-Matrix Form** 

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

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

#### E-Matrix Form

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

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

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 11:	No Value	No Value
	Graph linear		
	relationships on		
	a Cartesian		
	coordinate by		
	plotting ordered		
	pairs.		
	01.1.1.10	N. N/ I	
	Objective 12:	No Value	No Value
	Investigate,		
	throughout the		
	course as		
	applicable, how		
	mathematics has		
	developed as a		
	human activity		
	around the		
	world.		
-Matrix F	orm		
	orm Questions	Current Version	Proposed Version
	Questions		
-Matrix F	Questions If the requisite	Current Version No Value	Proposed Version No Value
	Questions If the requisite does not fall		
	Questions If the requisite does not fall under an A-F		
	Questions If the requisite does not fall under an A-F Matrix,		
	Questions If the requisite does not fall under an A-F Matrix, download the		
	Questions If the requisite does not fall under an A-F Matrix, download the Content Review		
	Questions If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from		
	Questions If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference		
	Questions If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and		
	Questions If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the		
	Questions 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		
	Questions 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		
	Questions 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		
	Questions 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		
	Questions 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		
	Questions 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		
	Questions 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,		
	Questions 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		
	Questions 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,		

**H-Matrix Form** 

Changed Questions	Current Version	Proposed Version
Objective 1: For entrance into CTE program such as Nursing AUTO, APRN, etc list the prerequisite(s) to participate in program.	],	No Value
Objective 2: For Student Coho such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in cohort.		No Value
Objective 3: For Prerequisites based on Government/Licensing/Certific Regulations, or legal requirem cite the regulation that manda prerequisite or attach a copy of to this form.	cation nents, ntes a	No Value
Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information wit which the students would crea hazard to themselves or those around them. Also describe he students will meet those skills such as a course.	hout ate a e ow	No Value

## De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

#### 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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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				
0	Stage 2: Department Chair	No Value			Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/3/2024	– Denartment	Basic Course Info	Doguirod	Need to upload Hybrid and Online modality forms	Y
			3/3/2024	Mary Pape – Department Chai	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 Chai	Methods if Evaluation	Poquirod	Evaluation Methods needed.	Y
			3/12/2024	Mary Pape - Dept Chair	Matrix A	REALITER	Must complete matrix A	

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

Changed	Questions	Current Version	Propos	ed Versi	on		
	Stage 3: Division Curriculum Representative	No Value	No Valu	e			
	Stage 4: Division Dean	No Value	No Valu	e			
	Stage 5: SLO Coordinator	No Value	No Valu	e			
9	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed
			4/4/24	Zack Judsoi	Matrix Required	Please indicate where the listed skills/activities/assignments can be found in eLumen The entries in the left hand	incomplete 4/11 - zj <sup>3</sup> Y - 4/17/24
			4/11/24			column must come from dthe 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	
			4/24/24	Judsoi	MatrixRequired	courses as a drepresentative course, ther 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.	
	Stage 8: AVP - Instruction	No Value	No Valu	e			
	Stage 9: Articulation Officer	No Value	No Valu	e			

Changed	Questions	Current Version	Proposed Version
	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	CISD099.
	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	CCC000542002

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

**Curriculum Office** 

### 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)

**Emergency Approval** 

Euriculum Office     Repeat Status (N = Not Repeatable for Max Times Units, U = Restriction)       Curriculum Office     Repeat Type (N = Non-repeatable Credit, A = Activity/Other Respeatable for Max Units Ony; Y = Yearly Repeatable Curriculum Office       Curriculum Office     Repeat Type (N = Non-repeatable Credit, G = Family Non-repeatable for Max Units Ony; Y = Yearly Repeatable Curriculum Office       Curriculum Office     Noncredit Enhanced Funding Indicator       Curriculum Office     COA Code       Curriculum Office     COA Code       Curriculum Office     Fund Code       Curriculum Office     Code Code       Curriculum Office     Code Code       Curriculum Office     Program Code       Curriculum Office     Program Code       Curriculum Office     Percent       Curriculum Office     Percent       Curriculum Office     Objective 1: Analyze college level texts and discourse that this requisite for the objective(s) below. If this requisite is being removed, provide an explanation as to why.       Aftrix Form     Objective 2: Compose essays drawn from personal experience and assigned texts.       Aftrix Form     Objective 3: Utilize MLA guidelines to format essays, cite ascurces, and comple a works cited page.       Aftrix Form     Objective 3: Utilize MLA guidelines to format essays, cite ascurces, and comple a works cited page.       Aftrix Form     Objective 4: Create syntactically varied sentences that are of or mechanical errors.       A	Section	Changed field
International and pointRepeatable (Fight Framily Repeatable) (Fight Framily R	Curriculum Office	Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable
Curriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogA-Matrix FormCbjective 1: Analyze college level texts and discourse that requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.A-Matrix FormObjective 2: Compose essays drawn from personal experience and assigned texts.A-Matrix FormObjective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and anniguish of prespectives.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and anniguish of prespectives.A-Matrix FormStage 5: SLO CoordinatorCommentsStage 7: Content Review Matrix Liaison	Curriculum Office	Repeatable; F = Family Non-repeatable Credit; G = Family
Curriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogA-Matrix FormEWRT D01A or EWRT D01AH or ESL D005. If 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 FormObjective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.A-Matrix FormObjective 2: Compose essays drawn from personal experience and assigned texts.A-Matrix FormObjective 3: Utilize MLA guidelines to format essays, cite sources, and complie a works cited page.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.CommentsStage 7: Content Review Matrix LiaisonCommentsStage 7: Content Review Matrix Liaison	Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficePogram CodeCurriculum OfficePercentCurriculum OfficePrintNo Print to CatalogA-Matrix FormEWRT D01A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If why.A-Matrix FormObjective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.A-Matrix FormObjective 2: Compose essays drawn from personal experience and assigned texts.A-Matrix FormObjective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.A-Matrix FormObjective 4: Create syntactically varied sentences that are free of mechanical errors.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.CommentsStage 7: Content Review Matrix LiaisonCommentsStage 7: Content Review Matrix Liaison	Curriculum Office	In Service Indicator
Curriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogA-Matrix FormEWRT D001A or EWRT D01AH or ESL D005. If 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 FormObjective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.A-Matrix FormObjective 2: Compose essays drawn from personal experience and assigned texts.A-Matrix FormObjective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.A-Matrix FormObjective 4: Create syntactically varied sentences that are free of mechanical errors.A-Matrix FormStage 5: SLO CoordinatorCommentsStage 7: Content Review Matrix LiaisonCommentsStage 7: Content Review Matrix Liaison	Curriculum Office	Sports/Physical Education Course Indicator
Curriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogA-Matrix FormEWRT D01A or EWRT D01AH or ESL D005. If 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 FormObjective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.A-Matrix FormObjective 2: Compose essays drawn from personal experience and assigned texts.A-Matrix FormObjective 3: Utilize MLA guidelines to format essays, citle sources, and compile a works citled page.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.CommentsStage 7: Content Review Matrix LiaisonCrectoreseIs this a CTE (Career Technical Education) course?	Curriculum Office	COA Code
Curriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogA-Matrix FormEWRT D001A or EWRT D01AH or ESL D005. If 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 FormObjective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.A-Matrix FormObjective 2: Compose essays drawn from personal experience and assigned texts.A-Matrix FormObjective 3: Utilize MLA guielines to format essays, cite sources, and compile a works cited page.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.CommentsStage 7: Content Review Matrix LiaisonCommentsStage 7: Content Review Matrix Liaison	Curriculum Office	Fund Code
Curriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogA-Matrix FormEWRT D001A or EWRT D01AH or ESL D005. If 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 FormObjective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.A-Matrix FormObjective 2: Compose essays drawn from personal experience and assigned texts.A-Matrix FormObjective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.A-Matrix FormStage 5: SLO CoordinatorCommentsStage 7: Content Review Matrix LiaisonCTE CourseIs this a CTE (Career Technical Education) course?	Curriculum Office	Organization Code
Curriculum OfficePercentCurriculum OfficePrint/No Print to CatalogA-Matrix FormEWRT D001A or EWRT D01AH or ESL D005. If 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 FormObjective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.A-Matrix FormObjective 2: Compose essays drawn from personal experience and assigned texts.A-Matrix FormObjective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.CommentsStage 5: SLO CoordinatorCommentsIs a CTE (Career Technical Education) course?	Curriculum Office	Account Code
Curriculum OfficePrint/No Print to CatalogA-Matrix FormEWRT D01A or EWRT D01AH or ESL D005. If 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 FormObjective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.A-Matrix FormObjective 2: Compose essays drawn from personal experience and assigned texts.A-Matrix FormObjective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.CommentsStage 7: Content Review Matrix LiaisonCTE CourseIs this a CTE (Career Technical Education) course?	Curriculum Office	Program Code
A-Matrix FormEWRT D01A or EWRT D01AH or ESL D005. If 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 FormObjective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.A-Matrix FormObjective 2: Compose essays drawn from personal experience and assigned texts.A-Matrix FormObjective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.A-Matrix FormObjective 4: Create syntactically varied sentences that are free of mechanical errors.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.CommentsStage 7: Content Review Matrix LiaisonCTE CourseIs this a CTE (Career Technical Education) course?	Curriculum Office	Percent
A-Matrix FormObjective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.A-Matrix FormObjective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.A-Matrix FormObjective 2: Compose essays drawn from personal experience and assigned texts.A-Matrix FormObjective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.A-Matrix FormObjective 4: Create syntactically varied sentences that are free of mechanical errors.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.CommentsStage 7: Content Review Matrix LiaisonCTE CourseIs this a CTE (Career Technical Education) course?	Curriculum Office	Print/No Print to Catalog
A-Matrix FormObjective 2: Compose essays drawn from personal experience and assigned texts.A-Matrix FormObjective 2: Compose essays drawn from personal experience and assigned texts.A-Matrix FormObjective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.A-Matrix FormObjective 4: Create syntactically varied sentences that are free of mechanical errors.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.CommentsStage 5: SLO CoordinatorCommentsStage 7: Content Review Matrix LiaisonCTE CourseIs this a CTE (Career Technical Education) course?	A-Matrix Form	requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to
A-Matrix FormObjective 2: Obligoet eadys didwin from personal experience and assigned texts.A-Matrix FormObjective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.A-Matrix FormObjective 4: Create syntactically varied sentences that are free of mechanical errors.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.CommentsStage 5: SLO CoordinatorCommentsStage 7: Content Review Matrix LiaisonCTE CourseIs this a CTE (Career Technical Education) course?	A-Matrix Form	
A-Matrix FormObjective 4: Create syntactically varied sentences that are free of mechanical errors.A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.CommentsStage 5: SLO CoordinatorCommentsStage 7: Content Review Matrix LiaisonCTE CourseIs this a CTE (Career Technical Education) course?	A-Matrix Form	· · · ·
A-Matrix FormObjective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.CommentsStage 5: SLO CoordinatorCommentsStage 7: Content Review Matrix LiaisonCTE CourseIs this a CTE (Career Technical Education) course?	A-Matrix Form	
Comments       Stage 5: SLO Coordinator         Comments       Stage 7: Content Review Matrix Liaison         CTE Course       Is this a CTE (Career Technical Education) course?	A-Matrix Form	
Comments     Stage 7: Content Review Matrix Liaison       CTE Course     Is this a CTE (Career Technical Education) course?	A-Matrix Form	
CTE Course Is this a CTE (Career Technical Education) course?	Comments	Stage 5: SLO Coordinator
	Comments	Stage 7: Content Review Matrix Liaison
Honors/Non-honors Course Is this an honors/non-honors course?	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 mir	Is this a mirrored credit/noncredit course?		
Cross-listed Course		Is this a cro	oss-listed course?		
General In	formation				
Changed	Field	Current Version	Proposed Version		
0	Faculty Initiator	Bob Kalpin	<ul><li> Abeer Alameer</li><li> Pape, Mary</li></ul>		
	Course ID (CB01A and CB01B)	CISD399.	CISD399.		
	Course Control Number	CCC000624626	CCC000624626		
	Course Title (CB02)	Office Software Applications	Office Software Applications		
	Short Course Title	OFFICE SOFTWARE APPLICATIONS	OFFICE SOFTWARE APPLICATIONS		
	TOP Code (CB03)	0701.00	0701.00 Information Technology, General		
	CIP Code	Data Entry/Microcomputer Applications, General	11.0601 Data Entry/Microcomputer Applications, General		
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems		
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>		
	SAM Priority Code (CB09)	Possibly Occupational	Possibly Occupational		
	Course Description	This course introduces concepts and hands-on projects using four common offi 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.	productivity software programs including word processing, spreadsheet, database, and presentation software. This noncredit,		
θ	Course Type (CB27)	No value	Lower Division		
	Mode of Delivery	<ul><li>Online</li><li>Hybrid</li></ul>	<ul><li>Online</li><li>Hybrid</li></ul>		

Faculty Requirements				
Changed	Field	Current Version	Proposed Version	
9	Discipline 1	No value	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)	
0	Discipline 2	No value	<ul> <li>Office Technologies (Secretarial skills, office systems, word processing, computer applications, automated office training)</li> </ul>	
	Discipline 3	No value	No value	
0	FSA	No value	FHDA FSA - CIS	

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

oothill Eq	uivalency			
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		
9	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>		

Honors/Non-honors Course				
Changed	Field	Current Version	Proposed Version	
0	ls this an honors/non- honors course?	No value	<u>No</u>	

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Cross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross- listed course?	No value	<u>No</u>
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	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	
	Course is part of a program	Associated Program	Business Software Applications	Associated Program	Business Software Applications
		Award Type	Certificate of Completion	Award Type	Certificate of Completion
		Associated Program	Business Software Applications	Associated Program	Business Software Applications
		Award Type	Certificate of Completion	Award Type	Certificate of Completion

Transferability & Gen. Ed. Options				
Changed	Field	Current Version	Proposed Version	
	Transfer Status (CB05)	Not transferable	Not transferable	
	Course General Education Status (CB25)	Y	Y	
	Transfer Status	Not transferable	Not transferable	
	GE Information	No value	No value	

Weekly Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Lecture Hours - In Class	4	4	
Lecture Hours - Out of Class		8	8	
	Laboratory Hours - In Class	1.5	1.5	
	Laboratory Hours - Out of Class	0	0	

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

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

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	66	66
	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	18	18
	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	66	66

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	96	96
Total Credit Units - Minimum Credit Units Total Credit Units - Maximum Credit Units		0	0
		0	0
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
	n-Credit Options	Current Version	Proposed Version
Credit / No Changed	n-Credit Options Field COURSE CLASSIFICATION STATUS	Current Version Workforce Preparation Enhanced Funding.	Proposed Version Workforce Preparation Enhanced Funding.
	Field COURSE CLASSIFICATION		
	Field COURSE CLASSIFICATION STATUS Course Credit	Workforce Preparation Enhanced Funding.	Workforce Preparation Enhanced Funding.
	Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category	Workforce Preparation Enhanced Funding. Non-Credit	Workforce Preparation Enhanced Funding. Non-Credit
	Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22) Funding Agency	Workforce Preparation Enhanced Funding. Non-Credit Workforce Preparation.	Workforce Preparation Enhanced Funding. Non-Credit Workforce Preparation.

**Credit Units** 

Changed	Field	Current Version		Proposed Version		
	Course Duration 12 (Weeks)			12		
	Total Lecture 48 Hours per Term			48		
	Total Laboratory Hours per Term	18		18		
	Total Contact Hours per Term	-	-			
	Total Credit Units	-		0		
	Minimum Credit Units	-		0		
	Maximum Credit - Units			0		
KIP						
Changed	Field	Current Version		Proposed Version		
	SKIP	No Value		No Value		
pecificati	ons					
Changed	Field	Current Versi	on	Proposed Ver	sion	
0	Methods of Instruction	Methods of Instruction		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	Lecture and visual aids Quiz and examination revie Laboratory experience whi involve students in problem solving Hands-on lab assignments Discussion of assigned reading Homework and extended projects	

Changed	Field	Current Version	Proposed Version
	Assignments	1. Reading from texts and handouts	1. Reading from texts and handouts
		<ol><li>Written homework questions from assigned readings</li></ol>	<ol> <li>Written homework questions from assigned readings</li> </ol>
		<ol> <li>Problem-solving documents and project activities using word processing, spreadsheet, database and presentation software</li> </ol>	<ol> <li>Problem-solving documents and project activities using word processing, spreadsheet, database and presentation software</li> </ol>

0

**Current Version** 

software application tasks. Evaluated on correctness and completion.

Methods of		)		
Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
	Methods of Evaluation	<ol> <li>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.</li> <li>Writing project(s) to evaluate ability to analyze critically and synthesize course materials related to appropriate computer usage of computer office applications.</li> <li>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.</li> </ol>	Methods of Evaluation	<ol> <li>A successful completion of homework assignments which are evaluated for completeness and correctness.</li> <li>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.</li> <li>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.</li> <li>Participation in lab skills exercises that demonstrate ability to critically evaluate the proper use of Office Software and</li> </ol>
				computer concepts to complete a given set of

Changed	Field	Current Version	Proposed Version	
0	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul> <li>None.</li> </ul> Essential College Facilities:	<ul> <li>Essential Student Materials:</li> <li>Computer with access to Office Software: Word, Excel and PowerPoint</li> </ul>	
		<ul> <li>Computers with appropriate software applications installed, printer</li> </ul>	<ul> <li>Essential College Facilities:</li> <li>Computers with appropriate software applications installed, printer</li> </ul>	

### Changed Field

**Current Version** 

Examples of Primary Texts and References	Title	No value	Title	"The Microsoft 365: The
References	Author	Shelley Gaskin, Alicia Vargas, Debra Geoghan, Nancy Graviett. "Go! with Microsoft Office 2019",		Most Updated Complete Guide to Excel, Word, PowerPoint, Outlook and Access."
		Volume 1, Pearson Education, Inc. 2020.	Author	Holler, James.
			Publisher	Publisher: Holler, James.
	Publisher	No value	Date/Edition	December 2022.
	Date/Edition	No value	ISBN	No value
	ISBN	No value		
	Title	No value	Title	"Microsoft Office 365 For Beginners 2023"
	Author	Manning, Cheri,	Author	Burnett, Scott. Publisher
		"Microsoft Office 365: A Skills Approach, 2019",	Publisher	Burnett, Scott.
		Inc. Triad Interactive, 2020.	Date/Edition	2022
	Publisher	No value	ISBN	No value
	Date/Edition	No value	Title	"Microsoft Office Step by
	ISBN	No value	The	"Microsoft Office Step by Step".
	Title	No value	Author	Lambert, Joan. Frye, Curtis.
	Author	Carol Cram, David	Publisher	Pearson Publisher,
		Beskeen, "Illustrated Microsoft Office 365 &	Date/Edition	2021.
		Office 2019 Introductory", 1st Edition, Cengage, 2020.	ISBN	No value
	Publisher	No value		
	Date/Edition	No value		
	ISBN	No value		

Changed	Field	eld Current Version		Proposed Version	
9	Suggested Reading List	Reading List May	Free tutorial - http://office.microsoft.com/en- us/training/default.aspx No value	No value	
		include, but are not limited to			

# Learning Outcomes and Objectives

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

hanged Field	Current Versio	on	Proposed Versi	on
CSLO	CSLOs	Demonstrate correct format for creating letters using a word processing software.	CSLOs	Demonstrate correct format for creating letters using a word processing software.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0
	CSLOs	Create spreadsheets to solve business problems.	CSLOs	Create spreadsheets to solve business problems.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0
	CSLOs	Use of database software to create, search, modify and arrange information.	CSLOs	Use of database software to create, search, modify and arrange information.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0
	CSLOs	Create a text/graphics presentation using presentation graphics software.	CSLOs	Create a text/graphics presentation using presentation graphics software.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0

#### **Course Outline**

insert text inser 2. Insert and format graphics 2. Inset 3. Insert and modify text boxes 3. Inser and shapes and 4. Preview and print a document 4. Pre 5. Change document and 5. Cha paragraph layout para 6. Create and modify lists 6. Cre 7. Set and modify lists 6. Cre 7. Set and modify lists 7. Inse 8. Insert a SmartArt graphic obje objects 2. Create tables and letters 1. Cre 1. Create tables and letters 1. Cre 2. Add text to tables 3. Form 3. Format tables 4. Cre 4. Create a new document from an existing document 5. Change and reorganize text 6. Use 6. Use the proofing options 7. Cre 7. Create a new document from an existing document 5. Change and reorganize text 8. Use 6. Use the proofing options 7. Cre 7. Create a document using a tem pre-designed template 3. Format res 9. Format research papers and newsletters 1. Cre 1. Create mailing labels using mail mail merge 2. Inset 2. Insert footnotes in research papers 3. Cre 3. Create citations and a bibli bibliography in research papers 4. Form 4. Format multiple-column new newsletters 5. Use 5. Use special character and papers 4. Form 4. Format multiple-column new 1. Create a spreadsheet and chart data 4. Create a spreadsheet and chart data 4. Create a spreadsheet and chart data 5. Use 5. Use special character and papers 5. Use 5. Use special character and papers 4. Form 4. Format cells with merge & cen 6. Create a spreadsheet and chart data 6. Create a spreadsheet and chart data 6. Create a spreadsheet and chart data 6. Create a spreadsheet and chart data 7. Create a spreadsheet and char	on
insert text inser 2. Insert and format graphics 2. Inset 3. Insert and modify text boxes 3. Inset and shapes and 4. Preview and print a document 4. Pre 5. Change document and 5. Cha paragraph layout para 6. Create and modify lists 6. Cre 7. Set and modify lists 7. Inset 8. Insert a SmartArt graphic objects 2. Create tables and tables and letters 1. Cre 1. Create tables and letters 1. Cre 1. Create tables and letters 1. Cre 1. Create tables and letters 3. Form 3. Format tables 4. Cre 4. Create anew document from an existing document 5. Cha 5. Change and reorganize text 6. Use 6. Use the proofing options 7. Cre 7. Create a new document from an existing document 9. Create and letters 1. Cre 1. Create anew document from an existing document 5. Change and reorganize text 6. Use 6. Use the proofing options 7. Cre 7. Create a document using a tem pre-designed template 3. Format ree 1. Create amiling labels using mail mail merge 2. Inset 2. Insert foothotes in research papers 3. Create citations and a bibli bibliography in research papers 4. Form 4. Format multiple-column new newsletters 5. Use 5. Use special character and papers 4. Create a spreadsheet and chart data 1. Create, asve, and navigate an exc excel workbook 2. Enth 2. Enter data in a worksheet 3. Cre 4. Format cells with merge & cre 5. Chard tata in a column chart 6. Pre 5. Chard tata in a column chart 6. Pre 6. Prepare a worksheet for print printing 7. Enth	nics and lists
2. Insert and format graphics       2. Insert and modify text boxes and shapes       3. Insert and modify text boxes and shapes         3. Insert and modify text boxes and shapes       and         4. Preview and print a document       4. Preview and print a document and 5. Chap aragraph layout part         6. Create and modify lab stops       7. Inset         6. Create and modify lab stops       7. Inset         8. Insert a SmartArt graphic objects       2. Create tables         0. 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 term pre-designed template         3. Format research papers and newsletter       1. Create mailing labels using mail merge         2. Insert footnotes in research papers       3. Create citations and a bibli bibliography in research paper papers         3. Create sitations and a bibli bibliography in research paper papers       4. Create a spreadsheet and chart data         1. Create, save, and navigate an exc excel workbook       2. Enter data in a worksheet         3. Coreate, cata in a worksheet       3. Coreat cata in a column chart         4. Format cells with merge & center and cell styles       5. Chart data in a column chart	ate a new document and
3. Insert and modify text boxes       3. Insert and shapes       and         4. Preview and print a document       4. Pre         5. Change document and       5. Change document and         paragraph layout       para         6. Create and modify lists       6. Create         7. Set and modify tab stops       7. Inset         8. Insert a SmartArt graphic       obje         objects       2. Create tables         1. Create tables and letters       1. Creat         1. Create tables       2. Add         2. Add text to tables       3. Forn         3. Format tables       4. Create         4. Create a new document       5. Change and reorganize text         6. Use the proofing options       7. Create         7. Create a document using a term       pre-designed template         3. Format research papers and       newsletter         newsletters       1. Create mailing labels using         mail merge       2. Inset         2. Insert footnotes in research       pap         papers       3. Create a streadsheet and chart data         1. Create a spreadsheet and chart data       1. Creat a streadsheet and chart data         1. Create, save, and navigate an       excel workbook         2. Enter data in a worksheet       3.	ert text
and shapesand4. Preview and print a document4. Preview and print a document5. Change document and5. Change and modify lists6. Create and modify lists6. Create7. Set and modify tab stops7. Inset8. Insert a SmartArt graphicobjects0. Create tables2. Create tables2. Create tables2. Create tables3. Format tables4. Cre4. Create a new document fromandan existing document5. Change and reorganize text6. Use the proofing options7. Cre7. Create a document using atempre-designed template3. Format res3. Format research papers andnewsletternewsletters1. Cre1. Create citations and abiblibiblioigraphy in researchpappapers3. Create of tables3. Create a spreadsheet and chart data1. Create, save, and navigate an excel workbook2. Enter2. Enter data in a worksheet3. Cor3. Construct and copy formulasfunc1. Create set and chart data1. Create as1. Create spreadsheet and chart data1. Create as2. Create citations and abiblibibliography in researchpappapars5	ert and format graphics
4. Preview and print a document       4. Preview and print a document and paragraph layout paragraph formatting paradraph paraby paragraph formatting paragraph formatting	ert and modify text boxes
5. Change document and paragraph layout       paragraph layout         6. Create and modify lasts       6. Create         7. Set and modify lastsops       7. Inset         8. Insert a SmartArt graphic       objects         2. Create tables and letters       1. Create tables         2. Create tables       2. Add text to tables       3. Form         3. Format tables       4. Create         4. Create a new document from       an existing document       5. Change and reorganize text         6. Use the proofing options       7. Create       6. Use the proofing options       7. Create         7. Create a document using a       tem       pre-designed template       3. Format research papers       1. Create         9. Format research papers       3. Create       1. Create       1. Create       1. Create         1. Create mailing labels using       mail       mail       mail       mail         9. Insert footnotes in research       papers       3. Create citations and a       bibl       bibliography in research       paper         9. Sue special character and       paragraph formatting       4. Create a st       4. Create a st         4. Create a sexe, and navigate an       exce       excel workbook       2. Enter         5. Use special character and       paragraph formatting	l shapes
paragraph layoutparagraph layout6. Create and modify lists6. Creat7. Set and modify lists7. Inse8. Insert a SmartArt graphicobjects2. Create tables and letters1. Create tables1. Create tables and letters1. Create tables2. Create tables2. Add2. Add text to tables3. Form3. Format tables4. Create4. Create a new document froman existing document5. Change and reorganize text6. Use6. Use the proofing options7. Create a document using a7. Create a document using atempre-designed template3. Format research papers and7. Create nailing labels usingmaimail merge2. Insert footnotes in research2. Insert footnotes in researchpappapers4. Form4. Format multiple-columnnewnewsletters5. Use5. Use special character andpapargrapargraph formatting4. Create a spreadsheet and chart data1. Create as1. Create, save, and navigate anexcexcel workbook2. Entr2. Enter data in a worksheet3. Coreate call with merge &3. Construct and copy formulasfunand use the sum function4. Form4. Format cells with merge &cen5. Chart data in a column chart6. Prepare a worksheet for6. Chart data in a column chart6. Prepare a worksheet for7. Create and worksheet forprinting7. Enter6. Chart data in a column chart <td>view and print a documen</td>	view and print a documen
6. Create and modify lists       6. Cre         7. Set and modify lists       7. Inse         8. Insert a SmartArt graphic       objects         2. Create tables and letters       1. Create tables         1. Create tables and letters       1. Create tables         2. Create tables       2. Add         2. Add text to tables       3. For         3. Format tables       4. Create         4. Create a new document from       an existing document         5. Change and reorganize text       6. Use         6. Use the proofing options       7. Create a document using a         pre-designed template       3. Format research papers and         newsletters       1. Create         1. Create mailing labels using       mail         mail merge       2. Inset         2. Insert footnotes in research       papers         3. Create citations and a       bibl         bibliography in research       papers         4. Create a spreadsheet and chart data       1. Create as preadsheet         5. Use special character and paragraph formatting       4. Create as preadsheet         6. Use the sum function       4. Everate as the copy formulas         6. Create, save, and navigate an exc       excel workbook         2. Enter data in a worksheet	ange document and
7. Set and modify tab stops       7. Inset         8. Insert a SmartArt graphic       obje         objects       2. Create table         2. Create tables and letters       1. Cre         1. Create tables       2. Add         2. Add text to tables       3. Form         3. Format tables       4. Cre         4. Create a new document from       an existing document         5. Change and reorganize text       6. Use         6. Use the proofing options       7. Cre         7. Create a document using a       tem         pre-designed template       3. Format re         1. Create mailing labels using       mail         mail merge       2. Inset         2. Inset footnotes in research       pap         papers       3. Create citations and a         bibliography in research       pap         papers       4. Format multiple-column         newsletters       5. Use special character and         papers       4. Create a spreadsheet and chart data         1. Create a spreadsheet and chart data       1. Cre         2. Enter data in a worksheet       3. Corr         3. Construct and copy formulas       func         and use the sum function       4. Form         4. Format cell	agraph layout
8. Insert a SmartArt graphic       objects       2. Create tables         0. Create tables and letters       1. Cre       1. Create tables       2. Add         2. Add text to tables       3. Form       3. Format tables       4. Create a new document from       an existing document       5. Change and reorganize text       6. Use         3. Format resource tables       3. Format resource tables       3. Format resource tables       3. Format resource tables       4. Create a new document from       an existing document       5. Change and reorganize text       6. Use         4. Create a new document using a term pre-designed template       3. Format research papers and       newsletters       1. Create mailing labels using mail merge       2. Inset         3. Format research papers       3. Create citations and a bibliography in research papers       3. Create citations and a bibliography in research papers       4. Format newsletters       5. Use special character and paragraph formatting       4. Create a spreadsheet and chart data       1. Create a spreadsheet and chart data       1. Create as the excel workbook       2. Enter         4. Create a spreadsheet and worksheet       3. Cor       3. Cor       3. Cor       3. Create as new orkbook       2. Enter         5. Use special character and paragraph formatting       4. Create as the could not worksheet       3. Cor       3. Cor         6. Create as preadsheet and chart data <t< td=""><td>ate and modify lists</td></t<>	ate and modify lists
objects2. Create tables2. Create tables and letters1. Create tables1. Create tables2. Add2. Add text to tables3. Format tables3. Format tables4. Create4. Create a new document froman existing document5. Change and reorganize text6. Use6. Use the proofing options7. Create7. Create a document using atempre-designed template3. Format research papers andnewsletters1. Create mailing labels usingmail merge2. Insert footnotes in research2. Insert footnotes in researchpappapers3. Create citations and abibliolography in researchpappapers4. Create a spreadsheet and chart data1. Create a spreadsheet and chart data1. Create a spreadsheet and chart data1. Create set workbook2. Enter2. Enter data in a worksheet3. Cor3. Construct and copy formulasfurnand use the sum function4. Form4. Format cells with merge &cencenter and cell styles5. Chart5. Chart data in a column chart6. Pre6. Prepare a worksheet forprinting7. Create read and cells with merge &cen	ert a SmartArt graphic
2. Create tables and letters       1. Create tables       2. Add         1. Create tables       2. Add         2. Add text to tables       3. Format tables         3. Format tables       4. Create         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 tem pre-designed template         3. Format research papers and newsletters       1. Create mailing labels using mail merge         2. Insert footnotes in research papers       3. Create         3. Create citations and a biblioigraphy in research papers       4. Create a speedsheet and chart data         4. Create a spreadsheet and chart data       1. Create a spreadsheet and chart data         1. Create a in a worksheet       3. Corest citations and a biblioigraphy formuting         4. Create a spreadsheet and chart data       1. Create a spreadsheet and chart data         1. Create a spreadsheet and chart data       1. Create a spreadsheet and chart data         2. Enter data in a worksheet       3. Corest citation and use the sum function         4. Format cells with merge & cen center and cell styles       5. Chart data in a column chart	ects
1. Create tables       2. Add         2. Add text to tables       3. Format tables         3. Format tables       4. Create a new document from an existing document         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 tem pre-designed template         3. Format research papers and newsletter       newsletter         newsletters       1. Create mailing labels using mail merge       2. Insert         1. Create mailing labels using mail merge       2. Insert       3. Create         2. Insert footnotes in research papers       3. Create       3. Create         3. Create citations and a bibl       bibliography in research papers       4. Format newsletters         4. Create a spreadsheet and chart data       1. Create a s       9. Use special character and paragraph formatting         4. Create a spreadsheet and chart data       1. Create a s       9. Coreate a streadsheet       3. Create a score workbook         2. Enter data in a worksheet       3. Coreate calls of an avigate an exc encenter and cell styles       5. Chart data in a column chart       6. Format cells with merge & center and cell styles       5. Chart data in a column chart	oles and letters
2. Add text to tables3. Form3. Format tables4. Create4. Create a new document froman existing document5. Change and reorganize text6. Use6. Use the proofing options7. Create7. Create a document using atempre-designed template3. Format research papers and9. Format research papers1. Create1. Create mailing labels usingmailmail merge2. Inset2. Insert footnotes in researchpappapers3. Create3. Format multiple-columnnewsnewsletters5. Use5. Use special character andparparagraph formatting4. Create as4. Create a spreadsheet and chart data1. Create1. Create, save, and navigate anexcelexcel workbook2. Enter2. Enter data in a worksheet3. Cor3. Construct and copy formulasfuncand use the sum function4. Form4. Format cells with merge &cencenter and cell styles5. Char6. Prepare a worksheet forprinting7. Enter6. Prepare a worksheet for7. Enter6. Prepare a worksheet for7. Create cal an in a column chart6. Prepare	ate tables
3. Format tables       4. Create a new document from an existing document       5. Change and reorganize text       6. Use         5. Change and reorganize text       6. Use       6. Use the proofing options       7. Create a document using a tem 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 biblibiliography in research papers       3. Create citations and a biblibiliography in research papers       4. Format multiple-column new newsletters         4. Create a spreadsheet and chart data       1. Create a spreadsheet and chart data       1. Create a scel workbook         2. Insert footnotes in research papers       4. Format multiple-column new newsletters       5. Use special character and paragraph formatting         4. Create a spreadsheet and chart data       1. Create a scel workbook       2. Enter data in a worksheet       3. Coreat citation and use the sum function         4. Create a sum calls with merge & cent center and cell styles       5. Chart data in a column chart       6. Prepare a worksheet for printing	text to tables
4. Create a new document from an existing document       5. Cha 5. Change and reorganize text       6. Use 6. Use the proofing options       7. Creat 6. Use 7. Create a document using a pre-designed template       3. Format rese 7. Create a document using a pre-designed template         3. Format research papers and newsletters       1. Create newsletters       1. Create newsletters         1. Create mailing labels using mail merge       2. Inset 2. Inset footnotes in research papers       pap 3. Create citations and a biblibilography in research papers         3. Create citations and a biblibilography in research newsletters       pap 5. Use special character and paragraph formatting       4. Create a s         4. Create a spreadsheet and chart data       1. Create a excel workbook       2. Entre 3. Construct and copy formulas fund and use the sum function       4. Format 4. Format 5. Chart data in a worksheet         3. Construct and copy formulas fund and use the sum function       4. Format 4. Format cells with merge & center and cell styles       5. Chart 6. Prepare a worksheet for printing	mat tables
4. Create a new document from an existing document       5. Cha 5. Change and reorganize text       6. Use 6. Use the proofing options       7. Creat 6. Use 7. Create a document using a pre-designed template       3. Format rese 7. Create a document using a pre-designed template         3. Format research papers and newsletters       1. Create newsletters       1. Create newsletters         1. Create mailing labels using mail merge       2. Inset 2. Inset footnotes in research papers       pap 3. Create citations and a biblibilography in research papers         3. Create citations and a biblibilography in research newsletters       pap 5. Use special character and paragraph formatting       4. Create a s         4. Create a spreadsheet and chart data       1. Create a excel workbook       2. Enter 3. Construct and copy formulas fund and use the sum function       4. Form 4. Format fund         2. Enter data in a worksheet       3. Core 3. Construct and copy formulas fund and use the sum function       4. Form 4. Format cells with merge & center and cell styles       5. Chart 6. Prepare a worksheet for printing	ate a new document from
an existing document5. Cha5. Change and reorganize text6. Use6. Use the proofing options7. Cre7. Create a document using atempre-designed template3. Format res3. Format research papers andnewsletternewsletters1. Cre1. Create mailing labels usingmailmail merge2. Insert2. Insert footnotes in researchpappapers3. Create citations and abibliography in researchpappapers4. Form4. Format multiple-columnnewnewsletters5. Use5. Use special character andparparagraph formatting4. Create a s4. Create a spreadsheet and chart data1. Cre1. Create a spreadsheet and chart data1. Cre2. Enter data in a worksheet3. Cor3. Construct and copy formulasfundand use the sum function4. Form4. Format cells with merge &cencenter and cell styles5. Chart data in a column chart6. Prepare a worksheet forprin7. Enter6. Prepare a worksheet for7. Enter6. Prepare7. Enter7. Enter	existing document
5. Change and reorganize text       6. Use         6. Use the proofing options       7. Create         7. Create a document using a pre-designed template       3. Format research papers and newsletters         3. Format research papers and newsletters       1. Create mailing labels using mail merge         2. Insert footnotes in research papers       3. Create citations and a biblibiliography in research papers         3. Create citations and a biblibiliography in research papers       4. Format multiple-column new newsletters         5. Use special character and paragraph formatting       4. Create a sereadsheet and chart data         1. Create a spreadsheet and chart data       1. Create a seread copy formulas function         4. Format cells with merge & cen center and cell styles       5. Chart data in a column chart         6. Prepare a worksheet for printing       7. Enter	ange and reorganize text
6. Use the proofing options       7. Create a document using a tem pre-designed template       3. Format research papers and newsletter         3. Format research papers and newsletters       1. Create mailing labels using mail merge       2. Inset         1. Create mailing labels using mail merge       2. Inset footnotes in research papers       3. Create citations and a bibl bibliography in research papers         3. Create citations and a       bibli bibliography in research papers       4. Format multiple-column new newsletters         5. Use special character and paragraph formatting       4. Create a s         4. Create a spreadsheet and chart data       1. Create a scel workbook         2. Enter data in a worksheet       3. Create and use the sum function         4. Format cells with merge & cen center and cell styles       5. Chart data in a column chart         6. Prepare a worksheet for printing       7. Enter	e the proofing options
7. Create a document using a pre-designed template       3. Format research papers and newsletter newsletters         3. Format research papers and newsletters       1. Create mailing labels using mail merge         2. Insert footnotes in research papers       2. Insert footnotes in research papers         3. Create citations and a biblibility bibliography in research papers       3. Create citations and a biblibility bibliography in research papers         4. Format multiple-column newsletters       5. Use special character and paragraph formatting       4. Create a streadsheet and chart data         1. Create, save, and navigate an excel workbook       2. Enter data in a worksheet       3. Construct and copy formulas function         4. Format cells with merge & center and cell styles       5. Chart data in a column chart       6. Prepare a worksheet for printing	ate a document using a
pre-designed template3. Format research papers and newsletters1. Create newsletters1. Create mailing labels using mail merge1. Create nail merge2. Insert footnotes in research paperspap papers3. Create citations and a bibliography in research papersbibliography in research pap papers4. Format multiple-column newslettersnews5. Use special character and paragraph formatting4. Create a st4. Create a spreadsheet and chart data nexcel workbook1. Create para2. Enter data in a worksheet3. Cor3. Construct and copy formulas and use the sum function4. Format printing4. Format cells with merge & center and cell styles5. Chart center and cell styles5. Chart data in a column chart for printing6. Prepare a worksheet for printing6. Prepare a worksheet for printing7. Enter	plate
3. Format research papers and newsletters       1. Creat mailing labels using mai mail merge       2. Inset         1. Create mailing labels using mail merge       2. Inset       2. Inset         2. Insert footnotes in research papers       3. Create citations and a biblicities and and antities and a biblicities and antities and a biblicities and a biblicitititities and a biblicities and a biblicities a	search papers and
newsletters1. Create1. Create mailing labels using mail mergemail mail marge2. Insert footnotes in research paperspap papers3. Create citations and a bibliography in research papersbibli bibliography in research pap papers4. Format multiple-column newslettersnew newsletters5. Use special character and paragraph formatting4. Create a s excel workbook4. Create a spreadsheet and chart data1. Cre a spreadsheet and chart data1. Create, save, and navigate an excel workbook2. Enter data in a worksheet2. Enter data in a worksheet3. Cor data3. Construct and copy formulas and use the sum function4. Form d. Form d. Format cells with merge & cen center and cell styles5. Chart data in a column chart6. Pre pre for printing7. Enter	
1. Create mailing labels using mail marge       2. Inset mail marge         2. Insert footnotes in research papers       3. Create         3. Create citations and a biblic bibliography in research papers       4. Form         4. Format multiple-column newsletters       5. Use         5. Use special character and paragraph formatting       4. Create a spreadsheet and chart data         1. Create, save, and navigate an excel workbook       2. Enter         2. Enter data in a worksheet       3. Coreate calls with merge & cen center and cell styles         5. Chart data in a column chart       6. Prepare a worksheet for printing	ate mailing labels using
mail merge2. Inset2. Inset footnotes in researchpappapers3. Cree3. Create citations and abiblibibliography in researchpappapers4. Forn4. Format multiple-columnnewnewsletters5. Use5. Use special character andparparagraph formatting4. Create a s4. Create a spreadsheet and chart data1. Cree1. Create, save, and navigate anexcexcel workbook2. Enter2. Enter data in a worksheet3. Core3. Construct and copy formulasfundand use the sum function4. Forn4. Format cells with merge &cencenter and cell styles5. Chart5. Chart data in a column chart6. Pre6. Prepare a worksheet forprinprinting7. Enter	il merge
2. Insert footnotes in researchpappapers3. Cree3. Create citations and abiblbibliography in researchpappapers4. Forn4. Format multiple-columnnewnewsletters5. Use5. Use special character andparaparagraph formatting4. Create a s4. Create a spreadsheet and chart data1. Creat1. Create, save, and navigate anexcexcel workbook2. Entr2. Enter data in a worksheet3. Cor3. Construct and copy formulasfundand use the sum function4. Forn4. Format cells with merge &cencenter and cell styles5. Chart5. Chart data in a column chart6. Pre6. Prepare a worksheet forprinprinting7. Enter	ert footnotes in research
papers3. Create citations and a3. Create citations and abiblibibliography in researchpappapers4. Form4. Format multiple-columnnewnewsletters5. Use5. Use special character andparaparagraph formatting4. Create a s4. Create a spreadsheet and chart data1. Create a s1. Create, save, and navigate anexceexcel workbook2. Entr2. Enter data in a worksheet3. Cor3. Construct and copy formulasfunctionand use the sum function4. Form4. Format cells with merge &cencenter and cell styles5. Chart5. Chart data in a column chart6. Pre6. Prepare a worksheet forprintprinting7. Entre	bers
3. Create citations and a       bibli         bibliography in research       pap         papers       4. Form         4. Format multiple-column       new         newsletters       5. Use         5. Use special character and       para         paragraph formatting       4. Create a s         4. Create a spreadsheet and chart data       1. Create, a sec         excel workbook       2. Enter         1. Create, save, and navigate an       exc         excel workbook       2. Enter         2. Enter data in a worksheet       3. Cor         3. Construct and copy formulas       function         and use the sum function       4. Form         4. Format cells with merge &       cen         center and cell styles       5. Chart data in a column chart         6. Prepare a worksheet for       prin         printing       7. Enter	ate citations and a
bibliography in researchpappapers4. Form4. Format multiple-columnnewnewsletters5. Use5. Use special character andparaparagraph formatting4. Create a s4. Create a spreadsheet and chart data1. Create1. Create, save, and navigate anexcelexcel workbook2. Enter2. Enter data in a worksheet3. Corr3. Construct and copy formulasfundand use the sum function4. Form4. Format cells with merge &cencenter and cell styles5. Chart5. Chart data in a column chart6. Pre6. Prepare a worksheet forprintprinting7. Enter	iography in research
papers4. Form4. Format multiple-columnnewnewsletters5. Use5. Use special character andparaparagraph formatting4. Create a s4. Create a spreadsheet and chart data1. Cre1. Create, save, and navigate anexcexcel workbook2. Enter2. Enter data in a worksheet3. Cor3. Construct and copy formulasfundand use the sum function4. Form4. Format cells with merge &cencenter and cell styles5. Chart5. Chart data in a column chart6. Pre6. Prepare a worksheet forprinprinting7. Enter	
4. Format multiple-columnnews newsletters5. Use special character andpara paragraph formatting4. Create a spreadsheet and chart data1. Create a spreadsheet and chart data1. Create, save, and navigate anexcel excel workbook2. Enter data in a worksheet3. Cor function3. Construct and copy formulas and use the sum function4. Form excel4. Format cells with merge & center and cell styles5. Chart function5. Chart data in a column chart6. Prepare a worksheet for printing7. Enter7. Enter	mat multiple-column
newsletters5. Use5. Use special character andparaparagraph formatting4. Create a s4. Create a spreadsheet and chart data1. Create1. Create, save, and navigate anexcexcel workbook2. Enter2. Enter data in a worksheet3. Cor3. Construct and copy formulasfuncand use the sum function4. For4. Format cells with merge &cencenter and cell styles5. Chart5. Chart data in a column chart6. Pre6. Prepare a worksheet forprinprinting7. Enter	vsletters
5. Use special character and paragraph formattingpara 4. Create a s4. Create a spreadsheet and chart data1. Cre4. Create a spreadsheet and chart data1. Cre1. Create, save, and navigate an excel workbookexc2. Enter data in a worksheet3. Cor3. Construct and copy formulas and use the sum functionfunc 4. Format cells with merge & cen center and cell styles4. Format cell styles5. Chart printing7. Enter	e special character and
paragraph formatting4. Create a s4. Create a spreadsheet and chart data1. Create1. Create, save, and navigate anexcexcel workbook2. Enter2. Enter data in a worksheet3. Cor3. Construct and copy formulasfuncand use the sum function4. Form4. Format cells with merge &cencenter and cell styles5. Chart5. Chart data in a column chart6. Prepare a worksheet forprinting7. Enter	agraph formatting
4. Create a spreadsheet and chart data       1. Cre         1. Create, save, and navigate an       exc         excel workbook       2. Enter         2. Enter data in a worksheet       3. Cor         3. Construct and copy formulas       func         and use the sum function       4. Format cells with merge &         4. Format cells with merge &       cen         center and cell styles       5. Chart data in a column chart         6. Prepare a worksheet for       prin         printing       7. Enter	spreadsheet and chart dat
1. Create, save, and navigate an excel workbookexc2. Enterexcel workbook2. Enter2. Enter data in a worksheet3. Cor3. Construct and copy formulas and use the sum functionfunc and use the sum function4. Format cells with merge & center and cell styles5. Char5. Chart data in a column chart6. Pre prin printing7. Enter	ate, save, and navigate a
excel workbook 2. Enter 2. Enter data in a worksheet 3. Cor 3. Construct and copy formulas func- and use the sum function 4. Form 4. Format cells with merge & cen center and cell styles 5. Cha 5. Chart data in a column chart 6. Pre 6. Prepare a worksheet for prin printing 7. Enter	el workbook
2. Enter data in a worksheet3. Cor3. Construct and copy formulasfunctionand use the sum function4. Format cells with merge &4. Format cells with merge &cencenter and cell styles5. Chat5. Chart data in a column chart6. Pre6. Prepare a worksheet forprinprinting7. Enter	er data in a worksheet
3. Construct and copy formulasfunctionand use the sum function4. Format cells with merge &4. Format cells with merge &center and cell styles5. Chart data in a column chart6. Pre6. Prepare a worksheet forprinting7. Enter	nstruct and apply the sum
and use the sum function4. Form4. Format cells with merge &cencenter and cell styles5. Chat5. Chart data in a column chart6. Pre6. Prepare a worksheet forprinprinting7. Enter	
4. Format cells with merge &cencenter and cell styles5. Cha5. Chart data in a column chart6. Pre6. Prepare a worksheet forprinprinting7. Ent	mat cells with merge &
center and cell styles5. Cha5. Chart data in a column chart6. Pre6. Prepare a worksheet forprinprinting7. Enter	iter and cell styles
5. Chart data in a column chart6. Pre6. Prepare a worksheet forprinprinting7. Enter	art data in a column chart
6. Prepare a worksheet forprinprinting7. Enter	pare a worksheet for
printing 7. Enter	
	er data by range
	nstruct formulas and
, .	
	ctions for mathematical
· · ·	erations
	t values in a worksheet
	ions, create tables, and arge workbooks

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

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

		Proposed Version
	7. Modify the design of a report	5. Create a report by using the
	8. Print a report and keep data	report wizard
	together	<ol><li>Modify the design of a report</li></ol>
	11. Create, edit and view presentations using pictures and slide transitions	<ol> <li>Print a report and keep data together</li> </ol>
	<ol> <li>Create a new presentation</li> <li>Edit presentations in normal</li> </ol>	11. Create, edit and view presentations using pictures and slide transitions
	view	1. Create a new presentation
	<ol> <li>Add pictures to presentations</li> <li>Print and view presentations</li> </ol>	2. Edit presentations in normal view
	5. Edit existing presentations	3. Add pictures to presentations
	6. Format presentations	4. Print and view presentations
	7. Use slide sorter view	5. Edit existing presentations
	8. Apply slide transitions	6. Format presentations
	12. Format electronic presentations	7. Use slide sorter view
	1. Format numbered and bulleted	8. Apply slide transitions
	lists	12. Format electronic presentations
	2. Insert clipart	1. Format numbered and bulleted
	<ol><li>Insert text boxes and shapes</li></ol>	lists
	4. Format objects	2. Insert clipart
	5. Remove picture backgrounds	<ol><li>Insert text boxes and shapes</li></ol>
	and insert WordArt	4. Format objects
	<ol><li>Create and format a SmartArt graphic</li></ol>	<ol> <li>Remove picture backgrounds and insert WordArt</li> </ol>
	<ol> <li>Enhance a presentation with animation, tables, charts, digital</li> </ol>	<ol> <li>Create and format a SmartArt graphic</li> </ol>
	images and clips.	13. Enhance a presentation with
	<ol> <li>Customize slide backgrounds</li> <li>Animate a slide show</li> </ol>	animation, tables, charts, digital images and clips.
	<ol> <li>Insert a video</li> <li>Create and modify tables</li> </ol>	1. Customize slide backgrounds using design tempaltes
	5. Create and modify charts	2. Animate a slide show
		3. Insert a video
		4. Create and modify tables
		5. Create and modify charts
Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	<ol> <li>Create a word processing document using graphics and lists</li> </ol>	<ol> <li>Create a word processing document using graphics and lists</li> </ol>
		<ol><li>Create a word processing document using tables and letters</li></ol>	<ol><li>Create a word processing document using tables and letters</li></ol>
		<ol> <li>Create a spreadsheet and chart data using functions, creating tables, and managing large workbooks</li> </ol>	<ol> <li>Create a spreadsheet and chart data using functions, creating tables, and managing large workbooks</li> </ol>
		<ol> <li>Utilize spreadsheet financial and lookup functions, define names, validate data and utilize pivot tables.</li> </ol>	<ol> <li>Utilize spreadsheet financial and lookup functions, define names, validate data and utilize pivot tables.</li> </ol>
		<ol> <li>Create a database with defined tables and fields using queries, forms and reports</li> </ol>	<ol> <li>Create a database with defined tables and fields using queries, form and reports</li> </ol>
		6. Sort and query a database and create templates	6. Sort and query a database and create templates
		<ol><li>Create, edit and view a presentation using pictures and slide transitions</li></ol>	<ol><li>Create, edit and view a presentation using pictures and slide transitions</li></ol>
		8. Format presentations and utilize animation, tables, and charts	8. Format presentations and utilize animation, tables, and charts

Req/Adv	/
---------	---

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	EWRT D001A or EWRT D01AH or ESL D005.	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):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)

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

#### **Curriculum Office**

Changed	Questions	Current Version	Proposed Version
9	Banner Start Term (202122)	202222	No Value
0	Banner Division	2CB	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 399	CIS 399
	Course Status	New	New
0	Course Status Code	Α	No Value
0	Banner Department	CIS	No Value
0	Course Level	DU	No Value
0	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
0	CTE Status	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	06/02/2020	No Value
0	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Τ	No Value
9	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Α	No Value
0	Noncredit Enhanced Funding Indicator	Y	No Value
9	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
9	COA Code	C	No Value

Changed	Questions	Current Version	Proposed Version
θ	Fund Code	114000	No Value
0	Organization Code	233003	No Value
θ	Account Code	1320	No Value
₿	Program Code	070100	No Value
θ	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr.</li> <li>1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr.</li> <li>1/17/23 (effect. F23)cc</li> </ul>
9	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

## Summary of Revisions

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
	Units and Hours Specifications Outline	Units and HoursNo ValueSpecificationsNo ValueOutlineNo Value

Blue Form

Changed Questions	Current Version	Proposed Version
For changes to the units and hours tab 1) Contact the Curriculum Office a curriculum@fhda.ed with the course information change and 2) address item 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	t lu s; s	No Value
1. Is the unit(s) change required for articulation?	No Value	No Value
2. If the course is Up or CSU transferable identify one UC or CSU campus with th same unit value requested and copy and paste the catalo description of the course.	, Ie	No Value
3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	9	No Value
Office Use ONLY: Fo a REVISION, state th existing unit(s); lec hour(s) and load; la hour(s) and load; ar seat count.	b	No Value
Office Use ONLY: Fo a REVISION, state th new unit(s); lec hour(s) and load; la hour(s) and load; ar seat count.	b	No Value

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

## A-Matrix Form

Changed	Questions	Current Version	Proposed Version
9	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	Advisory Courses: EWRT 1A or EWRT 1AH or ESL 5
•	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	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.
8	Objective 2: Compose essays drawn from personal experience and assigned texts.	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

Changed	Questions	Current Version	Proposed Version
9	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.
9	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 divers sentences devoid of mechanical errors. Th instructor assesses students' ability to create syntactically varied sentences and ensures they are free of mechanical errors through the evaluation of homework assignments
9	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
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D01A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

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

## **C-Matrix Form**

Changed	Questions	Current Version	Proposed Version	
	ESL D261. and	No Value	No Value	
	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.			

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

**D-Matrix Form** 

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

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

#### E-Matrix Form

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

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

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

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

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

**H-Matrix Form** 

Changed Questions	Current Version	Proposed Version
Objective 1: For entrance into CTE program such as Nursing AUTO, APRN, etc list the prerequisite(s) to participate in program.	],	No Value
Objective 2: For Student Coho such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in cohort.		No Value
Objective 3: For Prerequisites based on Government/Licensing/Certific Regulations, or legal requirem cite the regulation that manda prerequisite or attach a copy of to this form.	cation nents, ntes a	No Value
Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information wit which the students would crea hazard to themselves or those around them. Also describe he students will meet those skills such as a course.	hout ate a e ow	No Value

#### De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

#### 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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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	I			
	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					
0	Stage 5: SLO Coordinator	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	<b>Edit</b> Matrix A must be	Initiator - Indicate "Y' When Completed
			3/12/2024	Mary Pape - Dept Chair	Matrix A	Requirec	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	
9	Stage 7: Content Review Matrix Liaison	No Value	Date - Role Part - Type of OR Field Edit	Initiator - Indicate "Y" When Completed
	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

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

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

## Summary of Changes

General InformationFaculty InitiatorGeneral InformationEffective TermGeneral InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsFSATransferability & Gen. Ed. OptionsGE InformationSpecificationsMethods of InstructionSpecificationsSesential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListSpecificationsSuggested Reading ListCurriculum OfficeBanner DivisionCurriculum OfficeStaleg Term (20122)Curriculum OfficeStar Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)	Section	Changed field
Encoder formGeneral InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsFSATransferability & Gen. Ed. OptionsGE InformationSpecificationsMethods of InstructionSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum OfficeS Year Revision Year (2021)Curriculum OfficeEffective Quarter	Seneral Information	Faculty Initiator
Consertige (CD2)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsFSATransferability & Gen. Ed. OptionsGE InformationSpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum OfficeSyear Revision Year (2021)Curriculum OfficeEffective Quarter	Seneral Information	Effective Term
Faculty RequirementsDiscipline 1Faculty RequirementsFSATransferability & Gen. Ed. OptionsGE InformationSpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeStear Revision Year (2021)Curriculum OfficeStear Revision Year (2021)Curriculum OfficeEffective Quarter	Seneral Information	Course Type (CB27)
Faculty RequirementsFSATransferability & Gen. Ed. OptionsGE InformationSpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum OfficeS Year Revision Year (2021)Curriculum OfficeEffective Quarter	Seneral Information	Mode of Delivery
Transferability & Gen. Ed. OptionsGE InformationSpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeStart Querter (21-22)Curriculum OfficeSter Revision Year (2021)Curriculum OfficeSter Revision Year (2021)	aculty Requirements	Discipline 1
SpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective Quarter	aculty Requirements	FSA
SpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective Quarter	ransferability & Gen. Ed. Options	GE Information
SpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective Quarter	specifications	Methods of Instruction
FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective Quarter	specifications	Methods of Evaluation
SpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective Quarter	specifications	•
Curriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective Quarter	pecifications	Examples of Primary Texts and References
Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective Quarter	specifications	Suggested Reading List
Curriculum Office     Catalog Term (21-22)       Curriculum Office     5 Year Revision Year (2021)       Curriculum Office     Effective Quarter	Curriculum Office	Banner Start Term (202122)
Curriculum Office     5 Year Revision Year (2021)       Curriculum Office     Effective Quarter	Curriculum Office	Banner Division
Curriculum Office Effective Quarter	Curriculum Office	Catalog Term (21-22)
	Curriculum Office	5 Year Revision Year (2021)
Curriculum Office Effective Year (2021)	Curriculum Office	Effective Quarter
	Curriculum Office	Effective Year (2021)
Curriculum Office Course Status Code	Curriculum Office	Course Status Code
Curriculum Office Banner Department	Curriculum Office	Banner Department

Section	Changed field
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     • Catherina Wong     Initiator	<ul><li>Vernon Gallegos</li><li>Shaw, Janet</li></ul>

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	DANCD025A	DANCD025A
	Course Control Number	CCC000511483	CCC000511483
	Course Title (CB02)	Theory and Technique of Salsa Dance I	Theory and Technique of Salsa Dance I
	Short Course Title	THEORY & TECHNIQUE SALSA I	THEORY & TECHNIQUE SALSA I
	TOP Code (CB03)	1008.00	1008.00 Dance
	CIP Code	Dance, General	50.0301 Dance, General
	Department	DANC - Dance	DANC - Dance
0	Effective Term	Fall 2023	Fall <del>2023</del> 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	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.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Dance
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - DANCE

## Formerly Statement

Changed F	ield	Current Version	Proposed Version
	ormerly tatement	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.

hongod	Field	Current Version	Bronocod Varian	
hanged	Field	Current version	Proposed Version	
	Stand-Alone	No value		
	Statement			

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

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

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

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

Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	No
ross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross- listed course?	No value	No
ore Optic	ons		
hanged	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	Allow Students to Gain Credit by		

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
---------	-------

art of a rogram	Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Kinesiology for Transfer (In Development)	Associated Program	Kinesiology for Transfer (In Development)
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	CSU GE	Associated Program	CSU GE

Changed Field	Current Version	Current Version		Proposed Version	
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
	Associated Program	Associate in Arts in Kinesiology for Transfer	Associated Program	Associate in Arts in Kinesiology for Transfer	
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	
	Associated Program	Kinesiology for Transfer	Associated Program	Kinesiology for Transfer	
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	

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

Changed	Field	Current Version		Proposed Version	
0	GE Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	• 2GEP - Approved.	Area(s)	<ul> <li>2GEP - Approved.</li> </ul>
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	CGEP - Approved.		
		-	No value		

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

Course Student Hours - Profile Name: Default Profile

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

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 / No	on-Credit Option	S	
Changed	Field	Current Version	Proposed Version

nanged	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)		

Changed	Field	Current Version	Proposed Version
	Variable Credit Course		

#### **Credit Units**

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

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

Specifications			

Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
	Methods of Instruction	Discussion of assigned reading Quiz and examination review performed in class Collaborative learning and small group exercises Collaborative projects Discussion and problem solving performed in class Guest speakers Classroom discussion sessions and quizzes that evaluate the proceedings weekly exercises	Methods of Instruction	Discussion of assigned reading Quiz and examination review performed in class Collaborative learning and small group exercises Collaborative projects Discussion and problem solving performed in class Guest speakers Classroom discussion sessions and quizzes that evaluate the proceedings weekly exercises
Assignments	<ol> <li>Apply sidence of drilling; materia of chore perform</li> <li>Critique paper of students critically from the students mastery those of situation</li> </ol>	<ol> <li>Readings from textbook.</li> <li>Apply skills exercises to practice dance competence, such as: drilling; group reinforcement of material; and adaptation practice of choreography and performance skills.</li> <li>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.</li> </ol>		gs from textbook. kills exercises to practic competence, such as: group reinforcement of l; and adaptation practic cography and ance skills. a live-performance n topics which will help s integrate and think about the materials e course. For instance, s will demonstrate of concepts, and apply oncepts to practical ns in performance and graphy. ly Dance Demonstratio

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

Changed Field	Current Version	nt Version Proposed Version		ion
	Methods	1. Exams or	Methods	1. Exams or
	of	quizzes to	of	quizzes to
	Evaluation	evaluate	Evaluation	evaluate
		comprehension		comprehensic
		and mastery of		and mastery of
		key terms and		key terms and
		concepts		concepts
		covered in		covered in
		class as well as		class as well
		application		application
		skills related to		skills related
		analysis of		analysis of
		salsa dance		salsa dance
		idiom.		idiom.
		2. Participation in		2. Participation
		class		class
		discussions		discussions
		and skills		and skills
		exercises to		exercises to
		evaluate ability		evaluate abili
		to demonstrate		to demonstra
		cultural		cultural
		competence		competence
		(appropriate		(appropriate
		and effective		and effective
		use of		use of
		communication		communicatio
		skills/strategies.		skills/strategi
		3. Writing		3. Writing
		assignment(s)		assignment(s
		to evaluate		to evaluate
		ability to		ability to
		analyze		analyze
		critically and		critically and
		synthesize		synthesize
		course		course
		materials and		materials and
		personal		personal
		experience		experience
		related various		related variou
		salsa dances,		salsa dances
		their origins,		their origins,
		characteristics		characteristic
		and		and
		development.		development.
		4. Dance		4. Dance
		Demonstration		Demonstratio
		will be		will be

#### **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 group or solo to complete their own dance choreography.		
the final dance choreographythe final dance choreographyby focusing on time, space, energy, unity, transitions and quality of the performancethe final dance choreography by focusing on time, space, energy, unity, transitions and quality of the performancevalue with includesunity of the quality of the performancevalue with includesvalue with includesvalue with includesvalue with includesvalue with includesvalue with includesprojection, character study and confidence.technique, projection, character study andS. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.S. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.S. Final is the student's own choreography. Student will take full responsibility creating Hip- hop movement or a hybrid of Hip-hop movement edither in a Hip-hop movement enter in a complete their own dance	evaluated by	evaluated by
choreography by focusing on time, space, energy, unity, transitions and quality of the performance value with includes memorization, technique, projection, character study and confidence.choreography by focusing on time, space, energy, unity, transitions and quality of the performance value with includes memorization, technique, projection, character study and confidence.choreography energy, unity, transitions and quality of the performance performance value with includes memorization, technique, projection, character study and confidence.choreography energy, unity, transitions and quality of the quality of the performance performance performance technique, projection, character study and confidence.choreography energy, unity, transitions and quality of the quality of the performance projection, character study and confidence.5. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.Studert is a student's own choreography.6. Final is the student's own choreography.Student will take full responsibility res	the quality of	the quality of
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 group or solo to complete their own dance	the final dance	the final dance
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 group or solo to complete their own dance	choreography	choreography
energy, unity, transitions and quality of the performanceenergy, unity, transitions and quality of the performancevalue with includesvalue with includesvalue with includesmemorization, technique, projection, character study and confidence.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.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.6. Final is the student's own choreography.Student will take full responsibility creating Hip- hop movement or a hybrid of Hip-hop group or solo to complete their own dance	by focusing on	by focusing on
transitions and quality of the performancetransitions and quality of the performancevalue withincludesincludesincludesmemorization, technique, projection, character study and confidence.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.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 Alip- roreating Salsa hop movement or a hybrid of Hip-hop group or solo to complete their own dance	time, space,	time, space,
quality of the performancequality of the performancevalue withincludesincludesmemorization, technique, projection, character study andmemorization, technique, projection, character study andandconfidence.5. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.S. Midterm is a written exam on the "Fit and Well" Brief6. Final is the student's own choreography.G. Final is the student's own choreography.S. Final is the student's own choreography.7. Student will take full responsibility creating Salsa hop movement or a hybrid of Hip-hop group or solo to complete their own dancewind ance	energy, unity,	energy, unity,
performanceperformancevalue withincludesincludesmemorization,technique,projection,projection,projection,character studyandconfidence.5. Midterm is awritten exam onwritten exam onthe "Fit andthe "Fit andWell" BriefWell" Briefedition whichedition whichfocuses onFitness andNutrition.6. Final is thestudent's ownstudent's ownchoreography.Student willStudent willtake fullresponsibilitycreating Salsahop movementown danceeither in agroup or solo tocomplete theirown dance	transitions and	transitions and
value with includes memorization, technique, projection, character study and confidence.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.5. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.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 group or solo to complete their own dancevalue with includes memorization, technique, projection, character study character study don dance	quality of the	quality of the
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 group or solo to complete their own dance	performance	performance
memorization, technique, projection, character study and confidence.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.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 edither in a group or solo to complete their own dance	value with	value with
technique, projection, character study and confidence.technique, projection, character study and confidence.5. Midterm is a written exam on the "Fit and Well" Brief5. Midterm is a written exam on written exam on the "Fit and Well" BriefWell" Brief edition which focuses on Fitness and Nutrition.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 group or solo to complete their own dancetechnique, projection, character study and and character study and written exam on written exam on written exam on written exam on written exam on the "Fit and Well" Brief Vell" Brief Vell" Brief edition which focuses on focuses on focuses on Fitness and Nutrition.6. Final is the student's own choreography. Student will take full responsibility creating Salsa hop movement complete their own dance choreography.	includes	includes
projection, character study and confidence.projection, character study and confidence.5. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.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 group or solo to complete their own danceprojection, character study and and confidence.9. Mitterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.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 hop movement complete their own dance6. Final is the student will take full responsibility creating Salsa movement complete their own dance	memorization,	memorization,
character study and confidence.character study and confidence.5. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.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 group or solo to complete their own dance	technique,	technique,
and confidence.and confidence.5. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.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 Mip- hop movement or a hybrid of Hip-hop group or solo to complete their own danceand confidence.and confidence.and confidence.filtence written exam on written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.filtence sol6. Final is the student's own choreography.filtence soundancefiltence soundance7. Student will take full responsibility creating Salsa movement or a hybrid of either in a group or solo to complete their own danceand confidence.9. Student will take full responsibility creating Salsa hop movement or a hybrid of either in aand complete their own dance	projection,	projection,
confidence.confidence.5. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition.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 group or solo to complete their own dance6. Final is the student's own choreography.	character study	character study
5. Midterm is a       5. Midterm is a         written exam on       written exam on         the "Fit and       the "Fit and         Well" Brief       Well" Brief         edition which       edition which         focuses on       focuses on         Fitness and       Fitness and         Nutrition.       Nutrition.         6. Final is the       6. Final is the         student's own       student's own         choreography.       Student will         Student will       take full         responsibility       responsibility         creating Hip-       creating Salsa         hop movement       movement         or a hybrid of       either in a         Hip-hop       group or solo to         complete their       own dance         group or solo to       choreography.	and	and
written exam on the "Fit andwritten exam on the "Fit andWell" Brief edition which focuses on Fitness and Nutrition.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 group or solo to complete their own danceWell" Brief edition which edition which focuses on Fitness and Nutrition.	confidence.	confidence.
the "Fit andthe "Fit andWell" BriefWell" Briefedition whichedition whichfocuses onfocuses onFitness andFitness andNutrition.Nutrition.6. Final is the6. Final is thestudent's ownstudent's ownchoreography.Student willtake fulltake fullresponsibilitycreating Salsahop movementmovementor a hybrid ofeither in aHip-hopgroup or solo togroup or solo tochoreography.complete theirown dance	5. Midterm is a	5. Midterm is a
Well" BriefWell" Briefedition whichedition whichfocuses onfocuses onFitness andFitness andNutrition.Nutrition.6. Final is the6. Final is thestudent's ownstudent's ownchoreography.choreography.Student willStudent willtake fulltake fullresponsibilitycreating Salsahop movementmovementor a hybrid ofeither in aHip-hopgroup or solo tomovementcomplete theirown dancechoreography.	written exam or	n written exam on
edition which focuses onedition which focuses onfocuses onFitness andFitness andNutrition.Nutrition.Nutrition.6. Final is the student's own choreography.6. Final is the student's own choreography.Student will take fullStudent will take fulltake full responsibility creating Hip- or a hybrid of Hip-hopresponsibility group or solo to complete their own danceeither in a group or solo to complete their own danceown dance	the "Fit and	the "Fit and
focuses onfocuses onFitness andFitness andNutrition.Nutrition.6. Final is the6. Final is thestudent's ownstudent's ownchoreography.choreography.Student willtake fulltake fulltake fullresponsibilitycreating Salsahop movementmovementor a hybrid ofgroup or solo toHip-hopgroup or solo tocomplete theirown danceown dancechoreography.	Well" Brief	Well" Brief
Fitness and Nutrition.Fitness and Nutrition.6. Final is the student's own choreography.6. Final is the student's own choreography.Student will take full responsibility creating Hip- hop movement or a hybrid of Hip-hop group or solo to complete their own danceHip-hop group or solo to complete their own dance	edition which	edition which
Nutrition.Nutrition.6. Final is the student's own choreography.6. Final is the student's own choreography.Student will take full responsibility creating Hip- hop movement or a hybrid of Hip-hop either in a group or solo to complete their own danceNutrition.6. Final is the student's own choreography.Student's own choreography.6. Final is the student's own choreography.Student will take full responsibility creating Salsa movement or a hybrid of Hip-hop movement either in a own dance	focuses on	focuses on
6. Final is the student's own choreography.6. Final is the student's own choreography.Student will take full responsibility creating Hip- hop movement or a hybrid of Hip-hop either in a group or solo to complete their own dance6. Final is the student's own choreography.	Fitness and	Fitness and
student's own choreography.student's own choreography.Student will take fullStudent will take fulltake full responsibility creating Hip- hop movement or a hybrid of Hip-hop either in a group or solo to complete their own dancegroup or solo to complete their own dance	Nutrition.	Nutrition.
choreography.choreography.Student willStudent willtake fulltake fullresponsibilityresponsibilitycreating Hip-creating Salsahop movementmovementor a hybrid ofeither in aHip-hopgroup or solo tomovementcomplete theirown dancechoreography.	6. Final is the	6. Final is the
Student will take fullStudent will take fulltake fulltake fullresponsibilityresponsibilitycreating Hip-creating Salsahop movementmovementor a hybrid ofeither in aHip-hopgroup or solo tomovementcomplete theirgroup or solo tochoreography.complete theirown dance	student's own	student's own
take fulltake fullresponsibilityresponsibilitycreating Hip-creating Salsahop movementmovementor a hybrid ofeither in aHip-hopgroup or solo tomovementcomplete theirown dancechoreography.	choreography.	choreography.
responsibility creating Hip- hop movement or a hybrid of Hip-hop movement either in a group or solo to complete their own dance complete their own dance	Student will	Student will
creating Hip- hop movement or a hybrid of Hip-hop movement either in a group or solo to complete their own dance	take full	take full
hop movementmovementor a hybrid ofeither in aHip-hopgroup or solo tomovementcomplete theireither in aown dancegroup or solo tochoreography.complete theirown danceown dancechoreography.	responsibility	responsibility
or a hybrid of Hip-hop movement either in a group or solo to complete their own dance choreography.	creating Hip-	creating Salsa
Hip-hopgroup or solo tomovementcomplete theireither in aown dancegroup or solo tochoreography.complete theirown danceown dance	hop movement	movement
movement complete their either in a group or solo to complete their own dance	or a hybrid of	either in a
either in a own dance group or solo to choreography. complete their own dance	Hip-hop	group or solo to
group or solo to choreography. complete their own dance	movement	complete their
complete their own dance	either in a	own dance
own dance	group or solo to	choreography.
	complete their	
choreography.	own dance	
	choreography.	

Changed	Field	Current Version	Proposed Version
0	Essential Student Materials/Essential	<ul><li>Essential Student Materials:</li><li>Dance shoes</li></ul>	<ul><li>Essential Student Materials:</li><li>Dance shoes</li></ul>
	College Facilities	Essential College Facilities: • 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	Essential College Facilities: • 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

## Changed Field

## 0

Examples of Primary Texts and

## References

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

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

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

Salsa!or "Everything Your Mother Never Told You About Salsa Dancing!" (The Little Book of Dancing)
Daniel Allen
CreateSpace Independent Publishing
February 23, 2014

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

Changed	Field	Current Ve	rsion	Proposed Version
•	Suggested Reading List	Reading List May include, but are not limited to	Sambou, kamissoki. "Social Dancing Guide, Kindle Ed., 2018. No value	No value
		Reading List	Flores, Juan. "Salsa Rising" Kindle Ed., 2016.	
		May include, but are not limited to	No value	
		Reading List	Hutchinson, Sydney. "Salsa World: A Global Dance in Local Context", Kindle Ed., 2015.	
		May include, but are not limited to	No value	
		Reading List	Hickman, Michael. "Me, Salsa Dance: Yes!" Kindle Ed., 2016.	
		May include, but are not limited to	No value	

Changed Field	Current Ve	rsion	Proposed Version
	Reading List	Hutchinson, Sydney. "A Global Dance in Local Contexts". Temple University Press, 2013.	
	May include, but are not limited to	No value	

earning Outcomes and Objectives				
Changed	Field	Current Version	Proposed Version	
	Course Objectives	<ul> <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> <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 Versio	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.	CSLOs	Perform the basic steps of a variety of partner dances with consistent confidence, demonstrating correct body placement, while exhibiting traditiona rhythms and forms of salsa dance.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Analyze salsa dance and music combinations with correct terminology, and identify the cultural context of specific dance forms.	CSLOs	Analyze salsa dance and music combinations with correct terminology, and identify the cultural context of specific dance forms.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

# Course Outline

Changed	Field	Current Version	Proposed Version
9	Content	<ol> <li>Demonstrate an understanding of the historical and cultural functions of salsa dance         <ol> <li>Cuba's contribution to salsa                 <ol> <li>Casino (Cuban style of Salsa dance)</li> <li>Miami style Casino</li></ol></li></ol></li></ol>	<ul> <li>1. Demonstrate an understanding of the historical and cultural functions of salsa dance</li> <li>1. Cuba's contribution to salsa <ol> <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> <li>Tito Puente ("The Mambo King").</li> <li>Shoulder shimmies</li> <li>fast flash footwork</li> <li>Slide step</li> </ol> </li> <li>3. Saint Domingue contribution to salsa <ol> <li>Polyrhythms</li> <li>Highly syncopated music</li> <li>Small steps</li> </ol> </li> <li>4. New York's contribution to salsa <ol> <li>second beat of the music ("on 2")</li> <li>remaining in the "slot"</li> <li>greater emphasis on performing</li> </ol> </li> </ul>
		"shines" 5. Bachata (little brother to	"shines" 5. Bachata (little brother to
		Salsa Dance). 2. Apply dance fundamentals 1. Salsa dance etiquette 2. Posture 3. Dance positions 4. Leading and following techniques 5. Musical fundamentals related to Salsa dance 1. On the beat/off the beat (up beat/down beat) 2. Instrumentation: piano, bass,bongos,	Salsa Dance). 2. Apply dance fundamentals 1. Salsa dance etiquette 2. Posture 3. Dance positions 4. Leading and following techniques 5. Musical fundamentals related to Salsa dance 1. On the beat/off the beat (up beat/down beat) 2. Instrumentation: piano, bass, bongos, timbales

1700's.

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

1700's.

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

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):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for 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**

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

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
θ	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
9	Noncredit Enhanced Funding Indicator	Ν	No Value

Changed	Questions	Current Version	Proposed Version
0	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
•	COA Code	C	No Value
₽	Fund Code	114000	No Value
0	Organization Code	231010	No Value
•	Account Code	1320	No Value
•	Program Code	100800	No Value
•	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	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
9	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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

### **A-Matrix Form**

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

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

#### **B-Matrix Form**

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

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

**C-Matrix Form** 

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

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

### **D-Matrix Form**

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

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

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

# E-Matrix Form

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

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

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

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

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

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

## **G-Matrix Form**

If the requisite No Value No Value 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.	Changed	Questions	Current Version	Proposed Version
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			No Value	No Value
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				
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				
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		•		
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				
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				
Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as				
Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as				
follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as				
remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as				
instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as				
on the form. If a requisite falling under Matrix G is being removed, provide an explanation as				
a requisite falling under Matrix G is being removed, provide an explanation as				
falling under Matrix G is being removed, provide an explanation as				
Matrix G is being removed, provide an explanation as				
being removed, provide an explanation as				
removed, provide an explanation as				
provide an explanation as		-		
explanation as				
		-		
I-Matrix Form				

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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

hanged	Questions	Current Version	Proposed Version
0	Criteria 1:	No Value	Outline: B. Apply dance fundamental
	Present core		1. Salsa dance etiquette 2. Posture 3
	concepts and		Dance positions 4. Leading and
	scope that		following techniques 5. Musical
	define the		fundamentals related to Salsa dance
	discipline.		a. On the beat/off the beat (up
	(ONLY using		beat/down beat) b. Instrumentation:
	the Outline,		piano, bass, bongos, timbales (usual
	Assignments or		metal drums), tumbadoras (conga
	Methods of		drums) or cajones (wooden drum
	Evaluation		boxes), claves or palitos (wooden
	areas, cite,		sticks), cucharas (spoons), and
	copy and paste		maracas, atcheres or marugas (meta
	the area		rattles or shakers). c. Dance phrasing
	referenced.)		d. Accent e. How all of the above
	·		affect the style of a dance C. Perforn
			and identify the essential
			characteristics of the basic salsa ste
			1. Salsa technique: 8-count step,
			stopping on the 4th and 8th count or
			pattern of six steps danced over eigh
			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
			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 Republi
			Merengue is a 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. 5.
			Bachata: 4/4 time. Bachata is an
			offshoot of Salsa dance.

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

Changed	Questions	Current Version	Proposed Version
0	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: 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. Miam 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 o the music ("on 2") b. remaining in the "slot" c. greater emphasis on performing "shines" 5. Bachata (little brother to Salsa Dance).
0	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: 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. Miam 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).

hanged	Questions	Current Version	Proposed Version
0	Criteria 6: Use	No Value	D. Correlate basic exercise physiology
	real-world or		and nutrition to dance technique 1.
	hands-on		Theories of anaerobic vs. aerobic
	applications		exercise a. Developing cardiovascular
	that will provide		endurance b. Anaerobic training c.
	a context for		Improving efficiency and body
	the concepts		mechanics 2. Identify nutritional
	being		concepts with special notes regarding
	discussed.		specific needs for various populations
	(ONLY using		youth, adults, older adults, highly
	the Outline,		trained athletes, males and females.
	Assignments or		Balanced diet for wellness b. Eating
	Methods of		before class c. Post class food and
	Evaluation		fluids 3. Identify and apply flexibility
	areas, cite,		concepts with special notes regarding
	copy and paste		specific needs for various populations
	the area		youth, adults, older adults, males and
	referenced.)		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
			-
Anza G	E - ESGC Form		

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version	
	Criteria 5:	No Value	No Value	
	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.			

#### Comments

hanged	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
0	Stage 3: Division Curriculum Representative	No Value	Fill out B Matrix that align with the listed advisories.
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value

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

# **Course Administration Codes** Articulation occurs after course approval. The following fields will not show a Proposed Version. Changed Field **Current Version Curriculum ID** DANCD025A Distance No Education Approved Board of Trustees **Approval Date** Curriculum Committee **Approval Date** Time to Next Sep 1, 2025 12:00:00 AM Review External Sep 1, 2020 12:00:00 AM Review **Approval Date** Course CCC000511483 Control Number

#### Articulation

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

Section	Changed field
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
0	Faculty Initiator	Catherina Wong	<ul><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	Theory and Technique of Salsa Dance
	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
0	Effective Term	Fall 2023	Fall <del>2023</del> 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	Course Description	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.	This is an intermediate course that follows builds on the basic 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.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	• Hybrid

Faculty Requirements					
Changed	Field	Current Version	Proposed Version		
0	Discipline 1	No value	Dance		
	Discipline 2	No value	No value		
	Discipline 3	No value	No value		
9	FSA	No value	FHDA FSA - DANCE		

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

Stand-Alor	id-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 Ec	Foothill Equivalency				
Changed	Field	Current Version	Proposed Version		
	Foothill Faculty Consultation Name	No value			
	Foothill Course ID	No value			
	Does the course have a Foothill equivalent?	No	No		

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

Honors/Non-honors Course					

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

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

<b>Cross-listed</b>	Course
---------------------	--------

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

# More Options

College Level Course Specia Class Status (CB13)	Field	Current Version	Proposed Version
		Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
		Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0

Changed	Field	Current Version	Proposed Version	
	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	
	Allow Students to Gain Credit by Exam/Challenge			
Repeatabil Statement	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 Versio	Current Version		Proposed Version	
	Course is part of a program	Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)	
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)	
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)	
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	
		Associated Program	Kinesiology for Transfer (In Development)	Associated Program	Kinesiology for Transfer (In Development)	
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	
		Associated Program	CSU GE	Associated Program	CSU GE	
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
		Associated Program	CSU GE	Associated Program	CSU GE	
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
		Associated Program	CSU GE	Associated Program	CSU GE	

Changed Field	Current Versio	on	Proposed Ver	sion
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	Associate in Arts in Kinesiology for Transfer	Associated Program	Associate in Arts in Kinesiology for Transfer
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
	Associated Program	Kinesiology for Transfer	Associated Program	Kinesiology for Transfer
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree

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

Changed	Field	Current Version		Proposed Version	
0	GE Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	• 2GEP - Approved.	Area(s)	<ul> <li>2GEP - Approved.</li> </ul>
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	CGEP -     Approved.		
		-	No value		

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

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

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

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

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	on-Credit Option	S	

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

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

### **Credit Units**

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

Changed	Field	Current Versi	on	Proposed Ver	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Discussion of assigned reading Discussion and problem solving performed in class 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	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
9	Assignments	handour 2. Skills ex dance of drilling;g material practice perform 3. Critique paper o students critically from the students mastery those of	kercises to practice competence, such as: group reinforcement of l; and adaptation of e of choreography and ance skills. e of live-performance n topics which will help s integrate and think v about the material e course. For instance, s will demonstrate v of concepts, and apply oncepts to practical ns in performance and graphy.	handout 2. Skills ex- compete group re and ada choreog skills. 3. Critique paper o students critically the cour students mastery those co situation choreog	kercises to practice dance ence, such as: drilling; einforcement of material aptation of practice of graphy and performance of live-performance n topics which will help s integrate and think v about the material from rse. For instance, s will demonstrate v of concepts, and apply oncepts to practical ns in performance and

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation	MethodsMethods of EvaluationofEvaluation

Methods	1. Required	Methods	1. Required	
of	readings from	of	readings from	
Evaluation	text as	Evaluation	text as	
	preparation for		preparation for	
	class		class discussion	
	discussion		and application	
	and		of concepts in	
	application of		written analysis.	
	concepts in		2. Written critique,	
	written		and working	
	analysis.		outline for such	
	2. Written		project,	
	critique, and		designed to	
	working		demonstrate	
	outline for		critical thinking	
	such project,		skills and to	
	designed to		problem solve	
	demonstrate		as required in	
			the assignments	
	thinking skills		and	
	and to		experimental	
	problem solve		investigation	
	as required in the		involving Salsa dance	
	assignments		terminology,	
	and		theory and	
	experimental		historical	
	investigation		perspectives.	
	involving		3. Skills test to	
	Salsa dance		analyze rhythms	
	terminology,		of specific	
	theory and		dances, identify	
	historical		and compare	
	perspectives.		variety of salsa	
	3. Skills test to		dance musical	
	analyze		forms as well	
	rhythms of		analyze	
	specific		characteristics	
	dances,		of salsa dance	
	identify and		styles.	
	compare		4. Dance	
	variety of		Demonstration	
	salsa dance		will be evaluated	
	musical forms		by the quality of	
	as well		the final dance	
	analyze characteristics		choreography by	
	CITATACIENSUCS		focusing on	
			time, space,	

### **Proposed Version**

of salsa dance	energy, unity,
styles.	transitions and
4. Dance	quality of the
Demonstration	performance
will be	value with
evaluated by	includes
the quality of	memorization,
the final	technique,
dance	projection,
choreography	character study
by focusing on	and confidence.
time, space,	5. Midterm is a
energy, unity,	written exam on
transitions and	the "Fit and
quality of the	Well" Brief
performance	edition which
value with	focuses on
includes	Fitness and
memorization,	Nutrition.
technique,	6. Final is the
projection,	student's own
character	choreography.
study and	Student will take
confidence.	full responsibility
5. Midterm is a	creating Salsa
written exam	movement either
on the "Fit and	in a group or
Well" Brief	solo to complete
edition which	their own dance
focuses on	choreography.
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	

Changed	Field	Current Version	Proposed Version
		dance choreography.	
0	Essential Student Materials/Essential College Facilities	<ul> <li>Essential Student Materials: <ul> <li>Dance shoes</li> </ul> </li> <li>Essential College Facilities: <ul> <li>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</li> </ul> </li> </ul>	<ul> <li>Essential Student Materials:</li> <li>Dance shoes</li> <li>Essential College Facilities:</li> <li>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</li> </ul>

### Changed Field

# 0

Examples of Primary Texts and

# References

No value
*Fahey, Thomas; Insel, Paul' Roth, Walton. "Fit and Well". 11th Brief Ed. New York, NY, Ma:McGraw Hill Publishing Co, 2019.
No value
No value
No value

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

Title	The Salsa Dancing Game for Men: The ABC's. (and/or The Salsa Dancing Game For Women)
Author	Michael Hickman
Publisher	ReadupAmerica,
Date/Edition	July 1, 2016
ISBN	0991441087, 9780991441082
Title	Handbook of Salsa Dance Patterns
Author	Marisol Enchufa
Publisher	Independently
Date/Edition	April 13th, 2020

9798745546679

ISBN

Jungen				
	Suggested Reading List	Reading List	Hickman, Michael. "The Salsa Dancing Game". Pine Lake,Georgia: ReadupAmerica Publishing Co, 2016.	No value
		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 No value include, but are not limited to	

Learning Outcomes and Objectives				
Changed	Field	Current Version	Proposed Version	
8	Course Objectives	<ul> <li>Demonstrate an intermediate understanding of the historical and cultural functions ofsalsa dance</li> <li>Apply intermediate techniques</li> <li>Perform and identify the essential characteristics of the intermediate and advanced salsa steps</li> <li>Correlate intermediate exercise physiology and nutrition to dance technique</li> </ul>	<ul> <li>Demonstrate an intermediate understanding of the historical and cultural functions of salsa dance</li> <li>Apply intermediate techniques</li> <li>Perform and identify the essential characteristics of the intermediate and advanced salsa steps</li> <li>Correlate intermediate exercise physiology and nutrition to dance technique</li> </ul>	

Changed	Field	Current Version	n	Proposed Versi	on
CSLOs					
		CSLOs	Perform basic, intermediate steps of Salsa dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination.	CSLOs	Perform basic, intermediate steps of Salsa dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Create Salsa dance sequences and express individuality through movement.	CSLOs	Create Salsa dance sequences and express individuality through movement.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

### **Course Outline**

Changed	Field	Current Version	Proposed Version
0	Course Content	1. Demonstrate an intermediate	1. Demonstrate an intermediate understanding of the historical
	Content	understanding of the historical and cultural functions of	and cultural functions of
		salsa dance	salsa dance
		1. Cuba's contribution to	1. Cuba's contribution to
		salsa dance.	salsa dance.
		1. Casino (Cuban	1. Casino (Cuban
		style of salsa	style of salsa
		dance)	dance)
		2. Miami style Casino	2. Miami style Casino
		2. Puerto Rico's contribution	2. Puerto Rico's contribution
		to salsa dance	to salsa dance
		1. Tito Puente (The	1. Tito Puente (The
		Mambo King)	Mambo King)
		2. Shoulder shimmies	2. Shoulder shimmies
		3. slide step	3. slide step
		3. Saint Domingue's	3. Saint Domingue's
		contribution to salsa	contribution to salsa
		dance	dance
		1. Polyrhythms	1. Polyrhythms
		2. Small steps	2. Small steps
		4. New York's contribution to	4. New York's contribution to
		salsa dance	salsa dance
		1. Second beat of the	1. Second beat of the
		music (on "2")	music (on "2")
		2. remaining in the	2. remaining in the
		"slot"	"slot"
		5. African Influences.	5. African Influences.
		1. Music for example	1. Music for example
		the Cha-Cha shuther	the Cha-Cha-Cha
		rhythm 6. African-American	rhythm 6. African-American
		influences.	influences.
		1. Music, partnering	1. Music, partnering
		and gymnastic	and gymnastic
		tricks.	tricks.
		2. Apply intermediate techniques	2. Apply intermediate techniques
		1. Salsa dance etiquette	1. Salsa dance etiquette
		2. Posture	2. Posture
		3. Dance positions	3. Dance positions
		4. Leading and following	4. Leading and following
		techniques	techniques
		5. Musical fundamentals	5. Musical fundamentals
		related to Salsa dance	related to Salsa dance
		1. On the beat/off the	1. On the beat/off the
		beat (up beat/down	beat (up beat/down
		beat)	beat)

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

Republic. Merengue is a

dance of Dominican Republic. Merengue is a

Changed	Field	Current Version	Proposed Version
		combination of two dance,	combination of two dance
		the African and the French	the African and the French
		minuet, from the late 1700's.	minuet, from the late 1700's.
		4. Cha-cha-cha: 4/4 time.	4. Cha-cha-cha: 4/4 time.
		The Cha Cha is an	The Cha Cha Cha is an
		offshoot of the Mambo.	offshoot of the Mambo.
		4. Correlate intermediate exercise	4. Correlate intermediate exercise
		physiology and nutrition to	physiology and nutrition to
		dance technique	dance technique
		1. Theories of anaerobic vs.	1. Theories of anaerobic vs.
		aerobic exercise	aerobic exercise
		1. Developing	1. Developing
		cardiovascular	cardiovascular
		endurance	endurance
		2. Anaerobic training	2. Anaerobic training
		3. Improving efficiency	3. Improving efficience
		and body	and body
		mechanics	mechanics
		2. Nutritional concepts with	2. Nutritional concepts with
		special notes regarding	special notes regarding
		specific needs for various	specific needs for various
		populations: youth, adults,	populations: youth, adults
		older adults, highly trained	older adults, highly traine
		athletes, males and	athletes, males and
		females.	females.
		1. Balanced diet for	1. Balanced diet for
		wellness	wellness
		2. Eating before class	2. Eating before class
		3. Post class food and	3. Post class food an
		fluids	fluids
		<ol><li>Flexibility concepts with</li></ol>	<ol><li>Flexibility concepts with</li></ol>
		special notes regarding	special notes regarding
		specific needs for various	specific needs for various
		populations: youth, adults,	populations: youth, adults
		older adults, males and	older adults, males and
		females.	females.
		1. Techniques for	1. Techniques for
		overall flexibility	overall flexibility
		2. Theories about	2. Theories about
		stretching during	stretching during
		warm-up	warm-up
		3. Theories about	3. Theories about
		stretching post	stretching post
		exercise	exercise
		4. Techniques to avoid	4. Techniques to avoi
		common injuries	common injuries

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**

Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
9	Banner Division	2CA	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2020	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	DANC 025B	DANC 025B
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	DANC	No Value
9	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	NA	ΝΑ
	Cross- Listed/Related Course Information	NA	ΝΑ
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	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)	No Value	No Value
0	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value

Changed	Questions	Current Version	Proposed Version
0	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
•	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	231010	No Value
•	Account Code	1320	No Value
0	Program Code	100800	No Value
•	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	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
θ	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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

#### A-Matrix Form

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

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

### **B-Matrix Form**

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

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

**C-Matrix Form** 

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

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

#### **D-Matrix Form**

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

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

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

#### **E-Matrix Form**

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

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

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

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

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

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

**G-Matrix Form** 

Changed	Questions	Current Version		Proposed Version
	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 F	orm			
Changed	Questions		Current Version	Proposed Version
	Objective 1: For CTE program su AUTO, APRN, et prerequisite(s) t program.	ich as Nursing,	No Value	No Value

No Value

No Value

**Objective 2: For Student Cohorts,** 

such as Honors, Puente, performance groups,

cohort.

intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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

hanged	Questions	Current Version	Proposed Version
0	Criteria 1:	No Value	Outline: B. Apply intermediate
	Present core		techniques 1. Salsa dance etiquette 2
	concepts and		Posture 3. Dance positions 4. Leadin
	scope that		and following techniques 5. Musical
	define the		fundamentals related to Salsa dance
	discipline.		a. On the beat/off the beat (up
	(ONLY using		beat/down beat) b. Instrumentation:
	the Outline,		piano, bass, bongos, timbales (usual
	Assignments or		metal drums), tumbadoras (conga
	Methods of		drums) or cajones (wooden drum
	Evaluation		boxes), claves or palitos (wooden
	areas, cite,		sticks), cucharas (spoons), and
	copy and paste		maracas, atcheres or marugas (meta
	the area		rattles or shakers). c. Dance phrasing
	referenced.)		d. Accent e. How all of the above
			affect the style of a dance C. Perform
			and identify the essential
			characteristics of the intermediate an
			advanced 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 Spanis
			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. 3.
			Merengue: 4/4 time. Merengue is the
			national dance of Dominican Republi
			Merengue is a 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.

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

Changed	Questions	Current Version	Proposed Version
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	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.
0	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	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.

Changed	Questions	Current Version	Proposed Version
0	Criteria 6: Use	No Value	D. Correlate intermediate exercise
	real-world or		physiology and nutrition to dance
	hands-on		technique 1. Theories of anaerobic vs.
	applications		aerobic exercise a. Developing
	that will provide		cardiovascular endurance b.
	a context for		Anaerobic training c. Improving
	the concepts		efficiency and body mechanics 2.
	being		Nutritional concepts with special notes
	discussed.		regarding specific needs for various
	(ONLY using		populations: youth, adults, older
	the Outline,		adults, highly trained athletes, males
	Assignments or		and females. a. Balanced diet for
	Methods of		wellness b. Eating before class c. Pos
	Evaluation		class food and fluids 3. Flexibility
	areas, cite,		concepts with special notes regarding
	copy and paste		specific needs for various populations:
	the area		youth, adults, older adults, males and
	referenced.)		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
Anza G	E - ESGC Form		
hanged	Questions	Current Version	Proposed Version

Criteria 1:	No Value	No Value
Explain the		
interconnectivity		
of economic		
prosperity,		
social equity		
and		
environmental		
quality.		

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

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

## Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value

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

Course Ad	Course Administration Codes			
Articulation	occurs after course	e approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version		
	Curriculum ID	DANCD025B		
	Distance Education Approved	No		
	Board of Trustees Approval Date			
	Curriculum Committee Approval Date			
	Time to Next Review	Sep 1, 2025 12:00:00 AM		
	External Review Approval Date	Sep 1, 2020 12:00:00 AM		
	Course Control Number	CCC000556459		

Articulation

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

## Summary of Changes

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

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	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     • Chris Deming     Initiator	Ilan Glasman

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	MUSID001A	MUSID001A
	Course Control Number	CCC000501350	CCC000501350
	Course Title (CB02)	Music Appreciation: Music in Western Cultures	Music Appreciation: Music in Western Cultures
	Short Course Title	MUSIC APPREC: WESTRN CULTURE	MUSIC APPREC: WESTRN CULTURE
	TOP Code (CB03)	1004.00	1004.00 Music
	CIP Code	Music, General	50.0901 Music, General
	Department	MUSI - Music	MUSI - Music
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
8	Course Description	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.	Introduction This course is an 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. society.
0	Course Type (CB27)	No value	Lower Division
•	Mode of Delivery	• Hybrid	<ul><li>Online</li><li>Hybrid</li></ul>

**Faculty Requirements** 

Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Music
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - MUSIC

Formerly S	Statement
------------	-----------

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

## **Course Justification**

Changed	Field	Current Version	Proposed Version
	Course Justification	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.	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.

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

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

# Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	MUS F001.	MUS F001.
	Does the course have a Foothill equivalent?	Yes	Yes

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

## Honors/Non-honors Course

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

# Mirrored Version Proposed Version Changed Field Current Version Proposed Version Is this a mirrored credit/noncredit course? No value No

# Cross-listed Course Changed Field Current Version Proposed Version Image: State Course Proposed Version No value No

## More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0

Changed	Field	Current Version	Proposed Version
	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	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	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
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE

hanged Field	Current Versio	on	Proposed Ver	sion
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	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	
	Course General Education Status (CB25)	Y		Υ	
	Transfer Status	Approved		Approved	
0	GE Information				
	mormation	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	<ul> <li>2GC1 - Approved.</li> </ul>	Area(s)	<ul> <li>2GC1 - Approved.</li> </ul>
		-	No value	-	No value
		System/Institution	C-ID	System/Institution	C-ID
		Area(s)	<ul> <li>MUS - Approved.</li> </ul>	Area(s)	<ul> <li>MUS - Approved.</li> </ul>
		-	C-ID MUS 100	-	C-ID MUS 100
		System/Institution	IGETC	System/Institution	Cal-GETC
		Area(s)	<ul> <li>IG3A - Approved.</li> </ul>	Area(s)	CA3A - Approved.
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	<ul> <li>CGC1 - Approved.</li> </ul>		
		-	No value		

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

## Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In- Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of- Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

## Credit / Non-Credit Options

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

## **Credit Units**

Changed	Field	Current Version	Proposed Version
	Course	12	12
	Duration		
	(Weeks)		
	Total Lecture	144	144
	Hours per		
	Term		
	Total	-	0
	Laboratory		
	Hours per		
	Term		
	Total Contact	-	0
	Hours per		
	Term		

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

pecifications					
Changed	Field	Current Versi	on	Proposed Ver	rsion
8	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instructio
		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 Other: In-class listening to music examples Discussion and problem solving	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 Other: In-class listening to music examples Discussion and problem solving
			performed in class Field observation and field trips		performed in class Field observation and field trips

Changed Field	Current Version	Proposed Version
Assignments	<ol> <li>Weekly assigned readings from required text and assigned listening to musical examples accompanying the required text.</li> <li>Weekly written assignments requiring assimilation of assigned reading and listening, and description of recorded musical examples.</li> <li>Activities         <ol> <li>Assigned weekly listening to recordings of musical examples.</li> <li>Weekly assignments requiring assimilation of assigned reading and listening, and description of recorded musical examples.</li> <li>Weekly assignments requiring assimilation of assigned reading and listening, and description of recorded musical examples.</li> <li>Describe, analyze, compare, and discuss musical examples and issues in class and/or online.</li> <li>Attend live concerts</li> <li>Writting - 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.</li> </ol> </li> </ol>	<ol> <li>Weekly assigned readings from required text and assigned listening to musical examples accompanying the required text.</li> <li>Weekly written assignments requiring assimilation of assigned reading and listening, and description of recorded musical examples.</li> <li>Activities         <ol> <li>Assigned weekly listening to recordings of musical examples.</li> <li>Weekly assignments requiring assimilation of assigned reading and listening, and description of recorded musical examples.</li> <li>Describe, analyze, compare, and discuss musical examples and issues in class and/or online.</li> <li>Attend live concerts</li> </ol> </li> </ol>

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

Methods	1. Participation in	Methods	1. Participation i
of	class	of	class
Evaluation	discussions to	Evaluation	discussions to
	demonstrate		demonstrate
	ability to use		ability to use
	terms and		terms and
	concepts,		concepts,
	recognize and		recognize and
	describe		describe
	characteristics		characteristic
	of musical		of musical
	examples,		examples,
	consider		consider
	alternative		alternative
	points of view,		points of view
	distinguish		distinguish
	among and		among and
	compare		compare
	examples and		examples and
	concepts,		concepts,
	develop and		develop and
	refine thinking.		refine thinking
	2. Midterm test(s),		2. Midterm test(
	and final exam		and final exa
	consisting of		consisting of
	objective and		objective and
	essay		essay
	questions,		questions,
	some based		some based
	upon listening		upon listening
	to musical		to musical
	examples,		examples,
	evaluated for		evaluated for
	comprehension,		comprehensi
	analysis,		analysis,
	description, and		description, a
	interpretation.		interpretation
	3. Weekly quizzes		3. Weekly quizz
	to evaluate		to evaluate
	knowledge and		knowledge ar
	comprehension		comprehensi
	of textbook		of textbook
	readings and		readings and
	recorded		recorded
	listening		listening
	assignments		assignments
	and assess		and assess
	student		student

progress on	progress on
comprehension	comprehension
and application	and application
of written and	of written and
musical	musical
materials.	materials.
4. Weekly written	4. Weekly written
assignments	assignments
based upon	based upon
assigned	assigned
readings in text	readings in text
and elsewhere	and elsewhere
and on listening	and on listening
to recorded	to recorded
musical	musical
examples to	examples to
evaluate	evaluate
formative skills	formative skills
with	with
understanding	understanding
of terms,	of terms,
concepts,	concepts,
musical	musical
examples and	examples and
ability to listen	ability to listen
critically.	critically.
5. Concert reports	5. Concert reports
and/or reviews	and/or reviews
describing live	describing live
performances	performances
to evaluate	to evaluate
ability to apply	ability to apply
listening and	listening and
analyzing skills	analyzing skills
to the	to the
description of	description of
musical	musical
performances	performances
and to reflect	and to reflect
upon response	upon response
to performance.	to performance.

Changed	Field	Current Versio	n	Proposed Vers	ion
	Essential Student Materials/Essential College Facilities	<ul><li>Essential Student Materials:</li><li>Audio recordings of selected musical examples from the text</li></ul>		<ul> <li>Essential Student Materials:</li> <li>Audio recordings of selected musical examples from the text</li> </ul>	
		<ul> <li>Classroom</li> <li>fidelity auditive system (for the record, construction of the record, construction)</li> <li>Extensive</li> </ul>	<ul> <li>Classroom with piano, high fidelity audio-video playback system (for audio cassette, record, compact disk, mp3, VHS tape, DVD), overhead projector</li> <li>Extensive collection of audio and video recordings</li> <li>Essential College Facilities</li> <li>Classroom with piano, fidelity audio-video play system (for audio cass record, compact disk, mp3, VHS</li> <li>Extensive collection of audio and video recordings</li> </ul>		m with piano, high idio-video playback or audio cassette, ompact disk, mp3, VHS D), overhead projector e collection of audio and
0	Examples of				
	Primary Texts and References	Title	No value		Music: An Appreciation (With
		Author	*Kamien, Roger: "Music: An		accompnying set of recordings)
			Appreciation" (8th brief ed.), New York:	Author	Roger Kamien
			McGraw Hill, 2015. With accompanying	Publisher	McGraw Hill
			set of recordings.	Date/Edition	2022 / 13th edition
		Publisher	No value	ISBN	No value
		Date/Edition	No value		
		ISBN	No value		

-				
9	Suggested Reading List	Reading List	Boyd, Malcolm. "Oxford Composer Companions J.S. Bach". United States: Oxford University Press, 1999.	No value
		May include, but are not limited to	No value	
		Reading List	Briscoe, James, ed. "New Historical Anthology of Music by Women". Bloomington: Indiana University Press, 2004.	
		May include, but are not limited to	No value	
		Reading List	Burkholder, J. Peter, Donald J. Grout, and Claude Palisca. "A History of Western Music". 9th ed. New York: W. W. Norton, 2014.	
		May include, but are not limited to	No value	

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

to

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	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	Larkin, Colin, ed.
List	"Encyclopedia of
	Popular Music". 4th ed.
	Oxford University Press,
	2006.

May include,	No value
but are not limited to	

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	
	Reading List	Sadie, Julie Annne, and Rhian Samuel, eds. "The Norton/Grove Dictionary of Women Composers". W. W. Norton and Company, 1995.		
	May include, but are not limited to	No value		

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul> <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> <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 basic distinguishing characteristics among a representative group of musical compositions.</li> </ul>

Changed	Field	Current Versior	Current Version		Proposed Version	
	CSLOs	CSLOs	Employ a basic vocabulary of common music terms to describe observations of recorded and live music.	CSLOs	Employ a basic vocabulary of common music terms to describe observations of recorded and live music.	
		Expected SLO Performance	0.0	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.	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	Expected SLO Performance	0.0	

## **Course Outline**

Changed	Field	Current Version	Proposed Version
Changed	Field Course Content	<ol> <li>Employ a basic vocabulary of common music terms to describe observations of recorded and live music.</li> <li>Fundamentals of musical sound         <ol> <li>Fundamentals of musical sound</li> <li>Pitch: frequency, intervals, scales, definite and indefinite pitch.</li> <li>Dynamics: terraced dynamics, dynamic levels, crescendo/diminuenda and expressive use of dynamics.</li> <li>Rhythm: Duration, tempo, meter.</li> <li>Tone color: Describing tone color, musical uses of tone color.</li> </ol> </li> <li>Basic concepts of musical organization and structure.         <ol> <li>Scales: major, minor, pentatonic, chromatic modes.</li> <li>Melody: pitch and</li> </ol> </li> </ol>	<ul> <li>1. Employ a basic vocabulary of common music terms to describe observations of recorded and live music.</li> <li>1. Fundamentals of musical sound <ol> <li>Pitch: frequency, intervals, scales, definite and indefinite pitch.</li> <li>Dynamics: terraced dynamics, dynamic levels, co, crescendo/diminuendo, and expressive use of dynamics.</li> <li>Rhythm: Duration, tempo, meter.</li> </ol> </li> <li>9. Tone color: Describing tone color, musical uses of tone color.</li> <li>2. Basic concepts of musical organization and structure.</li> <li>Scales: major, minor, pentatonic, chromatic, modes.</li> <li>Melody: pitch and</li> </ul>
		1. Scales: major, minor, pentatonic, chromatic modes.	, 1. Scales: major, minor, pentatonic, chromatic, modes.
		<ul> <li>4. Key: major and minor, concept of modulation</li> <li>5. Texture: monophonic, polyphonic, homophonic, heterophonic.</li> <li>6. Form: binary and</li> </ul>	<ul> <li>4. Key: major and minor, concept of modulation.</li> <li>5. Texture: monophonic, polyphonic, homophonic, heterophonic.</li> <li>6. Form: binary and</li> </ul>
		ternary, common sing and multiple movemen forms. 3. Application of music terminology through description and discussion of musical examples, both recorded and performed live 1. Objective descriptions of musical features.	nt and multiple movement forms. 3. Application of music terminology through description and discussion of musical examples, both recorded and performed live.

Changed	Field	Current Version	Proposed Version
		2. Subjective reactions,	2. Subjective reactions,
		particularly as related	particularly as related
		to musical features.	to musical features.
		2. Recognize individual instruments	2. Recognize individual instruments
		and voices and the various	and voices and the various
		ensembles in which they are used. 1. Voices	ensembles in which they are used. 1. Voices
		1. Defined by gender,	1. Defined by gender,
		pitch range and tone	pitch range and tone
		color	color
		2. Use in solo and	2. Use in solo and
		ensemble performance	ensemble performance
		situations	situations
		3. Vocal practices:	3. Vocal practices:
		popular versus	popular versus
		classical, cultural	classical, cultural
		variations,	variations,
		amplification	amplification
		2. Instruments	2. Instruments
		1. Methods of	1. Methods of
		categorizing	categorizing
		instrumental sound	instrumental sound
		sources.	sources.
		2. Instrument families and	2. Instrument families and
		their characteristics	their characteristics
		3. Use in solo and	3. Use in solo and
		ensemble performance	ensemble performance
		situations	situations
		4. Historical development	4. Historical development
		and cultural variations	and cultural variations
		3. Comparisons of instrumental	3. Comparisons of instrumental
		and vocal practices and	and vocal practices and
		resources in different	resources in different
		historical periods and	historical periods and
		cultures. 1. Trace evolution of	cultures. 1. Trace evolution of
		instrumental and vocal	instrumental and vocal
		practices from Middle	practices from Middle
		·	·
		Ages to present time. 2. Compare instrumental	Ages to present time. 2. Compare instrumental
		and vocal practices in	and vocal practices in
		music from multiple	music from multiple
		cultures.	cultures.
		3. Demonstrate an understanding of	3. Demonstrate an understanding of
		the roles of music in human cultures	the roles of music in human cultures
		and relate musical expression to	and relate musical expression to
		other forms of artistic expression	other forms of artistic expression
		and to culture generally.	and to culture generally.

Changed	Field	Current Version	Proposed Version
		1. Uses of music in human	1. Uses of music in human
		societies	societies
		1. Music as entertainmen	t 1. Music as entertainment
		2. Ceremonial and	2. Ceremonial and
		religious music	religious music
		3. Music as art	3. Music as art
		4. Music as an	4. Music as an
		expression of popular culture	expression of popular culture
		5. Relationships between	5. Relationships between
		popular and art music	popular and art music
		2. Representative examples	2. Representative examples
		and practices from major	and practices from major
		cultural traditions, including:	cultural traditions, including:
		1. Europe	1. Europe
		2. India	2. India
		3. Asia	3. Asia
		4. Sub-Saharan Africa	4. Sub-Saharan Africa
		5. Middle East	5. Middle East
		6. Latin-America	6. Latin-America
		3. Non-literate music from	3. Non-literate music from
		representative contemporary	representative contemporary
		and historical cultures.	and historical cultures.
		1. Pre-notational early music	1. Pre-notational early music
		2. Non-notated music in	2. Non-notated music in
		popular, folk, and	popular, folk, and
		similar practices	similar practices
		4. Distinguishing characteristics	-
		including:	including:
		1. Roles of music as	1. Roles of music as
		sacred, popular, art,	sacred, popular, art,
		etc.	etc.
		2. Practice and roles of improvisation and	2. Practice and roles of improvisation and
		notation	notation
		<ol> <li>Relative roles of melody, rhythm, and</li> </ol>	<ol> <li>Relative roles of melody, rhythm, and</li> </ol>
		harmony	harmony
		5. Representative connections	5. Representative connections
		between musical culture and	between musical culture and
		general culture in various	general culture in various
		eras, including:	eras, including:
		1. Religion in the Middle	1. Religion in the Middle
		Ages	Ages
		2. Humanism in the	2. Humanism in the
		Renaissance	Renaissance
		3. Classicism and reason	3. Classicism and reason

Changed	Field	Current Version	Proposed Version
Changed	Field	<ul> <li>4. Romantic music, art, and literature</li> <li>5. Electronic media, music as "art", and multicultural infusion in modern music</li> <li>6. Gender issues in European art music. Examples include: <ol> <li>Middle Ages and Renaissance: gender segregation in sacred music</li> <li>Baroque era: the castrati</li> <li>Classical and Romantic eras: emergence of women performers, restrictions on women composers</li> </ol> </li> <li>Distinguish features of important musical style periods, forms, composers, and practices. <ol> <li>Music of the Middle Ages and Renaissance eras</li> <li>Historical and social context</li> <li>Role of music and musicians in the Middle Ages and Renaissance</li> <li>General characteristics of music in the Middle Ages and Renaissance</li> <li>Sacred music: Gregorian chant, organum, motet, mass</li> </ol> </li> </ul>	<ul> <li>4. Romantic music, art, and literature</li> <li>5. Electronic media, music as "art", and multicultural infusion in modern music</li> <li>6. Gender issues in European art music. Examples include: <ol> <li>Middle Ages and Renaissance: gender segregation in sacred music</li> <li>Baroque era: the castrati</li> <li>Classical and Romantic eras: emergence of women performers, restrictions on women composers</li> </ol> </li> <li>4. Distinguish features of important musical style periods, forms, composers, and practices.</li> <li>Music of the Middle Ages and Renaissance eras</li> <li>Historical and social context</li> <li>Role of music and musicians in the Middle Ages and Renaissance</li> <li>General characteristics of music in the Middle Ages and Renaissance</li> <li>Sacred music: Gregorian chant, organum, motet, mass</li> </ul>
		4. Sacred music:	4. Sacred music:
		5. Secular music for voices and instruments	5. Secular music for voices and instruments
		1. Vocal: Italian and English madrigals 2. Instrumental:	1. Vocal: Italian and English madrigals 2. Instrumental:
		Dances, etc. 6. From monophony to polyphony and the beginnings of	Dances, etc. 6. From monophony to polyphony and the beginnings of
		homophony 2. Music of the Baroque Era	homophony 2. Music of the Baroque Era

Changed	Field	Current Version	Proposed Version
		1. Historical and	d social 1. Historical and social
		context	context
		2. Music and m	usicians in 2. Music and musicians i
		Baroque soc	ety Baroque society
		3. General char	acteristics 3. General characteristic
		of Baroque n	nusic of Baroque music
		4. Developmen	t of opera 4. Development of opera
		5. Representati	ve forms 5. Representative forms
		of the Baroqu	ie era: of the Baroque era:
		Opera, conce	erto, Opera, concerto,
		fugue, cantat	a, suite, fugue, cantata, suite,
		and oratorio	and oratorio
		3. Music of the Classic	cal Era 3. Music of the Classical Era
		1. Historical and	d social 1. Historical and social
		context	context
		2. Music and m	usicians in 2. Music and musicians
		Classical soc	iety Classical society
		3. Characteristi	cs of the 3. Characteristics of the
		Classical styl	e Classical style
		4. Representati	ve forms 4. Representative forms
		of Classical r	nusic of Classical music
		1. Single	- 1. Single-
		moven	
		sonata	-allegro, sonata-allegro,
		theme	-
		variatio	ons, variations,
		minue	and trio, minuet and trio,
		rondo,	scherzo. rondo, scherzo
		2. Multipl	
		moven	
		symph	ony, string symphony, strir
		quarte	
		concer	• •
		sonata	
		3. Opera	
		continu	
			on, and evolution, and
			rms and new forms and
		practic	
		4. Music of the Roman	
		1. Historical and	
		context	context
		2. Romantic lite	
		art	art
		3. General char	
		of Romantic	
		4. Forms of the	
		era	era
		614	Cia

Changed	Field	Current Version		Proposed Version	
		1.	Development	1.	. Development
			and expansion		and expansion
			of Classical		of Classical
			forms.		forms.
		2.	Opera:	2.	. Opera:
			continuing		continuing
			evolution and		evolution and
			new forms and		new forms and
			practices.		practices.
		3.	New	3.	. New
			instrumental		instrumental
			forms: Tone		forms: Tone
			poem, program		poem, program
			symphony,		symphony,
			concert		concert
			overture, lieder,		overture, lieder,
			solo		solo
			instrumental		instrumental
		E Doogganiza doogrih	music.	5 Decembra deceri	music.
		5. Recognize, describ	-	5. Recognize, descrit	-
		musical practices in society.	rcomemporary	musical practices i society.	ncontemporary
		1. Twentieth-ce		1. Twentieth-ce	
			ical and political		rical and political
		backg		-	ground
			d literature as		nd literature as
			d to music		d to music
		3. Techn		3. Techr	••
		2. Styles and tr		2. Styles and t	
			ntury art music		entury art music
			ejection of tonality		ejection of tonality
			ssionism	•	essionism
			lity, the 12-tone		ality, the 12-tone
		•	m, and Serialism		m, and Serialism
		4. Neocl			lassicism
		6. Chan	imentalism	•	rimentalism ce music
			onic music		ronic music
		8. Music		8. Music	
		9. Minim		9. Minim	
			nce of popular		nce of popular
			on art music		c on art music
		3. Developmen		3. Developmer	
		musical iden		musical ider	
		twentieth-ce	-	twentieth-ce	-
			can music and its		ican music and its
			inship to		onship to
			ean music before		bean music before
		1900		1900	
		1900		1900	

Changed	Field	Current Version	Proposed Version
		2. Composers	2. Composers
		establishing distinctly	establishing distinctly
		American musical	American musical
		identities in the	identities in the
		twentieth century.	twentieth century.
		3. Multicultural sources	3. Multicultural sources
		and features of	and features of
		twentieth and twenty-	twentieth and twenty-
		first century American	first century American
		music	music
		4. Cross-cultural influences in	4. Cross-cultural influences in
		twentieth-century music	twentieth-century music
		1. Impressionism and the	1. Impressionism and the
		music of Asia	music of Asia
		2. Primitivism	2. Primitivism
		3. Influences of Jazz	3. Influences of Jazz
		styles	styles
		4. Minimalism and the	4. Minimalism and the
		music of India and	music of India and
		Africa	Africa
		5. Evolving concepts of	5. Evolving concepts of
			<b>-</b> .
		"popular" and "classical" music.	"popular" and "classical" music.
		5. The impact of technology on	5. The impact of technology on
		music-making and musical	music-making and musical
		experience	experience
		1. Synthesis and	1. Synthesis and
		recording	recording
		2. Popular styles:	2. Popular styles:
		amplification,	amplification,
		electronic instruments,	electronic instruments,
		and sampling.	and sampling.
		3. Performance versus	3. Performance versus
		playback	playback
		4. Post-literate musical	4. Post-literate musical
		composition	composition
		5. The business of music:	5. The business of music
		music as a commodity	music as a commodity
		<ol><li>Recognize basic distinguishing</li></ol>	<ol><li>Recognize basic distinguishing</li></ol>
		characteristics among a	characteristics among a
		representative group of musical	representative group of musical
		compositions.	compositions.
		1. Representative composers of	1. Representative composers o
		the Middle Ages and	the Middle Ages and
		Renaissance: Hildegard of	Renaissance: Hildegard of
		Bingen, Guillaume de	Bingen, Guillaume de
		Machaut. Josquin Desprez,	Machaut. Josquin Desprez,
		Palestrina, the Gabrielis,	Palestrina, the Gabrielis,

hanged Fiel	d Curren	t Version	Proposed Version
		Thomas Morley, Thomas Weelkes.	Thomas Morley, Thomas Weelkes.
		2. Representative composers of	2. Representative composers of the Beregue are: Claudie
		the Baroque era: Claudio	the Baroque era: Claudio
		Monteverdi, Henry Purcell,	Monteverdi, Henry Purcell,
		Arcangelo Corelli, Isabella	Arcangelo Corelli, Isabella
		Leonarda, Elisabeth-Claude	Leonarda, Elisabeth-Claude
		Jacquet de la Guerre, Johann	Jacquet de la Guerre, Johar
		Sebastian Bach, G. F.	Sebastian Bach, G. F.
		Handel, Barbara Strozzi,	Handel, Barbara Strozzi,
		Antonio Vivaldi.	Antonio Vivaldi.
		3. Representative composers of	3. Representative composers
		the Classical era: Franz	the Classical era: Franz
		Joseph Haydn, Wolfgang	Joseph Haydn, Wolfgang
		Amadeus Mozart, Ludwig van	Amadeus Mozart, Ludwig va
		Beethoven, Chevalier de St.	Beethoven, Chevalier de St
		Georges, Maria Paradis,	Georges, Maria Paradis,
		Marianna von Martines.	Marianna von Martines.
		4. Representative composers of	4. Representative composers
		the Romantic era: Franz	the Romantic era: Franz
		Schubert, Robert Schumann,	Schubert, Robert Schuman
		Clara Schumann, Giacomo	Clara Schumann, Giacomo
		Puccini, Richard Wagner,	Puccini, Richard Wagner,
		Modeste Mussorgsky, Peter	Modeste Mussorgsky, Peter
		llyich Tchaikovsky, Johannes	llyich Tchaikovsky, Johanne
		Brahms, Fanny Hensel,	Brahms, Fanny Hensel,
		Gustav Mahler.	Gustav Mahler.
		5. Representative composers of	5. Representative composers
		the modern era: Claude	the modern era: Claude
		Debussy, Igor Stravinsky,	Debussy, Igor Stravinsky,
		Arnold Schoenberg, Bela	Arnold Schoenberg, Bela
		Bartok, Charles Ives, Louise	Bartok, Charles Ives, Louise
		Armstrong, George	Armstrong, George
		Gershwin, Aaron Copland,	Gershwin, Aaron Copland,
		Ellen Taaffe Zwilich, Joan	Ellen Taaffe Zwilich, Joan
		Tower, Nadia Boulanger,	Tower, Nadia Boulanger,
		Steve Reich, Philip Glass,	Steve Reich, Philip Glass,
		Heitor Villa-Lobos, Alberto	Heitor Villa-Lobos, Alberto
		Ginastera, Carlos Chavez,	Ginastera, Carlos Chavez,
		John Adams, William Grant	John Adams, William Grant
		Still, Scott Joplin, Tan Dun,	Still, Scott Joplin, Tan Dun,
		Chinery Ung, Laurie	Chinery Ung, Laurie
		Anderson, John Corigliano,	Anderson, John Corigliano,
		Bessie Smith, Ravi Shankar.	Bessie Smith, Ravi Shankar

Lab No Component in this Course

Changed	Field C	urrent Version	Proposed Version
	Lab Outline N	o value	No value
Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for 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						
Changed	Questions	Current Version	Proposed Version			
0	Banner Start Term (202122)	202122	No Value			

Changed	Questions	Current Version	Proposed Version
0	Banner Division	2CA	No Value
0	Catalog Term (21-22)	23-24	No Value
9	5 Year Revision Year (2021)	2018	No Value
9	Effective Quarter	Fall	No Value
9	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	MUSI 001A	MUSI 001A
	Course Status	Non-substantial	Non-substantial
9	Course Status Code	Α	No Value
9	Banner Department	MUSI	No Value
θ	Course Level	DU	No Value
θ	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross- Listed/Related Course Information	NA	ΝΑ
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
•	Hybrid Approval Date (MM/DD/YYYY)	12/05/2017	No Value
0	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
8	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
9	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
•	Fund Code	114000	No Value
θ	Organization Code	231012	No Value
•	Account Code	1320	No Value
•	Program Code	100400	No Value
0	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>2/13/18 - title change appr. (effect. F18)mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>2/13/18 - title change appr. (effect. F18)mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	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
	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

hanged	Questions	Current Version	Proposed Version
	Office Use ONLY a REVISION, stat new unit(s); lec hour(s) and load hour(s) and load seat count.	te the I; lab	No Value
	Office Use ONLY NEW, state the unit(s); lec hour( and load; lab ho and load; and se count.	(s) ur(s)	No Value
Matrix F	orm		
hanged	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as	No Value	No Value
	to why.		

texts and discourse that are culturally

rhetorically diverse.

and

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

### **B-Matrix Form**

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

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

#### **C-Matrix Form**

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

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

#### **D-Matrix Form**

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

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

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

### E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real- world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

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

## **F-Matrix Form**

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

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

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

#### **G-Matrix Form**

Changed	Questions	Current Version		Proposed Version
	If the requisite does not fall under an A-F Matrix, 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 F				
Changed	Questions Objective 1: For CTE program su AUTO, APRN, etc prerequisite(s) to program.	ch as Nursing,	Current Version	Proposed Version No Value
	such as Honors, performance gro intercollegiate te Projects course,	oups, eams, Special	No Value	No Value

cohort.

	Questions		<b>Current Version</b>	Proposed Version
	Regulations, or le	ensing/Certification egal requirements, n that mandates a	No Value	No Value
	which the studen hazard to themse around them. Als	and Safety, cific skills, formation without its would create a elves or those to describe how et those skills, i.e.	No Value	No Value
e Anza G Changed	E Form Questions	Current Version		Proposed Version

Changed	Questions	Current Version	Proposed Version
9	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	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 assigned reading and listening, and description of recorded musical examples.sion and problem solving performed in class
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	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.

Changed	Questions	Current Version	Proposed Version
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline C6: Gender issues in European art music.
9	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline D: Distinguish features of important musical style periods, forms, composers, and practices.

Changed	Questions	Current Version	Proposed Version
Ø	Criteria 6: Use	No Value	Assignment C4: Attend live concerts
-	real-world or		
	hands-on		
	applications		
	that will provide		
	a context for		
	the concepts		
	being		
	discussed.		
	(ONLY using		
	the Outline,		
	Assignments or Methods of		
	Methods of Evaluation		
	areas, cite, copy and paste		
	the area		
	referenced.)		
	· - · · · ,		
)e Anza G	E - ESGC Form		
	<b>o</b> <i>i</i> :	<b>a</b>	5

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

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

#### Comments

Changed	Questions	Current Version	Proposed Version	
	Stage 2:	No	No Value	
	Department	Value		
	Chair			

Changed	Questions	Current Version	Proposed Version
0	Stage 3: Division Curriculum Representative	No Value	1. In the Examples of Primary Texts and References section: Separate the book information line by line (author, title, publisher, etc.)
			<ul> <li>2. On the "B-Matrix Form": Under Objective 6, you are welcome to cut and paste the following, as an example:</li> <li>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</li> </ul>
			<ul> <li>3. Under De Anza GE Form:</li> <li>Criteria 1: Insert "Outline A" before your text.</li> <li>Criteria 2: 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: "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."</li> <li>Criteria 3: Insert "Outline C" before your text.</li> <li>Criteria 4: Insert "Outline C6" before your text.</li> <li>Criteria 5: Insert "Outline D" before your text.</li> <li>Criteria 6: Insert "Assignment C4" before your text.</li> </ul>
	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				
9	Stage 9: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	<b>Edit</b> Must have at	Initiator - Indicate "Y" When Completed
			07/02/202	4Specification	ns Primary Textbook	s <sup>Required</sup>	least one primary textbook published within seven dyears of course effective date (2018 for a class effective in Fall 2025)	1
	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	MUSID001A
	Distance Education Approved	Yes
	Board of	
	Trustees	
	Approval Date	

Changed	Field	Current Version
	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	CCC000501350

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

## 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

Section	Changed field
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     • Chris Deming     Initiator	Ilan Glasman

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	MUSID001B	MUSID001B
	Course Control Number	CCC000501351	CCC000501351
	Course Title (CB02)	Music Appreciation: Jazz Styles	Music Appreciation: Jazz Styles
	Short Course Title	MUSIC APPREC: JAZZ STYLES	MUSIC APPREC: JAZZ STYLES
	TOP Code (CB03)	1004.00	1004.00 Music
	CIP Code	Music, General	50.0901 Music, General
	Department	MUSI - Music	MUSI - Music
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	Course Description	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.	Introduction This course is an 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.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	<ul><li>Online</li><li>Hybrid</li></ul>
Faculty Re	quirements		

Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Music
	Discipline 2	No value	No value
	Discipline 3	No value	No value
θ	FSA	No value	FHDA FSA - MUSIC

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

## **Course Justification**

Changed	Field	Current Version	Proposed Version
	Course	This course complements the existing	This course complements the existing
	Justification	GE music offerings of MUSI D001A,	GE music offerings of MUSI D001A,
		D001C, D001D, and D001E for	D001C, D001D, and D001E for
		transfer purposes; these units are	transfer purposes; these units are
		acceptable for music majors. It	acceptable for music majors. It
		belongs on the Music AA degree. It is	belongs on the Music AA degree. It is
		UC and CSU transferable. It adds	UC and CSU transferable. It adds
		diversity and breadth to the music	diversity and breadth to the music
		program, a multicultural perspective,	program, a multicultural perspective,
		and greater choices for both majors	and greater choices for both majors
		and non-majors.	and non-majors.

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

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

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

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

Honors/Non-honors Course

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

# Mirrored Version Proposed Version Changed Field Current Version Proposed Version Is this a mirrored credit/noncredit course? No value No

# Cross-listed Course Changed Field Current Version Proposed Version Image: State Course Proposed Version No value No

# More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0

Changed	Field	Current Version	Proposed Version
	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	

# **Associated Programs**

Changed	Field	Current Versio	Proposed Version		
	Course is part of a program	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
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE

hanged Field	Current Versio	on	Proposed Ver	sion
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	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	
	Course General Education Status (CB25)	Υ		Υ	
	Transfer Status	Approved		Approved	
0	GE Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	<ul> <li>2GC1 - Approved.</li> </ul>	Area(s)	• 2GC1 - Approved.
		-	No value	-	No value
		System/Institution	IGETC	System/Institution	Cal-GETC
		Area(s)	<ul> <li>IG3A - Approved.</li> </ul>	Area(s)	CA3A -     Approved.
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	<ul> <li>CGC1 - Approved.</li> </ul>		
		-	No value		

Weekly Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Lecture Hours - In Class	4	4	
	Lecture Hours - Out of Class	8	8	

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0
Course Stu	udent Hours - Pro	ofile Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In- Class (Contact) per Term	48	48
	Lecture Hours - Course Out- of-Class per Term	96	96
	Laboratory Hours - Course In- Class (Contact) per Term	0	0

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

### **Credit Units**

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

Changed	Field	Current Version	Р	roposed Versio	n
	Minimum Credit Units	4	4		
	Maximum Credit Units	4	4		
KIP					
Changed	Field	Current Version	Ρ	roposed Versior	ı
	SKIP	No Value	Ν	o Value	
Specificati	ons				
Changed	Field	Current Versi	on	Proposed Vei	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Quiz and examination	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Quiz and examinatio
			review performed in class Homework and		review performed in class Homework and
			extended projects		extended projects
			In-class musical demonstrations by the instructor and/or		In-class musical demonstrations by the instructor and/or

examples

Live concert

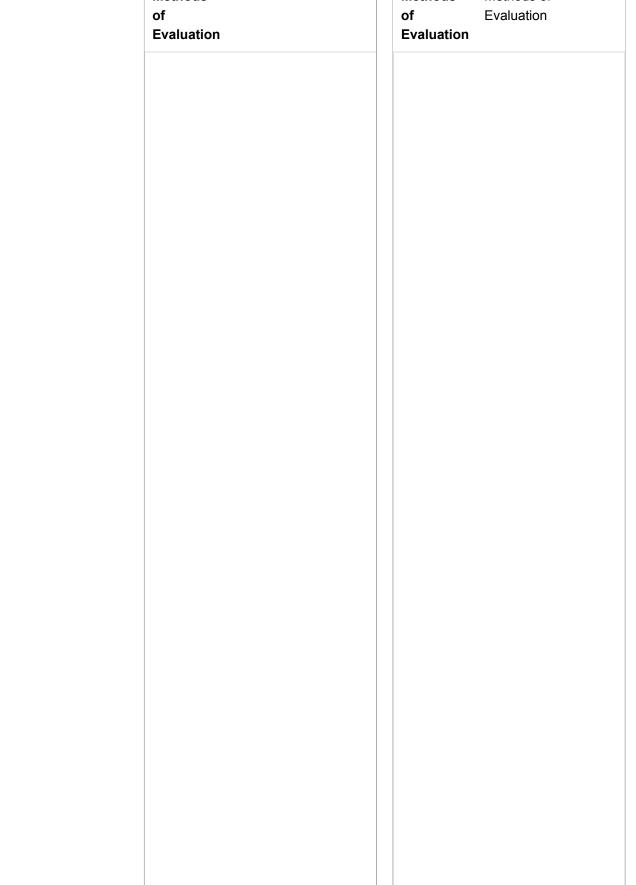
attendance

examples

Live concert

attendance

Changed	Field	Current Version	Proposed Version
Assignments		1. Assigned readings for book report.	1. Assigned readings for book report.
		<ol> <li>Assigned listening to musical examples accompanying the required worksheets for exam study.</li> </ol>	<ol> <li>Assigned listening to musical examples accompanying the required worksheets for exam study.</li> </ol>
		3. Activities	3. Activities
		<ol> <li>Attend two live concerts.</li> <li>Observe 80 minutes of suggested jazz videos or Youtube performances per week.</li> <li>Weekly worksheets to be</li> </ol>	<ol> <li>Attend two live concerts.</li> <li>Observe 80 minutes of suggested jazz videos or Youtube performances per week.</li> <li>Weekly worksheets to be</li> </ol>
		completed for exam study.	completed for exam study
		4. Writing	4. Writing
		<ol> <li>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>Write summary paragraphs including personal opinion on each jazz video or Youtube log observed.</li> </ol>	<ol> <li>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>Write summary paragraphs including personal opinion on each jazz video or Youtube log observed.</li> </ol>
		<ol> <li>Write assigned book report including title, author, synopsis of entire book, and personal opinion regarding content and quality.</li> </ol>	<ol> <li>Write assigned book report including title, author, synopsis of entire book, and personal opinion regarding content and quality.</li> </ol>



Changed	Field	Current Version		Proposed Version	on
		Methods	1. Participation in	Methods	1. Participation in
		of	class	of	class
		Evaluation	discussions	Evaluation	discussions
			2. Midterm and		2. Midterm and
			final exams		final exams
			consisting of		consisting of
			objective and		objective and
			listening		listening
			questions,		questions,
			evaluated for		evaluated for
			comprehension		comprehension
			and analysis of		and analysis of
			course material		course material
			and lectures.		and lectures.
			3. Two concert		3. Two concert
			reports		reports
			describing live		describing live
			performances		performances
			and evaluated		and evaluated
			on content,		on content,
			grammar, and		grammar, and
			spelling.		spelling.
			4. Written video		4. Written video
			reports/Youtube		reports/Youtube
			logs evaluated		logs evaluated
			on content,		on content,
			grammar, and		grammar, and
			spelling from		spelling from
			recommended		recommended
			videos in		videos in
			course		course
			statement and		statement and
			lectures.		lectures.
			5. Jazz book		5. Jazz book
			report from		report from
			recommended		recommended
			reading list		reading list
			found in the		found in the
			course		course
			statement		statement
			evaluated on		evaluated on
			content,		content,
			grammar, and		grammar, and
			spelling.		spelling.

Changed	Field	Current Version		ion Proposed Version		
0	Essential Student Materials/Essential	<ul> <li>Essential Student Materials: <ul> <li>None.</li> </ul> </li> <li>Essential College Facilities: <ul> <li>Classroom with piano, high fidelity audio-video playback system (for record, compact disk, mp3, DVD, YouTube access)</li> <li>Extensive collection of audio and video recordings</li> </ul> </li> </ul>		Essential Stu <ul> <li>None</li> </ul>	dent Materials:	
	College Facilities			<ul> <li>Essential College Facilities:</li> <li>Classroom with piano, high fidelity audio-video playback system (for record, compact disk, mp3, DVD, YouTube access)</li> <li>Extensive collection of audio and video recordings</li> </ul>		
0	Examples of Primary Texts and	Title	No value	Title	The History of Jazz	
	References	Author	Gioia, Ted; "The	Author	Ted Gioia	
			History of Jazz" (2nd ed.), New	Publisher	Oxford University	

York:Oxford University Press,

2011.

No value

No value

No value

No value

Music 1B

No value

No value

No value

Farrington, Robert;

Worksheets #'s 1-9; De Anza College Bookstore, 2016.

Publisher

ISBN

Title

Author

Publisher

ISBN

Date/Edition

Date/Edition

Press

No value

3rd edition / 2021

Date/Edition

ISBN

•				•
0	Suggested Reading List	Reading List	Gridley, Mark C., "Concise Guide to Jazz" (Seventh ed.), New Jersey: Prentice-Hall, Inc., 2013.	No value
		May include, but are not limited to	No value	
		Reading List	Harker, Brian. "Jazz: An American Journey" (First ed.), New Jersey: Pearson Prentice-Hall, Inc. 2005.	
		May include, but are not limited to	No value	
		Reading List	Megill, Donald and Demory, Richard: Introduction to Jazz History (Sixth ed.), New Jersey: Prentice-Hall, Inc., 2003.	
		May include, but are not limited to	No value	

Changed Field	Current Ve	rsion	Proposed Version	
	Reading List	Martin, Henry and Waters, Keith. "Essential Jazz, the First 100 Years" (Second ed.), Belmont, CA: Thomson Schirmer, 2008 or non- media (third ed.) 2015.		
	May include, but are not limited to	No value		

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul> <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> <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 Versior	ו	Proposed Versi	Proposed Version	
	CSLOs					
		CSLOs	Employ a basic vocabulary of common music terms to describe observations of recorded and live music.	CSLOs	Employ a basic vocabulary of common music terms to describe observations of recorded and live music.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	
		CSLOs	Recognize individual instruments and voices and the various ensembles in which they are used.	CSLOs	Recognize individual instruments and voices and the various ensembles in which they are used.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	

# **Course Outline**

Changed	Field	Current Version	Proposed Version
	Course Content	<ol> <li>Recognize and describe common elements of mu in jazz and other musical ge distinguish the musical e that allows jazz to stand a unique art form.</li> <li>Organization and H elements of music</li> <li>Melody: pito rhythms components phrases.</li> <li>Harmony: cl progression</li> <li>Rhythm: dut tempo, and</li> <li>Form: organ of music, AA bar song for</li> <li>Timbre: qua sound, tone of instrumer</li> <li>Dynamics: v sound, loud</li> <li>Tempo: rate speed of mu to fast.</li> <li>Texture: monophonic polyphonic.</li> <li>Voices and instruments soprano, alt and bass vo woodwinds, percussion,</li> </ol>	sic found common elements of music found in jazz and other musical genres; distinguish the musical elements alone as that allows jazz to stand alone as a unique art form. 1. Organization and basic elements of musical sound th and 1. Melody: pitch and rhythms s, components, phrases. hords, 2. Harmony: chords, s. ration, 3. Rhythm: duration, meter tization 4. Form: organization of music, AABA 32- m. bar song form. lity of quality ths volume of or soft. of 7. Tempo: rate of sound, loud or soft. of 7. Tempo: rate of usic, slow to fast. 8. Texture: c, c, c, monophonic, polyphonic. 9. Voices and c. so, tenor, ices, brass, woodwinds, brass, brass, woodwinds, brass, brass, woodwinds, brass,
		strings.	strings.
		2. Jazz elements 1. Improvisatio	2. Jazz elements n: 1. Improvisation:
		spontaneou creating new and rhythms agree with o progression 2. Jazz interpr adding pers	slyspontaneouslyv pitchescreating new pitchess thatand rhythms thatchordagree with chordprogression.2. Jazz interpretation:

Changed	Field	<b>Current Version</b>		Proposed Version
			expression to jazz	expression to jazz
			melodies by adding	melodies by adding
			notes and vibrato,	notes and vibrato,
			bending pitches.	bending pitches.
			Swing rhythm: 2/3 to	3. Swing rhythm: 2/3 to
			1/3 ratio of eighth	1/3 ratio of eighth
			notes.	notes.
			Syncopation: jazz	4. Syncopation: jazz
			first style of music to	first style of music to
			emphasize the weak	emphasize the weak
			part of the beat or	part of the beat or
			up-beat rhythms.	up-beat rhythms.
			Sounds associated	5. Sounds associated
			with jazz: bending,	with jazz: bending,
			growling, and	growling, and
			"ghosting" pitches;	"ghosting" pitches;
			falls, glissandi and "doits".	falls, glissandi and "doits".
			Jazz forms: AABA,	6. Jazz forms: AABA,
			Blues, and Rondo.	Blues, and Rondo.
			ng skills for jazz	3. Listening skills for jazz
			Role of the rhythm	1. Role of the rhythm
			section: Piano,	section: Piano,
			Bass, and Drums.	Bass, and Drums.
			Rhythmic styles	2. Rhythmic styles
			found in jazz: swing,	found in jazz: swing
			ballad, latin, fusion,	ballad, latin, fusion,
			free, and jazz waltz.	free, and jazz waltz
			Instruments and	3. Instruments and
			ensembles in jazz:	ensembles in jazz:
			trumpets,	trumpets,
			trombones,	trombones,
			saxophones, and	saxophones, and
			rhythm section in big	rhythm section in bi
			bands and combos.	bands and combos.
		4.	Voices in jazz:	4. Voices in jazz:
			soloists and	soloists and
			ensembles.	ensembles.
		2. Assess the m	nusical and cultural	2. Assess the musical and cultural
		roots of jazz	from both a stylistic	roots of jazz from both a stylistic
		-	l perspective.	and historical perspective.
		1. Musica	al and cultural roots	1. Musical and cultural roots
		1.	African: polyrhythm,	1. African: polyrhythm
			pentatonic scale, call	pentatonic scale, ca
			and response, vocal	and response, voca
			traditions.	traditions.
		2.	European:	2. European:
			instruments, melody,	instruments, melody
			harmony, and form.	harmony, and form.

Changed	Field	Current Version	Proposed Version
		2. Pre-jazz sources	2. Pre-jazz sources
		1. Congo Square a	nd 1. Congo Square and
		Creole musicians	S: Creole musicians:
		exchange Africar	n exchange African
		and European	and European
		musical ideas.	musical ideas.
		2. Gospel music: vo	cal 2. Gospel music: vocal
		traditions, chord	traditions, chord
		progressions, an	d progressions, and
		organ influence ja	azz. organ influence jazz.
		<ol><li>Minstrel musiciar</li></ol>	ns: 3. Minstrel musicians:
		expose Americar	ns to expose Americans to
		African-Americar	h African-American
		music.	music.
		4. Military bands:	4. Military bands:
		march form,	march form,
		instruments, and	instruments, and
		musical training f	for musical training for
		soldiers.	soldiers.
		3. Blues music	3. Blues music
		1. African-Americar	1. African-American
		based music from	n based music from
		1870's in	1870's in
		Mississippi.	Mississippi.
		2. Musical elements	s: 2. Musical elements:
		12-bar form, AAE	3 12-bar form, AAB
		lyrics, blues scale	e. lyrics, blues scale.
		3. Rural Blues and	3. Rural Blues and
		noted musicians:	noted musicians:
		Robert Johnson,	Robert Johnson,
		Huddy Ledbetter	, Huddy Ledbetter,
		and Big Bill Broo	nzy. and Big Bill Broonzy.
		4. Urban Blues and	4. Urban Blues and
		noted musicians:	Ma noted musicians: Ma
		Rainey, Bessie	Rainey, Bessie
		Smith, Muddy	Smith, Muddy
		Waters and B.B.	Waters and B.B.
		King.	King.
		3. Recognize and describe the e	arly 3. Recognize and describe the early
		dance-oriented jazz styles and	d dance-oriented jazz styles and
		relate them to the major create	ors relate them to the major creators
		and musicians of each style.	and musicians of each style.
		1. Ragtime	1. Ragtime
		1. Keyboard style; i	-
		march form; no	march form; no
		improvisation; ba	
		and chords in left	-

Changed Field	Current Version	Proposed Version
	syncopa in right f 2. Scott Jo Compos Roll Mon Perform 3. First hea danced Sedalia, 2. New Orleans D 1. Instrume marchin 1897. 2. Collectiv improvis and gos flat-four 3. Trumpet Oliver, L Armstro Sidney F saxopho 4. Storyvill down in 1990's u	ated melody nand.syncopated melody in right hand.oplin, ser ; Jelly2. Scott Joplin, Composer ; Jelly Roll Morton, Performerard and to in1895 in Missouri3. First heard and danced to in1895 in Sedalia, MissouriDixieland g bands in reve2. New Orleans Dixieland 1. Instrumentation from marching bands in 1897.ve sation; blues opel based; rhythm.2. Collective improvisation; blues and gospel based; flat-four rhythm.t Kings; Joe ouis3. Trumpet Kings; Joe Oliver, Louis and Bechet (first onist).e closes 1919 and4. Storyville closes down in 1919 and
	continue 3. Chicago-style 1920's 1. Innovati set, bas now in r section; added; t "pop" tu day; acc more so improvis 2. The blac north; w musician women involved jazz. 3. Bix Beid Frankie Louis ar	Dixieland,3. Chicago-style Dixieland, 1920'sons: drum- s, and piano hythm1. Innovations: drum- set, bass, and piano now in rhythm section; saxophone added; based on "pop" tunes of the day; accents on 2+4; no sation.based on nes of the cents on 2+4; olo sation."pop" tunes of the day; accents on 2+4; more solo improvisation.ck migration rhite2. The black migration north; white more solo improvisation.ck migration thite3. Bix Beiderbecke and Frankie Trumbauer;

ingea lieta		
	Mary Lou Williams;	Mary Lou Williams;
	Austin High Gang.	Austin High Gang.
	4. Boogie-Woogie (1920's)	4. Boogie-Woogie (1920's)
	and Stride Piano (1930's)	and Stride Piano (1930's)
	1. Boogie-Woogie was	1. Boogie-Woogie was
	the dance to the	the dance to the
	music of the	music of the
	"Western Roll";	"Western Roll";
	blues-based;	blues-based;
	improvised riffs in	improvised riffs in
	right hand; "full-	right hand; "full-
	moving chords" or	moving chords" or
	"walking bass lines"	"walking bass lines"
	in left hand.	in left hand.
	2. Clarence "Pine top"	2. Clarence "Pine top"
	Smith, Jimmy	Smith, Jimmy
	Yancey, and Meade	Yancey, and Meade
	Lux: Lewis, pianists.	Lux: Lewis, pianists.
	3. Stride: based on	3. Stride: based on
	standard "pop" tunes	standard "pop" tune
	of the day; AABA	of the day; AABA
	forms with modern	forms with modern
	chord substitutions	chord substitutions
	and reharmonization	and reharmonizatior
	of melodies.	of melodies.
	4. James P. Johnson,	4. James P. Johnson,
	Fats Waller, Art	Fats Waller, Art
	Tatum, pianists.	Tatum, pianists.
	5. Swing Era Big Bands,	5. Swing Era Big Bands,
	1930-42	1930-42
	1. Kansas City: blues-	1. Kansas City: blues-
	based and riff-	based and riff-
	oriented; Benny	oriented; Benny
	Moten and Count	Moten and Count
	Basie (Billie Holilday,	Basie (Billie Holilday
	vocals).	vocals).
	2. New York:	2. New York:
	sophisticated	sophisticated
	arrangements;	arrangements;
	Fletcher Henderson,	Fletcher Henderson
	Chick Webb (Ella	Chick Webb (Ella
	Fitzgerald, vocalist),	Fitzgerald, vocalist),
	and Jimmy	and Jimmy
	Lunceford.	Lunceford.
	3. Duke Ellington:	3. Duke Ellington:
	Pianist; jungle	Pianist; jungle
	sounds, mood	sounds, mood
	music, and large	music, and large
	compositions (jazz	compositions (jazz

Changed	Field	Current Version		Proposed Version
		4	mass, two concertos); wrote for individuals in his band which inspired great loyalty. . Billy Strayhorn: arranger for	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".	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 Carnagie Hall; developed small	6. Benny Goodman: Clarinetist; first integrated band; first band to perform in Carnagie Hall; developed small
		7	combo out of big band. . Billy Tipton: Pianist; cross-dressed as male in order to perform in jazz	combo out of big band. 7. Billy Tipton: Pianist; cross-dressed as male in order to perform in jazz
		modern con styles and r	bands. and describe the cert-oriented jazz elate them to the ors and musicians of	bands. 4. Recognize and describe the modern concert-oriented jazz styles and relate them to the major creators and musicians of
		Mode	p (1943-50) and ern Jazz . Fast tempos to	each style. 1. Bebop (1943-50) and Modern Jazz 1. Fast tempos to
			discourage dancers; jazz becomes concert music as audience is encouraged to listen	discourage dancers jazz becomes concert music as audience is encouraged to lister
		2	to artistic solos. . New jagged melodies over standard chord changes; "bombs"	to artistic solos. 2. New jagged melodies over standard chord changes; "bombs"

Changed	Field	<b>Current Version</b>		Proposed Versior	1
Changed	Field	3. 4. 2. Cool J. 1. 2. 3. Funky (1956- 1. 2.	Afro-Cuban rhythmic influences; back to blues and gospel chord progressions; organ introduced. Horace Silver, Art Blakey, Thelonius Monk, Charles Mingus, Jimmy Smith, Cannonball	3. 4. 2. Cool 4 1. 2. 3. 3. 5. (1956 1.	and accents in drums; walking bass lines; higher chord extensions. Charlie Parker, Dizzy Gillespie, Bud Powell, and Max Roach. Sociological influences on Bebop and modern jazz. Jazz (1950-55) All modern styles tend to be a reaction "against" the previous one by jazz musicians and fans. Medium swing tempi; classical influences with odd meters, contrapuntal melodies, forms and instruments; Third Stream. Miles Davis, Modern Jazz Quartet, Dave Brubeck, Paul Desmond, Gerry Mulligan, Stan Getz, and Gil Evans. and Hard Bop -63) Afro-Cuban rhythmic influences; back to blues and gospel chord progressions; organ introduced. Horace Silver, Art Blakey, Thelonius Monk, Charles Mingus, Jimmy Smith, Cannonball
		3.	Adderley Quintet. Hard Bop as new innovations on Bebop; John Coltrane, Lee Morgan, and Elvin Jones	3.	Adderley Quintet. 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)	4. Free Jazz (1964-69)
		1. How the Civil F	Rights 1. How the Civil Rights
		movement, Vie	etnam movement, Vietnam
		War, Rock and	Roll War, Rock and Roll
		influence Amer	rican influence American
		society in the 1	960's. society in the 1960's
		2. Jazz musicians	s react 2. Jazz musicians read
		by creating new	<i>w</i> , by creating new,
		spontaneous m	nusic spontaneous music
		through freedo	m of through freedom of
		expression, ne	w expression, new
		textures with A	frican textures with Africar
		flutes and	flutes and
		percussion	percussion
		instruments, ar	nd a instruments, and a
		movement awa	ay movement away
		from set melod	lies, from set melodies,
		forms, chord	forms, chord
		progressions, a	and progressions, and
		rhythms.	rhythms.
		3. Ornette Colem	an, 3. Ornette Coleman,
		Cecil Taylor,	Cecil Taylor,
		Pharaoh Sando	ers, Pharaoh Sanders,
		John Coltrane,	John Coltrane,
		Archie Shepp,	and Archie Shepp, and
		Charlie Haden.	Charlie Haden.
		5. Jazz Fusion (1970-pr	esent) 5. Jazz Fusion (1970-presen
		1. Fusing Rock m	
		elements with t	those elements with those
		from Jazz; elec	ctronic from Jazz; electroni
		innovations for	bass, innovations for bass
		drums, keyboa	rds, drums, keyboards,
		and guitar sour	nd and guitar sound
		effects.	effects.
		2. 1970's rock ba	nds 2. 1970's rock bands
		with jazz influe	nces with jazz influences
		such as Blood,	such as Blood,
		Sweat, and Tea	ars; Sweat, and Tears;
		Chicago; and	Chicago; and
		Chase.	Chase.
		3. Miles Davis,	3. Miles Davis,
		Weather Repo	rt, Weather Report,
		Chick Corea, H	lerbie Chick Corea, Herbie
		Hancock, Step	
		Ahead, Jean L	-
		Ponty, Freddie	
		Hubbard, David	-
		Sanborn, and t	
		Crusaders.	Crusaders.

Changed	Field	Current Version	Proposed Version
		6. Contemporary Big Banc (1948-present)	ls 6. Contemporary Big Bands (1948-present)
		1. Modern jazz	1. Modern jazz
		innovations such	-
		more complex ch	
		progressions and	-
		improvisation;	improvisation;
		electronic	electronic
		instruments adde	
		rock and latin	rock and latin
		rhythms in addition	
		to swing.	to swing.
		2. Stan Kenton, Wo	-
		Herman, Buddy	Herman, Buddy
		Rich, Don Ellis,	Rich, Don Ellis,
		Maynard Ferguso	
		Thad Jones- Mel	Thad Jones- Mel
		Lewis, Toshiko	Lewis, Toshiko
		Akiyoshi, Dave	Akiyoshi, Dave
		Eshelman's Jazz	Eshelman's Jazz
		Garden Big Band	
		Maria Schneider	Maria Schneider
		Jazz Orchestra,	Jazz Orchestra,
		Clayton-Hamilton	
		Jazz Orchestra, a	-
		Gordon Goodwin	
		Big Phat Band.	Big Phat Band.
		7. Modern Vocal Jazz (194	C C
		present)	present)
		1. Scat singing is vo	. ,
		improvisation; Ed	
		Jefferson's conce	-
		of vocalese is	of vocalese is
		adding new lyrics	to adding new lyrics to
		existing instrume	ntal existing instrumenta
		jazz standards.	jazz standards.
		2. Groups: Four	2. Groups: Four
		Freshman;Lambe	ert, Freshman;Lambert
		Hendricks, and	Hendricks, and
		Ross; Manhattan	Ross; Manhattan
		Transfer; Take Siz	x; Transfer; Take Six;
		New York Voices;	New York Voices;
		and Singers	and Singers
		Unlimited.	Unlimited.
		3. Soloists: Billie	3. Soloists: Billie
		Holliday, Ella	Holliday, Ella
		Fitzgerald, Sarah	Fitzgerald, Sarah
		Vaughn, Carmen	Vaughn, Carmen

Mel Torme, Bobby McFerrin, Harry Connick, Jr. Al Jarreau, and Diana Krall. 5. Appraise and assess the technological innovations in 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.

- 1. Record Industry
  - 1. First Jazz recordings by Original Dixieland Jazz Band in 1917 and first blues recordings by Mamie Smith in 1920.
  - 2. Records were either 78 rpm or 45 rpm only allowing songs to be up to 3:30 minutes in length.
  - 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.
  - 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

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.
  - 1. Record Industry
    - 1. First Jazz recordings by Original Dixieland Jazz Band in 1917 and first blues recordings by Mamie Smith in 1920.
    - 2. Records were either 78 rpm or 45 rpm only allowing songs to be up to 3:30 minutes in length.
    - 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.
    - 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

	better audio quality.	better audio quality.
	Reverb and tape	Reverb and tape
	loops also	loops also
	developed.	developed.
5.	1980's brings digital	5. 1980's brings digital
	recording which	recording which
	allows easier editing	allows easier editing
	and longer duration	and longer duration
	of music on compact	of music on compact
	disks; from 35	disks; from 35
	minutes on 33 lp	minutes on 33 lp
	records to 73 on	records to 73 on
	CD's.	CD's.
6.	How mp3 downloads	6. How mp3 downloads
	and "soundcloud" on	and "soundcloud" on
	the internet in the	the internet in the
	1990's through the	1990's through the
	present affect the	present affect the
	music industry.	music industry.
2. Music	al Instrument 2	. Musical Instrument
Indus	try	Industry
1.	Parts of the drums	1. Parts of the drums
	set invented in the	set invented in the
	1920's.	1920's.
2.	Electrical	2. Electrical
	amplification of the	amplification of the
	guitar and basic	guitar and basic
	sound system for	sound system for
	vocalists and	vocalists and
	soloists in the	soloists in the
	1930's.	1930's.
3.	Electric pianos	3. Electric pianos
	developed in late	developed in late
	1950's and reach	1950's and reach
	peak quality with	peak quality with
	Fender-Rhodes	Fender-Rhodes
	pianos in 1970's.	pianos in 1970's.
4	Electric bass	4. Electric bass
т.	developed in 1950's	developed in 1950's
	and used in jazz	and used in jazz
	fusion in the1970's	fusion in the1970's
	up to present.	up to present.
5	Synthesizers	5. Synthesizers
5.	developed in 1970's	developed in 1970's
	•	•
	and upgraded in 1980's with Yamaha	and upgraded in 1980's with Yamaha
<u>^</u>	DX7's and others.	DX7's and others.
б.	Drum machines and	6. Drum machines and
	computerized drum	computerized drum

Changed	Field	<b>Current Version</b>		Proposed Version
			programming	programming
			developed in 1980's.	developed in 1980's.
		7	. Electronic Wind and	7. Electronic Wind and
			Brass Instruments	Brass Instruments
			(EWI's EBI's)	(EWI's EBI's)
			developed in 1980's	developed in 1980's
			by Yamaha which	by Yamaha which
			are synthesized	are synthesized
			saxophones and	saxophones and
			trumpets.	trumpets.
			en in Jazz	3. Women in Jazz
		1	. Female vocalists	1. Female vocalists
			present throughout	present throughout
			the history of jazz	the history of jazz
			and blues;	and blues;
			instrumentalists	instrumentalists
			have been	have been
			dominated by male	dominated by male
			musicians.	musicians.
		2	. Sexism world-wide	2. Sexism world-wide
			with examples in	with examples in
			Japan, Uganda,	Japan, Uganda,
			Europe and the	Europe and the
			United States.	United States.
		3	. Jazz education in	3. Jazz education in
			schools and colleges	schools and college
			from 1960's to the	from 1960's to the
			present has given	present has given
			women more	women more
			opportunities.	opportunities.
		4	. Toshiko Akiyoshi,	4. Toshiko Akiyoshi,
			Maria Schneider,	Maria Schneider,
			Ingrid Jensen, Mary	Ingrid Jensen, Mary
			Fettig, Joanne	Fettig, Joanne
			Brackeen, Elaine	Brackeen, Elaine
			Elias, Susan	Elias, Susan
			Muscarella, Marion	Muscarella, Marion
			McPartland, and	McPartland, and
			Patrice Rushen.	Patrice Rushen.
		4. World	d music influence in	4. World music influence in
		Jazz		Jazz
			. Brazil: bossa novas	1. Brazil: bossa novas
			and sambas; Marcos	and sambas; Marco
			Silva, Flora Purim	Silva, Flora Purim
			and Airto, and	and Airto, and
			Toninho Horta .	Toninho Horta .
		2	. Argentina: Tangos	2. Argentina: Tangos
		2	with master	with master
			composer and	composer and
			composer and	

Changed	Field	Current Version		Proposed Versio	n
		4 5 6	<ul> <li>bandeon performer, Astor Piazzola.</li> <li>Cuba: Salsa and Meringues; Paquito d'Rivera, Arturo Sandoval, and Irakere.</li> <li>Puerto Rico: timbales and extensive use of congas; Poncho Sanchez and Tito Puente.</li> <li>Trinidad/ Tobago: steel drums (pans); Andy Narell</li> <li>Japan: koto and bamboo flutes combined with western instruments; Hiroshima and Terumasa Hino</li> <li>Iran: Middle Eastern scales and instruments combining with American jazz; Hafez Modirzadeh.</li> </ul>	4 5 6	<ul> <li>bandeon performer, Astor Piazzola.</li> <li>Cuba: Salsa and Meringues; Paquito d'Rivera, Arturo Sandoval, and Irakere.</li> <li>Puerto Rico: timbales and extensive use of congas; Poncho Sanchez and Tito Puente.</li> <li>Trinidad/ Tobago: steel drums (pans); Andy Narell</li> <li>Japan: koto and bamboo flutes combined with western instruments; Hiroshima and Terumasa Hino</li> <li>Iran: Middle Eastern scales and instruments combining with American jazz; Hafez Modirzadeh.</li> </ul>
	Lab Component in this Course	No		No	
	Lab Outline	No value		No value	
Req/Adv					
<b>0</b>	<b>0</b> <i>1</i>	•		<b>_</b>	
Changed	Questions	Current Versio	on	Proposed Versi	on
	Prerequisite(s)	No Value		No Value	
	Corequisite(s):	No Value		No Value	

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for 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**

Changed	Questions	Current Version	Proposed Version
θ	Banner Start Term (202122)	202122	No Value
θ	Banner Division	2CA	No Value
θ	Catalog Term (21-22)	23-24	No Value
θ	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value

Changed	Questions	Current Version	Proposed Version
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	MUSI 001B	MUSI 001B
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	MUSI	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross- Listed/Related Course Information	NA	ΝΑ
	Cross- Listed/Related Course ID's	No Value	No Value
0	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
0	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
9	Noncredit Enhanced Funding Indicator	Ν	No Value
θ	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value

Changed	Questions	Current Version	Proposed Version
θ	Organization Code	231013	No Value
0	Account Code	1320	No Value
0	Program Code	100400	No Value
0	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>2/13/18 - title change appr. (effect. F18)mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>2/13/18 - title change appr. (effect. F18)mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

#### **A-Matrix Form**

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

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

#### **B-Matrix Form**

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

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

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

# **C-Matrix Form**

hanged	Questions	Current Version	Proposed Version	
	ESL D261. and	No Value	No Value	
	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.			

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

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

#### **D-Matrix Form**

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

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real- world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value

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

# **F-Matrix Form**

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	ordered pairs.		

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

#### **G-Matrix Form**

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	Proposed Version	Current Version	Questions	Changed
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	No Value	No Value	If the requisite	
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				
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				
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				
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				
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				
Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as				
Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as				
follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as				
remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as				
instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as				
the form. If a requisite falling under Matrix G is being removed, provide an explanation as			-	
requisite falling under Matrix G is being removed, provide an explanation as				
falling under Matrix G is being removed, provide an explanation as				
Matrix G is being removed, provide an explanation as				
removed, provide an explanation as				
provide an explanation as			being	
explanation as			removed,	
			provide an	
to why			explanation as	
to miy.			to why.	

**H-Matrix Form** 

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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
0	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: 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.
9	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, written collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignment D; Write summary paragraphs including personal opinion on each jazz video or Youtube log observed.

Changed	Questions	Current Version	Proposed Version
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline C;Recognize and describe the early dance-oriented jazz styles and relate them to the major creators and musicians of each style.
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: D: Recognize and describe the modern concert-oriented jazz styles and relate them to the major creators and musicians of each style.
9	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline B: Assess the musical and cultural roots of jazz from both a stylistic and historical perspective.

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

#### Comments

Changed	Questions	Current Version	Proposed Version	
	Stage 2:	No	No Value	
	Department	Value		
	Chair			

Changed	Questions	Current Version	Proposed Version
9	Stage 3: Division Curriculum Representative	No Value	<ol> <li>In the Examples of Primary Texts and References section: Separate the book information line by line (author, title, publisher, etc.)</li> <li>In the Suggested Reading List section: Delete all entries. Only the English Department is allowed to use this section.</li> <li>On the B Matrix Form: Insert the following before your text: "Assignment D1"</li> <li>On the De Anza GE Form: Criteria 1. Insert "Outline A" before your text. Criteria 2. Remove the Method of Instruction and replace with something</li> </ol>
			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.
	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				
0	Stage 9: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	<b>Edit</b> Must have at	Initiator - Indicate "Y" When Completed
			07/02/202	2 <b>4</b> Specification	<sup>ns</sup> Primary Textbook	s <sup>Required</sup>	least one primary textbook published within seven dyears of course effective date (2018 for a class effective in Fall 2025)	1
	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	MUSID001B
	Distance Education Approved	No
	Board of	
	Trustees	
	Approval Date	

Changed	Field	Current Version
	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	CCC000501351

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

# 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

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	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
0	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
	Short Course Title	MUSIC APPREC: WRLD MUSIC	MUSIC APPREC: WRLD MUSIC
	TOP Code (CB03)	1004.00	1004.00 Music
	CIP Code	Music, General	50.0901 Music, General
	Department	MUSI - Music	MUSI - Music
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	Course Description	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.	An- <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 which will include-includes 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.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	<ul><li>Online</li><li>Hybrid</li></ul>

Faculty Re	Faculty Requirements				
Changed	Field	Current Version	Proposed Version		
0	Discipline 1	No value	Music		
	Discipline 2	No value	No value		
	Discipline 3	No value	No value		
9	FSA	No value	• FHDA FSA - MUSIC		

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Changed	Field	Current Version	Proposed Version
	Course	This course belongs on the Music AA	This course belongs on the Music AA
	Justification	degree. It is UC and CSU transferable.	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 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	No value			

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	MUS F002D	MUS F002D
	Does the course have a Foothill equivalent?	Yes	Yes

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

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

/irrored Credit/Noncredit Course				
Changed	Field	Current Version	Proposed Version	
θ	Is this a mirrored credit/noncredit course?	No value	No	

**Cross-listed Course** 

Changed	Field	Current Version	Proposed Version
0	Is this a cross- listed course?	No value	No
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	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	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		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

Changed Field	Current Versi	on	Proposed Ver	sion
	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

Changed	Field	Current Version		Proposed Version	
	Transfer Status (CB05)	Transferable to both U	C and CSU	Transferable to both U	C and CSU
	Course General Education Status (CB25)	Y		Y	
	Transfer Status	Approved		Approved	
θ	GE Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	• 2GC1 - Approved.	Area(s)	<ul> <li>2GC1 - Approved</li> </ul>
		-	No value	-	No value
		System/Institution	IGETC	System/Institution	Cal-GETC
		Area(s)	<ul> <li>IG3A - Approved.</li> </ul>	Area(s)	CA3A -     Approved
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	CGC1 -     Approved.		
		-	No value		

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

# Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

# Credit / Non-Credit Options

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

### **Credit Units**

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

Changed	Field	Current Version		Proposed Versio	n
	Minimum Credit Units	4	2	ŀ	
	Maximum Credit Units	4	2	ŀ	
KIP					
Changed	Field	Current Version	F	Proposed Versio	n
	SKIP	No Value	Ν	lo Value	
pecificati	ons				
Changed	Field	Current Versi	on	Proposed Ver	sion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Live Concert Attendance In-class listening to	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

Changed	ed Field Current Version		Proposed Version	
9	Assignments	<ol> <li>Required reading from the textbook</li> <li>Required weekly listening to selected music and written assignments on each</li> <li>Written report on one live world music concert, from four to seven pages long</li> <li>Written assignments from each chapter using study guides or handouts</li> </ol>	<ol> <li>Required reading from the textbook</li> <li>Required weekly listening to selected music and written assignments on each</li> <li>Written assignments from each chapter using study guides or handouts</li> <li>Written report on one live world music concert, from four to seven pages long</li> </ol>	

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

nanged Field			-	
	Methods	1. Weekly quizzes	Methods	1. Weekly quizze
	of	evaluating	of	evaluating
	Evaluation	knowledge and	Evaluation	knowledge and
		comprehension		comprehensio
		of textbook		of textbook
		readings and		readings and
		listening		listening
		assignments.		assignments.
		2. Midterm test(s),		<ol><li>Midterm test(s</li></ol>
		and final exam		and final exam
		consisting of		consisting of
		objective and		objective and
		essay		essay
		questions,		questions,
		some based		some based
		upon listening		upon listening
		to musical		to musical
		examples,		examples,
		evaluated for		evaluated for
		comprehension,		comprehensio
		analysis,		analysis,
		description, and		description, ar
		interpretation of		interpretation
		assigned		assigned
		reading,		reading,
		classroom		classroom
		discussion and		discussion and
		listening		listening
		assignments .		assignments.
		3. Written		3. Written
		assignments		assignments
		based upon		based upon
		assigned		assigned
		readings in text		readings in tex
		and elsewhere		and elsewhere
		and on listening		and on listenin
		to recorded		to recorded
		musical		musical
		examples,		examples,
		evaluated on		evaluated on
		comprehension		comprehensio
		of readings and		of readings an
		understanding		understanding
		of musical		of musical
		concepts		concepts
		presented in		presented in
		class.		class.
		4. One concert		4. One concert
		report		report

**Current Version** 

#### **Proposed Version**

	describing live	describing live
	performance	performance
	including an	including an
	objective	objective
	description of	description of
	the	the
	performances,	performances,
	the student's	the student's
	subjective	subjective
	reaction to the	reaction to the
	music and a	music and a
	summary	summary
	critique, along	critique, along
	with related	with related
	background	background
	research from	research from
	approved	approved
	sources on	sources on
	music style(s)	music style(s)
	represented in	represented in
	concert	concert
	5. Participation in	5. Participation in
	class	class
	discussions	discussions
Essential Student	Essential Student Materials:	Essential Student Materials:
Materials/Essential	<ul> <li>Access to CD player</li> </ul>	<ul> <li>Access to CD player</li> </ul>
College Facilities	Essential College Facilities:	Essential College Facilities:
	<ul> <li>Classroom with piano, high- fidelity audio-video playback system (for audiocassette, record, compact disk, mp3, VHS tape, DVD)</li> <li>Extensive collection of audio and</li> </ul>	<ul> <li>Classroom with piano, high- fidelity audio-video playback system (for audiocassette, record, compact disk, mp3, VHS tape, DVD)</li> <li>Extensive collection of audio and</li> </ul>
	Extensive collection of audio and	Extensive collection of audio and

video recordings

tensive collection of audio and video recordings

#### Changed Field

**Current Version** 

-				•	
0	Examples of Primary Texts and References	Title	No value	Title	World Music: A Global Journey (with
		Author	*Miller, Terry and Andrew Shahriani. "World Music: A		CDs or file download)
			Global Journey," 4th ed. (with CDs or file download).	Author	Terry Miller and Andre Shahriani
			Routledge, 2017	Publisher	Routledge
		Publisher	No value	Date/Edition	2021 / 5th edition
		Date/Edition	No value	ISBN	No value
		ISBN	No value		
		Title	No value		
		Author	Alves, William. "Music of the Peoples of the World," 3rd ed (with CDs). Cengage, 2012.		
		Publisher	No value		
		Date/Edition	No value		
		ISBN	No value		
		Title	No value		
		Author	Nettl, Bruno, ed. "Excursions in World Music." 7th ed. Routledge, 2017.		
		Publisher	No value		
		Date/Edition	No value		
		ISBN	No value		

Changed	Field	Current Ve	rsion	Proposed Version
9	Suggested Reading List	Reading List	Barkley, Elizabeth, F. "Crossroads: Popular Music in America," 2nd ed. Pearson, 2006.	No value
		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.	

May	No value
include,	
but are not	
limited	
to	

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.
	1999.

Мау	No value
include,	
but are	
not	
limited	
to	

Reading	Simon Broughton, ed.		
List	"The Rough Guide to		
	World Music." 3rd ed. 2		
	vols. London, New York:		
	Rough Guides, dist. By		
	Penguin Group, 2009.		
Мау	No value		

include, but are not limited to

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

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
	Crucible;" "Drums of Dagbon;" "On the Battlefield: Gospel Quartets." 1984.
	Quartets. 1904.

Мау	No value
include,	
but are	
not	
limited	
to	

Reading	Ichikawa, Katsumori, ed.
List	"JVC Anthology of World
	Music and Dance." 30
	videocassettes. JVC-
	Victor Company of
	Japan, 1988 (available
	in Learning Center).
Mav	No value

way	
include,	
but are	
not	
limited	
to	

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

Objectivescommon music terms to describe observations of recorded and live music.common music terms to describe observations of recorded and live music.• Demonstrate an understanding of the roles of music in human cultures• Demonstrate an understanding of the roles of music in human cultures• Demonstrate an understandi the roles of music in human cultures• Identify genres, musical elements and cultural contexts for several musical traditions• Identify genres, musical elem and cultural contexts for several musical traditions• Identify genres, musical elem and cultural contexts for several musical traditions• Compare World-wide historical developments• Compare World-wide historical developments• Compare World-wide historical developments• Analyze aspects of inter- and intra-cultural conflict including• Analyze aspects of inter- and intra-cultural conflict including	Changed	Field	Current Version	Proposed Version
music and representative artistsmusic and representative artwho have integrated theirwho have integrated their			<ul> <li>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</li> </ul>	<ul> <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</li> </ul>

CSLOs	Employ a basic vocabulary of	CSLOs	Employ a basic vocabulary of
	common music		common music
	terms to describe		terms to describe
	observations of		observations of
	recorded and live		recorded and live
	music.		music.
Expected	0.0	Expected	0.0
SLO		SLO	
Performance		Performance	
CSLOs	Recognize individual	CSLOs	Recognize individual
	instruments and		instruments and
	voices and the various ensembles in		voices and the various ensembles in
	which they are used.		which they are used.
Expected	0.0	Expected	0.0
SLO		SLO	
Performance		Performance	

### **Course Outline**

Changed	Field	Current Version	Proposed Version
	Course	1. Employ a basic vocabulary of	1. Employ a basic vocabulary of
	Content	common music terms to describe	common music terms to describe
		observations of recorded and live	observations of recorded and live
		music.	music.
		1. Basic elements of musical	1. Basic elements of musical
		sound	sound
		1. Pitch: frequency,	1. Pitch: frequency,
		intervals, scales, definite	intervals, scales, definit
		and indefinite pitch.	and indefinite pitch.
		2. Rhythm - additive,	2. Rhythm - additive,
		divisive, and polyrhythms	divisive, and polyrhythn
		3. Dynamics/volume	3. Dynamics/volume
		4. Tone color/timbre	4. Tone color/timbre
		2. Performing media	2. Performing media
		1. Voice - Western vs. non-	1. Voice - Western vs. nor
		Western concepts	Western concepts
		2. Instruments	2. Instruments
		1. Western	1. Western
		instrument	instrument
		classification	classification
		concepts	concepts
		2. Hornbostel-Sachs	2. Hornbostel-Sach
		instrument classification:	instrument classification:
			Chordophones,
		Chordophones,	
		Aerophones, Ideophones,	Aerophones, Ideophones,
		Membranophones,	Membranophone
		Electrophones	Electrophones
		3. Basic concepts of musical	3. Basic concepts of musical
		organization and structure	organization and structure
		1. Scales and tonality:	1. Scales and tonality:
		major, minor, pentatonic,	major, minor, pentatoni
		chromatic, modes,	chromatic, modes,
		bimodality, non-western	bimodality, non-westerr
		concepts of tonality	concepts of tonality
		2. Melody: pitch and rhythm	2. Melody: pitch and rhyth
		components, phrases	components, phrases
		3. Harmony: chords,	3. Harmony: chords,
		progressions	progressions
		4. Texture: monophonic,	4. Texture: monophonic,
		polyphonic, homophonic,	polyphonic, homophonic,
		heterophonic	heterophonic
		5. Form: strophic, binary and	5. Form: strophic, binary and
		ternary, non-repeating forms	ternary, non-repeating forms
		6. Application of music	6. Application of music
		terminology through description	terminology through description
		and discussion of musical	and discussion of musical

Changed	Field	Current Version	Proposed Version
		examples, both recorded and performed live	examples, both recorded and performed live
		1. Objective descriptions of	1. Objective descriptions of
		musical features	musical features
		2. Subjective responses,	2. Subjective responses,
		particularly as related to	particularly as related to
		music features	music features
		2. Demonstrate an understanding of the	2. Demonstrate an understanding of the
		roles of music in human cultures	roles of music in human cultures
		1. Uses of music in human	1. Uses of music in human
		societies	societies
		1. Music as entertainment	1. Music as entertainment
		2. Ceremonial and religious	2. Ceremonial and religious
		music	music
		3. Music as art	3. Music as art
		4. Music as an expression	4. Music as an expression
		of popular culture	of popular culture
		5. Relationships between	5. Relationships between
		traditional, popular and	traditional, popular and
		art music	art music
		2. Contemporary and historic	2. Contemporary and historic
		issues of gender in musical	issues of gender in musical
		practice	practice
		1. Traditional gender roles	1. Traditional gender roles
		in music and dance	in music and dance
		2. Gender discrimination,	2. Gender discrimination,
		especially in instrumental	especially in instrumental
		music	music
		3. Emergence of women's	3. Emergence of women's
		music ensembles	music ensembles
		4. Film and the recording	4. Film and the recording
		industry in the rise of woman "stars"	industry in the rise of woman "stars"
		3. Folkloric music as both genre	3. Folkloric music as both genre
		and political tool	and political tool
		4. Sacred vs. secular music	4. Sacred vs. secular music
		3. Identify genres, musical elements and	3. Identify genres, musical elements and
		cultural contexts for several musical	cultural contexts for several musical
		traditions	traditions
		1. Native Americans	1. Native Americans
		1. Traditional concepts of	1. Traditional concepts of
		musical composition and	musical composition and
		song ownership (vision	song ownership (vision
		quest)	quest)
		2. Ceremonial music	2. Ceremonial music
		combined with dance	combined with dance
		3. Vocables/syncopation in	3. Vocables/syncopation in
		vocals	vocals
		4. Percussion	4. Percussion
		instruments/additive	instruments/additive

Changed	Field	Current Version	Proposed Version
		rhythms	rhythms
		5. Flutes and strings	5. Flutes and strings
		(Apache fiddle)	(Apache fiddle)
		2. Mexican/Hispanic music	2. Mexican/Hispanic music
		1. Regional styles and	1. Regional styles and
		instruments	instruments
		2. Canciones and corridos	2. Canciones and corridos
		3. Mariachi bands -	3. Mariachi bands -
		instrumentation and	instrumentation and
		function	function
		4. Banda music - concert	4. Banda music - concert
		bands with vocals based	bands with vocals based
		on polkas and quadrilles	on polkas and quadrilles
		5. Son Jarocho	5. Son Jarocho
		6. Son Huasteca	6. Son Huasteca
		3. Representative Sub-Saharan	3. Representative Sub-Saharan
		African musical contexts and	African musical contexts and
		instruments	instruments
		1. Religious, political, social	1. Religious, political, social
		ceremonies - all with	ceremonies - all with
		dance	dance
		2. Percussion instruments -	2. Percussion instruments -
		"talking" drums;	"talking" drums;
		drumming "orchestras;"	drumming "orchestras;"
		polyrhythms	polyrhythms
		3. Vocal traditions - call and	3. Vocal traditions - call and
		response and work	response and work
		songs	songs
		4. Pitched instruments -	4. Pitched instruments -
		kora, mbira, harps,	kora, mbira, harps,
		flutes, trumpets	flutes, trumpets
		5. Scale types - Pentatonic,	5. Scale types - Pentatonic,
		non-western diatonic	non-western diatonic
		scales	scales
		6. Choral music traditions	6. Choral music traditions
		4. Music of North Africa, the	4. Music of North Africa, the
		Middle East and Iran	Middle East and Iran
		1. Cradle of civilization,	1. Cradle of civilization,
		birthplace of many of the	birthplace of many of the
		world's instruments	world's instruments
		1. Lute: Oud	1. Lute: Oud
		2. Zither: Qanum	2. Zither: Qanum
		2. Rhythmic concepts: iqa,	2. Rhythmic concepts: iqa,
		pulsitile and non-pulsitile	pulsitile and non-pulsitile
		music	music
		3. Melodic concepts: mode	3. Melodic concepts: mode
		1. Arabic Maqam	1. Arabic Maqam
		2. Iranian dastgah	2. Iranian dastgah
		system; the radif	system; the radif

hanged	Field	<b>Current Version</b>	Pi	roposed Version	
			as basis for		as basis for
			improvisation		improvisation
		4. Form:	instrumental and	4. Form	n: instrumental and
		vocal	"suites"	voca	l "suites"
		5. Conce	epts of what	5. Cond	cepts of what
		consti	tutes music;	cons	titutes music;
		varyin	g interpretations of	varyi	ing interpretations o
		Koran	that sometimes	Kora	n that sometimes
		discou	ırage music,	disco	ourage music,
		particu	ularly dance genres	parti	cularly dance genre
		6. Popula	ar Genres: Algerian	6. Popu	ular Genres: Algeria
		rai, Ar	abic Sha'bi,	rai, A	Arabic Sha'bi,
		Arabe	sk, Layali-muwwal	Arab	esk, Layali-muwwa
		5. Music of Jap	-	5. Music of Ja	
		•	and tuning		e and tuning
		syster	•	syste	•
		•	usic accompanying		nusic accompanying
			nd Kabuki theaters		and Kabuki theaters
			aku instruments:		gaku instruments:
		flute, d		•	, drums
			and other stringed		and other stringed
		instrur	-		uments
			festival music		to festival music
			hachi flute and		kuhachi flute and
			nist ritual music		dhist ritual music
			n people of China		an people of China
			and tuning		e and tuning
		syster	•	syste	-
				•	
			sentative	•	resentative
			ments: sheng,		uments: sheng,
			p'ip'a, yanqin		, p'ip'a, yanqin
			and politics		c and politics
			Confucius and	1	I. Confucius and
			feudal China		feudal China
			Western influence		2. Western influence
		3.	Mao and music in	÷	3. Mao and music in
			Communist China		Communist China
			and religion		c and religion
			Taoism and	1	<ol> <li>Taoism and</li> </ol>
			Buddhism		Buddhism
			Confucius		2. Confucius
		5. Chine	•		ese opera
		6. Moder	n contexts for	6. Mod	ern contexts for
			onal music		tional music
		7. Music of Nor	th India	7. Music of No	orth India
		(Hindustani r	music)	(Hindustan	i music)
		1. Vadi: o	drone tone played	1. Vadi	drone tone played
		by tan	nboura	by ta	imboura
		2. Rag: s	scales or modes,	2. Rag:	scales or modes,
		200 ty	pes from which	200	types from which

Changed	Field	Current Version	Proposed Version
		ragas are based	ragas are based
		3. Tala: rhythmic cycles	s 3. Tala: rhythmic cycles
		played by tabla (tuna	able played by tabla (tunable
		percussion)	percussion)
		4. Sitar - improvised ra	g - 4. Sitar - improvised rag -
		creates rasas (feelin	g) creates rasas (feeling)
		8. Indonesia	8. Indonesia
		1. Balinese Gamelan	1. Balinese Gamelan
		orchestras	orchestras
		1. Balinese gam	elan: 1. Balinese gamela
		gamelan gong	g gamelan gong
		gede, gamela	n gede, gamelan
		kebyar	kebyar
		2. Related genre	es: 2. Related genres:
		kecak, Barong	
		dance	dance
		2. Javanese Gamelan	2. Javanese Gamelan
		1. Gendhing:	1. Gendhing:
		compositions,	-
		levels of	levels of
		organization;	core organization; co
		and elaboratir	
		melodies	melodies
		2. Gongan: gong	
		cycles,	cycles,
		punctuation a	-
		organizing	organizing
		principal	principal
		9. South American Music	9. South American Music
		1. Brazilian: bossa nov	
		samba batucada,	samba batucada,
		candomble religious	
		music and dance,	music and dance,
		capoeira music and	capoeira music and
		dance	dance
		2. Argentina: tango mu	
		bandoneon, drums,	bandoneon, drums,
		bass, clarinet	bass, clarinet
		3. Andean highlands: f	
		(pan pipes), guitars,	
		percussion, mestizo	
		traditions	traditions
		10. Music of the Caribbean	10. Music of the Caribbean
		1. Trinidad and Tobago	-
		steel drums	steel drums
		2. Jamaica: Reggae ar	
		ska	ska
		3. Cuba: "son" complex	· · · ·
		afro-Cuban drum-da	
		traditions, salsa mus	sic traditions, salsa music

Changed	Field	Current Version	Proposed Version
		11. Jewish-American music: Klezmer instrumentation and	11. Jewish-American music: Klezmer instrumentation and
		traditions from Eastern Europe	traditions from Eastern Europe
		12. Cajun and Zydeco music	12. Cajun and Zydeco music
		1. Historical and ethnic	1. Historical and ethnic
		differences resulting in	differences resulting in
		distinct traditions	distinct traditions
		2. Instrumentation:	2. Instrumentation:
		washboard, bass, guitar,	washboard, bass, guitar,
		drums, violin, vocals,	drums, violin, vocals,
		harmonica	harmonica
		3. Style elements: Based	3. Style elements: Based
		on quadrilles and other	on quadrilles and other
		French folk songs and	French folk songs and
		dances	dances
		4. Compare World-wide historical	4. Compare World-wide historical
		developments	developments
		1. Current Native American	1. Current Native American
		developments which including	developments which including
		tribal/techno Pop, waila,	tribal/techno Pop, waila,
		contemporary stomp dances,	contemporary stomp dances,
		powwow	powwow
		<ol><li>Indigenous and Spanish influences in Mexico and</li></ol>	2. Indigenous and Spanish influences in Mexico and
		Southwest United States	Southwest United States
		1. Tejano music	1. Tejano music
		2. Latin rock/rock en	2. Latin rock/rock en
		espanol	espanol
		3. African influences in Gospel,	3. African influences in Gospel,
		Rhythm and Blues, Jazz, Rock	Rhythm and Blues, Jazz, Rock
		and Roll, Rap and Hip-Hop	and Roll, Rap and Hip-Hop
		4. Evolution of concept of	4. Evolution of concept of
		classical music in Asia, meant	classical music in Asia, meant
		to stay preserved and not to	to stay preserved and not to
		evolve as in Western traditions	evolve as in Western traditions
		1. Blending ancient	1. Blending ancient
		Japanese music	Japanese music
		(gakaku) with western-	(gakaku) with western-
		style compositions -	style compositions -
		Hideki Togi	Hideki Togi
		2. Group singing now	2. Group singing now
		including mediated	including mediated
		Music: Karaoke ("empty	Music: Karaoke ("empty
		orchestra")	orchestra")
		3. American taiko	3. American taiko
		drumming	drumming
		5. Hindu vedas as basis of Indian	5. Hindu vedas as basis of Indian
		music and evolves into use in	music and evolves into use in
		jazz and progressive rock	jazz and progressive rock
		, <sub>1</sub> <u>.</u>	,

Changed	Field	Current Version	Proposed Version
		<ul> <li>6. Brazilian music: syncretized indigenous, Portuguese, and African cultures; incorporation into international jazz</li> <li>7. Cuban music: syncretized Spanish, and African cultures, incorporation into international jazz</li> <li>8. The international rap music explosion</li> </ul>	<ul> <li>6. Brazilian music: syncretized indigenous, Portuguese, and African cultures; incorporation into international jazz</li> <li>7. Cuban music: syncretized Spanish, and African cultures, incorporation into international jazz</li> <li>8. The international rap music explosion</li> </ul>
		<ul> <li>5. Analyze aspects of inter- and intracultural conflict including colonialism, class and racism in relation to world music <ol> <li>The effects of European and US colonialism on the music of North and South America, the Caribbean, Indonesia, India, and the African continent</li> <li>Creole musicians; black military bands in the U.S; race records in the 1920s-1950s; Black Musicians Union in San Francisco until 1962</li> </ol> </li> <li>6. Distinguish various styles of world music and representative artists who have integrated their musical/cultural backgrounds into music in the United States <ol> <li>Native Americans - Jack Teagarden, Buffy St. Marie,</li> </ol> </li> </ul>	<ul> <li>5. Analyze aspects of inter- and intracultural conflict including colonialism, class and racism in relation to world music <ol> <li>The effects of European and US colonialism on the music of North and South America, the Caribbean, Indonesia, India, and the African continent</li> <li>Creole musicians; black military bands in the U.S; race records in the 1920s-1950s; Black Musicians Union in San Francisco until 1962</li> </ol> </li> <li>6. Distinguish various styles of world music and representative artists who have integrated their musical/cultural backgrounds into music in the United States <ol> <li>Native Americans - Jack Teagarden, Buffy St. Marie,</li> </ol> </li> </ul>
		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 3. African Americans 1. Spirituals and Gospel music - Mahalia Jackson, Staple Singers, Take Six, Charles Tindley, Thomas Dorsey 2. Rural Blues - Robert Johnson, Leadbelly, and Charlie Patton 3. Urban Blues - Ma Rainey, Bessie Smith,	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 3. African Americans 1. Spirituals and Gospel music - Mahalia Jackson, Staple Singers, Take Six, Charles Tindley, Thomas Dorsey 2. Rural Blues - Robert Johnson, Leadbelly, and Charlie Patton 3. Urban Blues - Ma Rainey, Bessie Smith,

Changed	Field	Current Version	Proposed Version
Changed	Field	<ul> <li>B.B. King, and Muddy Waters</li> <li>4. Motown - Supremes, Temptations. Four Tops, Marvin Gaye, and Stevie Wonder</li> <li>5. Rap artists - MC Hammer, Tupac, Guru, and Puff Daddy</li> <li>6. Urban contemporary - Aretha Franklin, Whitney Houston, Anita Baker, Lionel Ritchie, and Luther Vandross</li> <li>7. Other rock, pop artists: Jimi Hendrix, Earth, Wind and Fire, Prince</li> <li>4. Japanese artists - Hiroshima, Toshiko Akiyoshi, Midori, Kitaro, and Hideki Togi</li> <li>5. Chinese artists - Yo-Yo Ma, Jon Jang, Twelve Girl Band, Cui Jian</li> <li>6. Indian musicians - Ravi Shankar, Ali Akbar Khan, Shakkti and Zubin Mehta</li> <li>7. Filipino-Americans - vocal group, Kai and Bobby Rodriguez</li> <li>8. Brazilian artists - Antonio Carlos Jobim, Joao Gilberto, Tonhino Horta, Milton Nascimento, Elaine Elias, and Sergio Mendes</li> <li>9. Argentina - Astor Piazolla and Columbia - Claudia Gomez</li> <li>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</li> <li>11. Jewish-American artists - George and Ira Gershwin,</li> </ul>	<ul> <li>B.B. King, and Muddy Waters</li> <li>4. Motown - Supremes, Temptations. Four Tops, Marvin Gaye, and Stevie Wonder</li> <li>5. Rap artists - MC Hammer, Tupac, Guru, and Puff Daddy</li> <li>6. Urban contemporary - Aretha Franklin, Whitney Houston, Anita Baker, Lionel Ritchie, and Luther Vandross</li> <li>7. Other rock, pop artists: Jimi Hendrix, Earth, Wind and Fire, Prince</li> <li>4. Japanese artists - Hiroshima, Toshiko Akiyoshi, Midori, Kitaro, and Hideki Togi</li> <li>5. Chinese artists - Yo-Yo Ma, Jon Jang, Twelve Girl Band, Cui Jian</li> <li>6. Indian musicians - Ravi Shankar, Ali Akbar Khan, Shakkti and Zubin Mehta</li> <li>7. Filipino-Americans - vocal group, Kai and Bobby Rodriguez</li> <li>8. Brazilian artists - Antonio Carlos Jobim, Joao Gilberto, Tonhino Horta, Milton Nascimento, Elaine Elias, and Sergio Mendes</li> <li>9. Argentina - Astor Piazolla and Columbia - Claudia Gomez</li> <li>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</li> <li>11. Jewish-American artists - George and Ira Gershwin,</li> </ul>
		Irving Berlin, Leonard Bernstein, Isaac Stern, Jascha Heifetz, Arthur Rubenstein,	Irving Berlin, Leonard Bernstein, Isaac Stern, Jascha Heifetz, Arthur Rubenstein,

Changed	Field	Current Version	Proposed Version
		Itzhak Perlman, and Benny	Itzhak Perlman, and Benny
		Goodman	Goodman
		12. Local and area clubs, artists	12. Local and area clubs, artists
		and ensembles	and ensembles
	Lab	No	No
	Component		
	in this		
	Course		
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	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**

Changed	Questions	Current Version	Proposed Version
Ð	Banner Start Term (202122)	202122	No Value
0	Banner Division	2CA	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	MUSI 001C	MUSI 001C
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	Α	No Value
0	Banner Department	MUSI	No Value
0		MUSI DU	No Value No Value
	Department		
9	Department Course Level	DU	No Value
9	Department Course Level College Code Course	DU DA	No Value No Value
9	Department Course Level College Code Course Characteristics Cross- Listed/Related Course	DU DA NA	No Value No Value NA
9	DepartmentCourse LevelCollege CodeCourse CharacteristicsCross- Listed/Related Course InformationCross- Listed/Related	DU DA NA	No Value No Value NA NA

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
•	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value

Changed	Questions	Current Version	Proposed Version
0	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
θ	Organization Code	231013	No Value
•	Account Code	1320	No Value
0	Program Code	100400	No Value
0	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>2/13/18 - title change appr. (effect. F18)mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>2/13/18 - title change appr. (effect. F18)mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
θ	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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

#### **A-Matrix Form**

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

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

#### **B-Matrix Form**

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

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

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

### **C-Matrix Form**

Changed	Questions	Current Version	Proposed Version	
	ESL D261. and	No Value	No Value	
	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.			

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

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

#### **D-Matrix Form**

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

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

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

## **E-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real- world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

## **F-Matrix Form**

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

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

## **G-Matrix Form**

Changed	Questions	Current Version	Proposed Version	
	If the requisite	No Value	No Value	
	does not fall			
	under an A-F			
	Matrix,			
	download the			
	Content			
	<b>Review Matrix</b>			
	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.			

## **H-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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
•	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, 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
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline F: Distinguish various styles of world music and representative artists who have integrated their musical/cultural backgrounds into music in the United States
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline B; Demonstrate an understanding of the roles of music in human cultures
•	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A2a: Performing media Voice - Western vs. non-Western concepts

Changed	Questions	Current Version	Proposed Version
9	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	

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version	
	Criteria 5:	No Value	No Value	
	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.			

#### Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version
0	Stage 3:	No	
	Division	Value	1. In the Examples of Primary Texts and References section:
	Curriculum Representative		Separate the book information line by line (author, title, publisher, etc.)
			2. In the Suggested Reading List section:
			Remove all entries. This section is for use by the English Department only.
			3. In the B Matrix section:
			Insert "Assignment D" before your text in Objective 3.
			4. In the De Anza GE Form section:
			Criteria 1: Insert "Outline A" before your text.
			Criteria 2: Insert "Assignment D" before your text.
			Criteria 3: Insert "Outline F" before your text.
			Criteria 4: Insert "Outline B" before your text.
			Criteria 5: Insert "Outline A2a" before your text
			Criteria 6: Insert "Outline A6" before your text

Stage 4: Division DeanNo ValueNo ValueStage 5: SLO CoordinatorNo ValueNo ValueStage 7:NoNo Value	Division Dean     Value       Stage 5: SLO Coordinator     No Value     No Value       Stage 7: Content     No Value     No Value	Division DeanValueStage 5: SLO CoordinatorNo ValueNo ValueStage 7: Content Review MatrixNo ValueNo Value	Division Dean     Value       Stage 5: SLO Coordinator     No Value     No Value       Stage 7: Content     No Value     No Value				
Stage 5: SLONoNo ValueCoordinatorValue	Stage 5: SLO Coordinator       No Value       No Value         Stage 7: Content       No Value       No Value	Stage 5: SLO CoordinatorNo ValueNo ValueStage 7: Content Review MatrixNo ValueNo Value	Stage 5: SLO CoordinatorNo ValueNo ValueStage 7: Content Review MatrixNo ValueNo Value	-		No Value	
Coordinator Value	Coordinator     Value       Stage 7:     No     No Value       Content     Value	Coordinator     Value       Stage 7:     No     No Value       Content     Value       Review Matrix     Value	Coordinator     Value       Stage 7:     No     No Value       Content     Value       Review Matrix     Value			No Value	
Stage 7: No No Value	Content Value	Content Value Review Matrix	Content Value Review Matrix	-			
		Review Matrix	Review Matrix	Stage 7:	No	No Value	
		Stage 8: AVP - No No Value		Instruction	Value		

Changed	Questions	Current Version	Proposed \	/ersion				
9	Stage 9: Articulation Officer	No Value	Date 07/02/2024	Tab 4Specification:	Part - Field SPrimary Textbooks	Type of Edit	Edit Must have at least one primary textbook published within seven dyears of course effective date (2018 for a class effective in Fall 2025)	ł
	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	MUSID001C
	Distance	No
	Education	
	Approved	
	Board of	
	Trustees	
	Approval Date	

Changed	Field	Current Version
	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	CCC000501352

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

# De Anza College Change Report <sup>08/01/2024</sup>

# 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

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	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     • Chris Deming     Initiator	Ilan Glasman

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	MUSID001D	MUSID001D
	Course Control Number	CCC000511509	CCC000511509
	Course Title (CB02)	Music Appreciation: Rock - From Roots to Rap	Music Appreciation: Rock - From Roots to Rap
	Short Course Title	MUSIC APPREC:ROCK-ROOTS TO RAP	MUSIC APPREC:ROCK-ROOTS TO RAP
	TOP Code (CB03)	1004.00	1004.00 Music
	CIP Code	Music, General	50.0901 Music, General
	Department	MUSI - Music	MUSI - Music
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
9	Course Description	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.	An This course is 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.
θ	Course Type (CB27)	No value	Lower Division
9	Mode of Delivery	• Hybrid	<ul><li>Online</li><li>Hybrid</li></ul>

**Faculty Requirements** 

Changed	Field	Current Version	Proposed Version
9	Discipline 1	No value	• Music
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - MUSIC

Formerly No value
Statement

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. It adds diversity and breadth to the music program, and a multicultural, popular music perspective.	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.

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

**Course Philosophy** 

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
oothill Eq	luivalency		
Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	MUS F007.	MUS F007.
	Does the course have a Foothill equivalent?	Yes	Yes
TE Cours	6e		
Changed		0	Proposed Version
Changeo	Field	Current Version	
G	Field Is this a CTE (Career Technical Education) course?	No value	No
•	Is this a CTE (Career Technical Education)	No value	
	Is this a CTE (Career Technical Education) course?	No value	

	redit/Noncredit (		
Changed	Field	Current Version	Proposed Version
Is this a mirrored credit/noncre course?		No value	<u>No</u>
ross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
Is this a No cross-listed course?		No value	No
ore Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
		Course is not a support course	Course is not a support course
	Status (CB26)		

Changed	Field	Current Version	Proposed Version
	Repeatability Statement	No value	

# **Associated Programs**

Changed	Field	Current Versio	on	Proposed Version	
	Course is part of a program	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
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE

hanged Field	Current Versio	on	Proposed Ver	sion
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	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	
	Course General Education Status (CB25)	Υ		Υ	
	Transfer Status	Approved		Approved	
0	GE Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	<ul> <li>2GC1 - Approved.</li> </ul>	Area(s)	<ul> <li>2GC1 - Approved.</li> </ul>
		-	No value	-	No value
		System/Institution	IGETC	System/Institution	Cal-GETC
		Area(s)	<ul> <li>IG3A - Approved.</li> </ul>	Area(s)	<ul> <li>CA3A - Approved.</li> </ul>
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	CGC1 -     Approved.		
		-	No value		

ekiy Sti	ident Hours - Pr	ofile Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0
Course Stu	udent Hours - Pr	ofile Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In- Class (Contact) per Term	48	48
	Lecture Hours - Course Out- of-Class per Term	96	96
	Laboratory Hours - Course In- Class (Contact) per Term	0	0

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

# **Credit Units**

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

Changed	Field	Current Version	P	roposed Version	
	Minimum Credit Units	4	4		
	Maximum Credit Units	4	4		
SKIP					
Changed	Field	Current Version	Pr	oposed Version	
	SKIP	No Value	Να	o Value	
Specificati	ons				
Changed	Field	Current Versi	on	Proposed Ver	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Homework and extended projects Mid-term examination	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Homework and extended projects Mid-term examination review

instructor or students

In class listening of

recorded examples

the instructor or

In class listening of recorded examples

students

Changed	Field	Current Version	Proposed Version	
	Assignments	<ol> <li>Required reading from the textbook</li> <li>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)</li> <li>Written completion of definitions and terms for the seven worksheets covering the material in the course.</li> </ol>	<ol> <li>Required reading from the textbook</li> <li>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)</li> <li>Written completion of definitions and terms for the seven worksheets covering the material in the course.</li> </ol>	

0

Methods of					
Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation	
	Methods of Evaluation	<ol> <li>Mid-term and final exams; objective and essays questions with listening where students demonstrate comprehension and analysis of course material</li> <li>Two concert reports with objective description and subjective opinion to show knowledge of musical elements and concepts</li> <li>Completion of definitions and terms from seven worksheets evaluated for accuracy</li> </ol>	Methods of Evaluation	<ol> <li>Mid-term and final exams; objective and essays questions with listening where students demonstrate comprehension and analysis of course material</li> <li>Two concert reports with objective description and subjective description and subjective opinion to show knowledge of musical elements and concepts</li> <li>Completion of definitions and terms from seven worksheets evaluated for accuracy</li> </ol>	

Changed	Field	Current Version	Proposed Version	
	Essential Student Materials/Essential College Facilities	<ul> <li>Essential Student Materials:</li> <li>Audio recordings of selected musical examples from the text</li> </ul>	<ul> <li>Essential Student Materials:</li> <li>Audio recordings of selected musical examples from the text</li> </ul>	
		<ul> <li>Essential College Facilities:</li> <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>	<ul> <li>Essential College Facilities:</li> <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

langeu			11	FIU
0	Examples of Primary Texts and References	Title	No value	Ti
	References	Author	*Charlton, Katherine. Rock	А
			Music Styles, a History, 7th ed.	Ρι
			Boston: Mc Graw Hill, 2015	Da
		Publisher	No value	IS
		Date/Edition	No value	
		ISBN	No value	
		Title	No value	
		Author	Larson, Thomas. History of Rock and Roll, 5th ed. Kendall Hunt, 2016	
		Publisher	No value	
		Date/Edition	No value	
		ISBN	No value	
		Title	No value	
		Author	Campbell, Michael. Rock and Roll: An Introduction. 2d ed. Belmont: Thompson/Schirmer.	

Title	History of Rock and Roll
Author	Thomas Larson
Publisher	Kendall Hunt
Date/Edition	2022 / 7th
ISBN	No value

Date/Edition	No value
ISBN	No value
Title	No value
Author	Campbell, Michael. Rock and Roll: An Introduction. 2d ed. Belmont: Thompson/Schirmer, 2008
Publisher	No value
Date/Edition	No value
ISBN	No value

Changed	Field	Current Ve	rsion	Proposed Version
9	Suggested Reading List	Reading List	Barkley, Elizabeth. Crossroads: Popular Music in America, 2nd ed. Prentice Hall, 2006	No value
		May include, but are not limited to	No value	
		Reading List	Chambers, Iain. Urban Rhythms: Pop Music and Popular Culture. St. Martin's Press, 1985	
		May include, but are not limited to	No value	
		Reading List	Clarke, Donald. The Rise and Fall of Popular Music: A Narrative History from the Renaissance to Rock n' Roll. St. Martin's Press, 1995	
		May include, but are not limited to	No value	
		Reading List	Frith, Simon. Rock and Popular Music : Politics, Policies, Institutions. Routledge Press, 1993	

May include,	No value
but are not limited to	

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

Reading	Nager, Larry. Memphis	
List	Beat: the Story of	
	America's Musical	
	Crucible. St. Martin's	
	Press, 1998	

Мау	No value
include,	
but are	
not	
limited	
to	

Reading List	Potter, Russelll 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	Raphael, Amy.	
List	Grrrls:Viva Rock Divas.	
	St. Martin's Griffin, 1996	

May include,	No value
but are not limited to	

Reading	Reyes, David. Land of a		
List	Thousand Dances:		
	Chicano Rock 'n' Roll		
	from Southern		
	California. University of		
	New Mexico Press, 1998		

MayNo valueinclude,but arenotlimitedto

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
	May include, but are not limited to	No value	
	Reading List	Video Resource: Lomax, Alan. The Land Where the Blues Began. Vestapol Video, 1991	
	May include, but are not limited to	No value	

Learning Outcomes and Objectives			
Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul> <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.</li> <li>Identify social aspects reflected in, and contributing to, musical styles and song lyrics</li> </ul>	<ul> <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.</li> <li>Identify social aspects reflected in, and contributing to, musical styles and song lyrics</li> </ul>

Changed	Field	Current Versior	Current Version		Proposed Version	
	CSLOs	CSLOs	Employ a basic vocabulary of common music terms to describe observations of recorded and live music.	CSLOs	Employ a basic vocabulary of common music terms to describe observations of recorded and live music.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	
		CSLOs	Recognize individual instruments and voices and the various ensembles in which they are used.	CSLOs	Recognize individual instruments and voices and the various ensembles in which they are used.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	

#### **Course Outline**

Changed	Field Current Version		Proposed Version
	Course Content	1. Demonstrate an understanding of the common functions and	1. Demonstrate an understanding of the common functions and
		elements of Western popular	elements of Western popular
		music	music
		1. Fundamentals of musical sound	1. Fundamentals of musical sound
		1. Pitch: frequency,	1. Pitch: frequency,
		intervals, scales,	intervals, scales,
		definite and	definite and
		indefinite pitch	indefinite pitch
		2. Rhythm: Duration,	2. Rhythm: Duration,
		tempo, meter,	tempo, meter,
		syncopation,	syncopation,
		polyrhythm	polyrhythm
		3. Tone color:	3. Tone color:
		Describing tone	Describing tone
		color, musical uses	color, musical uses
		of tone color	of tone color
		2. Basic concepts of musical	2. Basic concepts of musical
		organization and structure	organization and structure
		1. Scales: major,	1. Scales: major,
		minor, pentatonic,	minor, pentatonic,
		chromatic, modes	chromatic, modes
		2. Melody: pitch and	2. Melody: pitch and
		rhythm	rhythm
		components,	components,
		phrase structure	phrase structure
		3. Harmony: chords,	3. Harmony: chords,
		progressions	progressions
		4. Key: major and	4. Key: major and
		minor	minor
		5. Texture:	5. Texture:
		monophonic,	monophonic,
		polyphonic,	polyphonic,
		homophonic,	homophonic,
		heterophonic 6. Form	heterophonic 6. Form
		6. Form 1. Strophic,	1. Strophic,
		verse-refrain,	verse-refrain,
		through-	through-
		composed	composed
		song	song
		structure	structure
		2. Blues: eight-	2. Blues: eight-
		bar, twelve-	bar, twelve-
		bar, tweive-	bar, tweive- bar, other
		blues forms	blues forms
		blues ions	blues ions

Changed	Field	Current Version	Proposed Version
		3. Application of music terminology through	3. Application of music terminology through
		description and discussion	description and discussion
		of musical examples, both	of musical examples, both
		recorded and performed	recorded and performed
		live	live
		1. Objective	1. Objective
		descriptions of	descriptions of
		musical features	musical features
		2. Subjective	2. Subjective
		reactions,	reactions,
		particularly as	particularly as
		related to music	related to music
		features	features
		2. Identify and distinguish between	2. Identify and distinguish between
		various rock and related genres,	various rock and related genres,
		musical elements and	musical elements and
		instrumentation	instrumentation
		1. Essential rhythmic	1. Essential rhythmic
		elements that distinguish	elements that distinguish
		stylistic differences 2. Essential musical	stylistic differences 2. Essential musical
		instruments that	instruments that
		characterize various	characterize various
		styles and reflect	styles and reflect
		technological advances	technological advances
		3. Vocal styles that are	3. Vocal styles that are
		emblematic of various	emblematic of various
		musical styles, as well as	musical styles, as well as
		individual styles that lie	individual styles that lie
		outside of, or become	outside of, or become
		models for later artists	models for later artists
		4. Lyrical, thematic and	4. Lyrical, thematic and
		production elements that	production elements that
		distinguish various styles	distinguish various styles
		3. Demonstrate knowledge of	3. Demonstrate knowledge of
		representative important writers,	representative important writers,
		producers and performers of	producers and performers of
		rock and rap music.	rock and rap music.
		1. Popular music before	1. Popular music before
		rock: Irving Berlin,	rock: Irving Berlin,
		Stephen Foster, Alan	Stephen Foster, Alan
		Freed, Benny Goodman,	Freed, Benny Goodman,
		Scott Joplin, Glenn Miller,	Scott Joplin, Glenn Miller,
		John Phillip Sousa	John Phillip Sousa
		2. Blues musicians: Phil and	2. Blues musicians: Phil and
		Leonard Chess, Willie	Leonard Chess, Willie
		Dixon, John Lee Hooker,	Dixon, John Lee Hooker,

Version	TTOPOSe
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.	
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-	

Jr., Holland-Dozier-Holland, The Impressions, Michael Jackson, Rick 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

- 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
- 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

ent version	Proposed versio
James, Gladys Knight and	Jame
the Pips, The O'Jays,	the P
Teddy Pendergrass,	Tedd
Wilson Pickett, Otis	Wilso
Redding, The Supremes,	Redo
Johnnie Taylor, Jackie	John
Wilson	Wilso
6. Motown: Marvin Gaye, the	6. Moto
Four Tops, Smokey	Four
Robinson and the	Robi
Miracles, Martha Reeves	Mirac
and the Vandellas, the	and t
Supremes, the	Supr
Tempations, Mary Wells,	Temp
Stevie Wonder	Stevi
7. Folk Rock: Bob Dylan,	7. Folk
The Byrds, The Turtles,	The I
The Lovin' Spoonful, The	The I
Mamas and the Papas,	Mam
Simon and Garfunkel,	Simo
Paul Simon, Barry	Paul
Mcguire, Sgt. Barry	Mcgu
Sadler, Janis Ian, Buffalo	Sadle
Springfield, Crosby, Stills,	Sprin
and Nash (and Young),	and I
Donavan, Richard	Dona
Thompson, Fairport	Thon
Convention	Conv
8. Psychedelic Rock: The	8. Psyc
Doors, The Grateful Dead,	Door
The Jimi Hendrix	The .
Experience, Jefferson	Expe
Airplane, Janis Joplin, The	Airpla
Steve Miller Band, Van	Steve
Morrison, Quicksilver	Morri
Messenger Service,	Mess
Santana	Santa
9. British Music of the 60's	9. Britis
1. Invasions I and II:	1
the Beatles, the	
Rolling Stones, the	
Searchers, Graham	
Nash and the	
Hollies, Herman's	
Hermits, the Kinks,	
the Who	
2. British blues revival	2

 British blues revival bands: Chris 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 Tempations, 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), Donavan, 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
- 9. British Music of the 60's
  - 1. Invasions I and II: the Beatles, the Rolling Stones, the Searchers, Graham Nash and the Hollies, Herman's Hermits, the Kinks, the Who
  - 2. British blues revival bands: Chris

Barber, Cream,	Barber, Cream,
John Mayall's	John Mayall's
Blues-breakers, the	Blues-breakers, the
Spencer Davis	Spencer Davis
Blues Quartet (later,	Blues Quartet (later,
the Spencer Davis	the Spencer Davis
Group), the	Group), the
Yardbirds, Rod	Yardbirds, Rod
Stewart, eric	Stewart, eric
Burdon and the	Burdon and the
Animals	Animals
10. American Reaction to the	10. American Reaction to the
British Invasion: the	British Invasion: the
Monkees, the	Monkees, the
Raspberries, the	Raspberries, the
Kingsmen, Paul Revere	Kingsmen, Paul Revere
and the Raiders, Paul	and the Raiders, Paul
Butterfield, Janis Joplin,	Butterfield, Janis Joplin,
Canned Heat, Jimi	Canned Heat, Jimi
Hendrix, the Allman	Hendrix, the Allman
Brothers Band, Bonnie	Brothers Band, Bonnie
Raitt, George Thorogood,	Raitt, George Thorogood,
Stevie Ray Vaughan,	Stevie Ray Vaughan,
Johnny and Edgar	Johnny and Edgar
Winters, Robert Cray	Winters, Robert Cray
11. Country and Southern	11. Country and Southern
Rock: The Allman	Rock: The Allman
Brothers Band, The Band,	Brothers Band, The Band,
	The Buffalo Springfield,
The Buffalo Springfield, Creedence Clearwater	Creedence Clearwater
Revival, The Charlie	Revival, The Charlie
Daniels Band, Bob Dylan,	Daniels Band, Bob Dylan,
The Eagles, John Fogerty,	The Eagles, John Fogerty,
Lynyrd Skynyrd, The	Lynyrd Skynyrd, The
Marshall Tucker Band,	Marshall Tucker Band,
The Nitty Gritty Dirt Band,	The Nitty Gritty Dirt Band,
Gram Parsons, Poco,	Gram Parsons, Poco,
Pure Prairie League,	Pure Prairie League,
Linda Ronstadt, Hank	Linda Ronstadt, Hank
Williams, Jr., Neil Young,	Williams, Jr., Neil Young,
ZZ top	ZZ top
12. Singer/Songwriters:	12. Singer/Songwriters:
James Taylor, Carly	James Taylor, Carly
Simon, Van Morrison, Joni	Simon, Van Morrison, Joni
Mitchell, Carole King,	Mitchell, Carole King,
Jackson Browne, Billy	Jackson Browne, Billy
Joel, Bruce Springsteen,	Joel, Bruce Springsteen,
John Mellencamp,	John Mellencamp,
	•

hanged	Field	Current Version	Proposed Version
		Suzanne Vega, Tracy	y Suzanne Vega, Tracy
		Chapman	Chapman
		13. Jazz and Rock Fusio	n: 13. Jazz and Rock Fusion:
		Blood, Sweat and Tea	ars, Blood, Sweat and Tears,
		Chicago, Chick Corea	a, Chicago, Chick Corea,
		Miles Davis, The Dixi	ie Miles Davis, The Dixie
		Dregs, Herbie Hanco	ock, Dregs, Herbie Hancock,
		Joni Mitchell, Theloni	-
		Monk, Gerry Mulligar	
		Jaco Pastorius, Jean	, <u> </u>
		Ponty, Carlos Santan	
		Steely Dan, Sting,	Steely Dan, Sting,
		Weather Report	Weather Report
		14. Art Rock: Ian Anderso	
		Laurie Anderson, The	
		Electric Light Orches	
		Emerson, Lake and	Emerson, Lake and
		Palmer, Robert Fripp	
		Peter Gabriel, Genes	
		Jethro Tull, King Crim	-
		Kraftwerk, the Moody	-
		Blues, he Mothers of	
		Invention, Pink Floyd	-
		Procul Harum, Roger	-
		Waters, Yes, Frank Z	
		15. Hard Rock, Heavy M	· · · · ·
		AC/DC, Aerosmith, B	
		Company, Pat Benata	
		Black Sabbath, Blue	Black Sabbath, Blue
		Cheer, Bon Jovi, Bos	ton, Cheer, Bon Jovi, Bostor
		Deep Purple, Dio, Gu	uns N' Deep Purple, Dio, Guns
		Roses, Heart, Iron	Roses, Heart, Iron
		Butterfly, Iron Maiden	n, Butterfly, Iron Maiden,
		Yngwie J. Malmsteer	n, Ted Yngwie J. Malmsteen, T
		Nugent, Judas Priest	, Led Nugent, Judas Priest, Le
		Zeppelin, Living Colo	our, Zeppelin, Living Colour,
		Metallica, Ozzy Osbo	burne, Metallica, Ozzy Osbour
		Rush, Scorpions, Sla	yer, Rush, Scorpions, Slayer
		Steppenwolf, Stryper	; Van Steppenwolf, Stryper, Va
		Halen	Halen
		16. Glam Rock: Marc Ba	lan, 16. Glam Rock: Marc Balan
		David Bowie, Alice	David Bowie, Alice
		Cooper, Elton John, I	
		The New York Dolls,	The New York Dolls,
		Poison, Queen, Roxy	
		Music, The Velvet	Music, The Velvet

Changed	Field	Current Ve	rsion	Proposed V	ersion
		17	<ul> <li>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</li> <li>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</li> <li>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</li> <li>Hip-Hop and Rap: Afrika</li> </ul>	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 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 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 Hip-Hop and Rap: Afrika
		20	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.	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 Ve	rsion	Proposed V	/ersion
			Latifah, Monie Love, Run-		Latifah, Monie Love, Run-
			D.M.C., Salt-N-Pepa, The		D.M.C., Salt-N-Pepa, The
			Sugar Hill Gang		Sugar Hill Gang
		21	. Major Movements, genres	21.	Major Movements, genres
			and artists of the Eighties		and artists of the Eighties
			and Nineties		and Nineties
			1. MTV superstars:		1. MTV superstars:
			Paula Abdul,		Paula Abdul,
			Madonna, Janet		Madonna, Janet
			Jackson, Michael		Jackson, Michael
			Jackson, Prince		Jackson, Prince
			2. Alternative rock,		2. Alternative rock,
			post-punk,		post-punk,
			Industrial Rock: the		Industrial Rock: the
			Cure, Death Cab		Cure, Death Cab
			for Cutie, Fugazi,		for Cutie, Fugazi,
			Husker Du,		Husker Du,
			Mission, Morrissey,		Mission, Morrissey,
			Napalm Death,		Napalm Death,
			Nine Inch Nails,		Nine Inch Nails,
			Radiohead, Rage		Radiohead, Rage
			Against the		Against the
			Machine, R.E.M.,		Machine, R.E.M.,
			the Replacements,		the Replacements,
			Siouxie and the		Siouxie and the
			Banshees, the		Banshees, the
			Smiths, U2, , White		Smiths, U2, , White
			Stripes, Wilco		Stripes, Wilco
		22	. Rock in the Nineties and	22.	Rock in the Nineties and
			Early Two-ThousandsNo		Early Two-ThousandsNo
			wave, grunge, Riot Grrrls:		wave, grunge, Riot Grrrls:
			Bikini Kill, Ani DiFranco,		Bikini Kill, Ani DiFranco,
			Hole, Alanis Morissette,		Hole, Alanis Morissette,
			Mudhoney, Marilyn		Mudhoney, Marilyn
			Manson, Nirvana, Pearl		Manson, Nirvana, Pearl
			Jam, Rage Against the		Jam, Rage Against the
			Machine, Henry Rollins		Machine, Henry Rollins
			Band, Smashing		Band, Smashing
			Pumpkins, Sonic Youth,		Pumpkins, Sonic Youth,
			Soundgarden, Tool		Soundgarden, Tool
		23	. Techno music and rave	23.	Techno music and rave
			culture		culture
			1. Styles: Chicago		1. Styles: Chicago
			house music,		house music,
			Detroit techno,		Detroit techno,
			hard-core		hard-core
			2. DJ as artist		2. DJ as artist

Changed F	Field Current Version	Proposed Version
	24. Pop Punk, Rock Rap, a Jam Bands in the 2000	
	Creed, Eminem, Foo	Creed, Eminem, Foo
	Fighters, Green Day,	Fighters, Green Day,
	Coldplay, Red Hot Chili	Coldplay, Red Hot Chili
	Peppers, Black-eyed	Peppers, Black-eyed
	Peas, Dave Matthews	Peas, Dave Matthews
	Band, Phish, Jay-Z,	Band, Phish, Jay-Z,
	Kanye West, Beyonce,	Kanye West, Beyonce,
	Lady Gaga	Lady Gaga
	<ol><li>Identify historic elements in the</li></ol>	e 4. Identify historic elements in the
	development of rock and rap	development of rock and rap
	music and their contributing	music and their contributing
	styles.	styles.
	1. Musical landscape of	1. Musical landscape of
	Non-Western contributo	
	to Rock music	to Rock music
	1. West African	1. West African
	traditions	traditions
	2. Latin American	2. Latin American
	music	music
	1. Mexico,	1. Mexico,
	South	South
	America	America
	2. Islands of	
	Antilles:	Antilles: Hait
	Haiti,	Jamaica,
	Jamaica,	Trinidad,
	Trinidad,	Cuba
	Cuba	3. Folk music from the
	3. Folk music from	
	British Isles	2. Slavery and post-
	2. Slavery and post-	reconstruction conditions
	reconstruction condition	
	1. African musical esthetics	esthetics
		2. Marginalization of
	2. Marginalization c African-Americar	
	3. American popular musi	1 1
	before rock	1. Blues and Gospel
	1. Blues and Gospe music	2. Folk and Country
	2. Folk and Country	-
	music	4. Wars, especially Vietnam
	4. Wars, especially Vietna	
	5. The Civil Rights	Movement
		woverheitt
	Movement	6. Media

Changed	Field	Current Version	Proposed Version
		1. Radio	2. Commercial
		2. Commercial	recording
		recording	3. Television
		3. Television	4. Music Television
		4. Music Television	(MTV)
		(MTV)	5. Computers and
		5. Computers and	Internet with Mp3
		Internet with Mp3	downloads and file
		downloads and file	sharing
		sharing	7. Technology and musical
		7. Technology and musical	change
		change	1. 45 and 33 rpm
		1. 45 and 33 rpm	records
		records	2. electronic effects
		2. electronic effects	3. drum machines,
		3. drum machines,	synthesizers,
		synthesizers,	samplers
		samplers	8. Recording industry and
		8. Recording industry and	market forces
		market forces	1. Race records
		1. Race records	2. "Payola" in the
		2. "Payola" in the	rock/pop industry in
		rock/pop industry in	the 1950's to the
		the 1950's to the	
			present 3. Promoters: Bill
		present 3. Promoters: Bill	
			Graham, Chet
		Graham, Chet Helms	Helms 4. The iTunes Store
		4. The iTunes Store and other online	and other online
			purchasing sites
		purchasing sites	5. Identify social aspects reflected
		5. Identify social aspects reflected	in, and contributing to, musical
		in, and contributing to, musical	styles and song lyrics
		styles and song lyrics	1. Racism
		1. Racism	2. Gender issues: identity,
		2. Gender issues: identity,	sexism, misogyny
		sexism, misogyny	3. Capitalism and
		3. Capitalism and	materialism
		materialism	4. Conformity versus
		4. Conformity versus	individualism
		individualism	5. Youth culture
		5. Youth culture	1. Generational
		1. Generational	conflict
		conflict	2. Identity construction
		2. Identity construction	6. Class conflict
		6. Class conflict	7. Anti-war, anti-Government
		7. Anti-war, anti-Government	protest
		protest	8. Regional differences

Changed	Field	Current Version	Proposed Version
		8. Regional differences	
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv
---------

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	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 fo 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**

hanged	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2CA	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	MUSI 001D	MUSI 001D
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	А	No Value
0	Banner Department	MUSI	No Value
0	Course Level	DU	No Value
0	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
0	CTE Status	No	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	02/06/2018	No Value
0	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)	Ν	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)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value

Changed	Questions	Current Version	Proposed Version
θ	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
•	COA Code	С	No Value
0	Fund Code	114000	No Value
9	Organization Code	231012	No Value
•	Account Code	1320	No Value
•	Program Code	100400	No Value
0	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>2/13/18 - title change appr. (effect. F18)mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>2/13/18 - title change appr. (effect. F18)mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
θ	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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

#### A-Matrix Form

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

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

## **B-Matrix Form**

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

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

## **C-Matrix Form**

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

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

### **D-Matrix Form**

Intermediate No Value No Value algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	
Objective 1:No ValueNo ValuePlan,implement, andassess work	
Objective 2:No ValueNo ValueInvestigate the use of mathematics in real world.No Value	
Objective 3:No ValueNo ValueExplore functions.No Value	

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

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

#### **E-Matrix Form**

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

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

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

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

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

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

# **G-Matrix Form**

Changed	Questions C	Current Version		Proposed Version
	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 F	orm			
Changed	Questions		Current Version	Proposed Version
	Objective 1: For er CTE program such AUTO, APRN, etc prerequisite(s) to p	n as Nursing, list the	No Value	No Value

program.		
Objective 2: For Student Cohorts,	No Value	No Value
such as Honors, Puente,		
performance groups,		
intercollegiate teams, Special		
Projects course, etc list the		
prerequisite(s) to participate in the		
cohort.		

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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

hanged	Questions	Current Version	Proposed Version
0	Criteria 1:	No Value	Outline A: Demonstrate an
	Present core		understanding of the common
	concepts and		functions and elements of Western
	scope that		popular music
	define the		
	discipline.		
	(ONLY using		
	the Outline,		
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite,		
	copy and paste		
	the area		
	referenced.)		

Changed	Questions	Current Version	Proposed Version
9	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, written collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignment C: Written completion of definitions and terms for the seven worksheets covering the material in the course.
9	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation B; Two concer reports with objective description and subjective opinion to show knowledge of musical elements and concepts In- class music demonstrations by the instructor or students

Changed	Questions	Current Version	Proposed Version
0	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
9	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline C: Demonstrate knowledge of representative important writers, producers and performers of rock and rap music.

Changed	Questions	Current Version	Proposed Version
0	Criteria 6: Use	No Value	Outline A3: Application of music
	real-world or		terminology through description and
	hands-on		discussion of musical examples, both
	applications		recorded and performed live
	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.)		

# 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	

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

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

### Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version
0	Stage 3: Division	No Value	
	Curriculum		1 In the Examples of Drimony Toyte and Deferences section.
	Representative		<b>1. In the Examples of Primary Texts and References section:</b> Separate the book information line by line (author, title, publisher, etc.)
			2. In the Suggested Reading List section:
			Remove all entries. This section is for use by the English Department only.
			3. In the B Matrix section:
			Insert "Assignment B" before your text.
			4. In the De Anza GE Form section:
			Criteria 1: Insert "Outline A" before text.
			Criteria 2: Insert "Assignment C" before text.
			Criteria 3: [Remove Method of Instruction and replace with a
			Method of Evaluation, Assignment or Outline]
			Criteria 4: Insert "Outline B" before your text.
			Criteria 5: Insert "Outline C" before your text.
			Criteria 6: Insert "Outline A3" before your text.

Changed	Questions	Current Version	Propos	ed Versio	on			
0	Stage 8: AVP - Instruction	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
				Gabriela Nocito for AVP Gabriela	Basic aInformation - Proposal I Details - Attachments Basic	Required	Delivery Request form. Since modality is still listed as "Hybrid" and "Online," please attach the Course Hybrid and Online Delivery Request	Please clarify - both forms already attached and all modes of
							the class is meant to be only in person, please update Modality	this course.
	Stage 9: Articulation Officer	No Value	No Valu	le				
	Stage 11: ESGC Faculty Coordinator	No Value	No Valu	le				
	Stage 14: Curriculum Committee	No Value	No Valu	IE				

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

# 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

Section	Changed field
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.

tion	Changed field
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.
	Objective 4: Solve problems involving operations with signed numbers.
	Objective 5: Explore the characteristics and properties of real numbers.
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.
	Objective 7: Explore rates and ratios and use proportions to solve problems.
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.
	Objective 10: Solve linear equations in one variable numerically and algebraically.
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.
ments	Stage 3: Division Curriculum Representative
ments	Stage 7: Content Review Matrix Liaison
iments	Stage 8: AVP - Instruction
atrix Form	Objective 12: Investigate, throughout the applicable, how mathematics has develop human activity around the world. Stage 3: Division Curriculum Representa Stage 7: Content Review Matrix Liaison

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
0	Faculty Initiator	Erik Woodbury	Lisa Teng
	Course ID (CB01A and CB01B)	PHTGD001.	PHTGD001.
	Course Control Number	CCC000051329	CCC000051329
	Course Title (CB02)	Basic Photography	Basic Photography
	Short Course Title	BASIC PHOTOGRAPHY	BASIC PHOTOGRAPHY
	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
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Possibly Occupational	Possibly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	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.
9	Course Type (CB27)	No value	Lower Division
	Mode of Delivery	• Hybrid	• Hybrid

Faculty Requirements				
Changed	Field	Current Version	Proposed Version	
0	Discipline 1	No value	Photography	
	Discipline 2	No value	No value	
	Discipline 3	No value	No value	
0	FSA	No value	FHDA FSA - PHOTOGRAPHY	

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 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
	Stand-Alone Statement	No value	

# Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Ec	Foothill Equivalency				
Changed	Field	Current Version	Proposed Version		
9	Does the course have a Foothill equivalent?	Yes	<del>Yes</del> <u>No</u>		
	Foothill Faculty Consultation Name	No value			
	Foothill Course ID	PHOT F001.	PHOT F001.		

TE Cours	66		
Changed	Field	Current Version	Proposed Version
0	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>

# ChangedFieldCurrent VersionProposed VersionImage: State of the state of th

Changed	Field	Current Version	Proposed Version
0	Is this a	No value	Yes - don't forget to duplicate the
	mirrored		revisions in the mirrored
	credit/noncredit		credit/noncredit course
	course?		
ross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross-	Nevrelue	No

**Proposed Version** 

# More Options

Changed Field

Honors/Non-honors Course

**Current Version** 

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

# **Associated Programs**

Changed	Changed Field		on	Proposed Ver	sion
	Course is part of a program	Associated Program Award	Film/TV: Screenwriting Associate in Arts	Associated Program Award	Film/TV: Screenwriting Associate in Arts
		Туре	(A.A.) Degree	Туре	(A.A.) Degree
		Associated Program	Film/TV: Production	Associated Program	Film/TV: Production
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Film/TV: Screenwriting	Associated Program	Film/TV: Screenwriting
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Film/TV: Production (In Development)	Associated Program	Film/TV: Production (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Studio Arts for Transfer (In Development)	Associated Program	Studio Arts for Transfer (In Development)
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Journalism for Transfer	Associated Program	Journalism for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Art History for Transfer	Associated Program	Art History for Transfer

hanged Field	Current Versi	on	Proposed Ver	sion
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
	Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Associate in Arts in Studio Arts for Transfer	Associated Program	Associate in Arts in Studio Arts for Transfer
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
	Associated Program	Spatial Art	Associated Program	Spatial Art
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Associate in Arts in Journalism for Transfer	Associated Program	Associate in Arts in Journalism for Transfer
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
	Associated Program	Photographic Arts (Film and Digital)	Associated Program	Photographic Arts (Film and Digital)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

Changed Field	Current Versi	on	Proposed Ver	sion
	Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)	Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Professional Photography (Film and Digital)	Associated Program	Professional Photography (Film and Digital)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Film/TV: Production	Associated Program	Film/TV: Production
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	Film/TV: Production (In Development)	Associated Program	Film/TV: Production (In Development)
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	Photographic Arts (Film and Digital) (In Development)	Associated Program	Photographic Arts (Film and Digital) (In Development)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Associate in Arts in Art History for Transfer	Associated Program	Associate in Arts in Art History for Transfer
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree

Changed Field	Current Version	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.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	
	Associated Program	Studio Arts for Transfer	Associated Program	Studio Arts for Transfer	
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) 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	Υ

Changed	Field	Current Version	Proposed Version
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Lecture Hours - In Class	2	2	
	Lecture Hours - Out of Class	4	4	
	Laboratory Hours - In Class	3	3	
	Laboratory Hours - Out of Class	0	0	
	NA Hours - In Class	0	0	
	NA Hours - Out of Class	0	0	

Course Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Course Duration (Weeks)	12	12	
	Hours per unit divisor	36	36	

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

Changed	Field	Current Version	Proposed Version
	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

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

Credit Uni	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	Methods of Instruction		Methods of Instruction	Methods of Instruction
	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Field observation and field trips Lab activity and evaluation	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	<ol> <li>Reading from assigned chapters of textbook</li> <li>A written, one-page critique of an assigned gallery or museum exhibition</li> <li>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.</li> </ol>		of textbo 2. A written assigne exhibitio 3. Bi-week exercise underst class co procedu the com	n, one-page critique of ar d gallery or museum

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

Changed Field	Current Version	า	Proposed Vers	ion
>hanged Field	Current Version Methods of Evaluation	<ol> <li>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.</li> <li>Written critique of an exhibition that demonstrates and</li> </ol>	Proposed Vers Methods of Evaluation	<ol> <li>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.</li> <li>A written critique of an exhibition that demonstrates</li> </ol>
		understanding of basic photographic skills and the observations of photography as		an understanding of basic photographic skills and the observations of
		a visual language. 3. Final: oral and visual presentation of final prints		photography as a visual language. Submission on Canvas. 3. Final: in-person
		assigned demonstrating basic technical skills and conceptual awareness as		oral and visual presentation of final prints assigned demonstrating basic technical
		discussed during the course. 4. Other quizzes at instructor's discretion		skills and conceptual awareness as discussed during the
		discretion evaluating student's understanding of specific lab		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.
0	Essential Student Materials/Essential College Facilities	<ul> <li>Essential Student Materials: <ul> <li>35mm camera</li> <li>6 - 8 rolls of black and white film</li> <li>One (100 sheet) box of RC photographic paper</li> <li>Other materials as required (negative sleeves, envelopes, misc. items)</li> </ul> </li> <li>Essential College Facilities: <ul> <li>Classroom and a darkroom equipped for black and white film processing, printing and finishing</li> </ul> </li> </ul>	<ul> <li>Essential Student Materials: <ul> <li>35mm camera</li> <li>6 - 8 rolls of black and white film</li> <li>One (100 sheet) box of RC photographic paper</li> <li>Other materials as required (negative sleeves, envelopes, misc. items)</li> <li>A computer and internet access to Canvas material</li> </ul> </li> <li>Essential College Facilities: <ul> <li>Classroom and a darkroom equipped for black-and-white film processing, printing, and finishing</li> </ul> </li> </ul>

# Changed Field

	Examples of Primary Texts and References	Title	No value	Title	Short Course in
		Author	London/Stone/Upton Photography 12th Edition. Upper Saddle River, New Jersey:		Photography, A: Film and Darkroom (What's New in Art & Humanities) 10th Edition
		-	Pearson/Prentice	Author	Barbara London and Jim Stone
		Publisher	No value	Publisher	Pearson
		Date/Edition	No value	Date/Edition	January 23, 2018
		ISBN	No value	ISBN	0134638859 and 978-0134638850
		Title	No value		
		Author	London/Stone A	Title	Photography, 12th edition
			Short Course in Photography: Film and Darkroom, 9th Edition. Upper	Author	Barbara London, Jim Stone, and John Upton
			Saddle River, New Jersey:	Publisher	Pearson
			Pearson/Prentice Hall, 2015 (NON- MAJORS may	Date/Edition	June 22, 2016/12th edition
			substitute)	ISBN	9780134490618 and
		Publisher	No value		9780134482026
		Date/Edition	No value		
		ISBN	No value		

Changed	Field	Current Version	Proposed Version
0	Suggested Reading List	Reading ListOther suitable instructor's discMay include, 	

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul> <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> <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 traditiona 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>

		Current Version		Proposed Version	
CSLOs	CSLOs	Demonstrate a	CSLOs	Demonstrate a	
		of wet darkroom		working knowledge of wet darkroom processes to create	
		photographs using		photographs using a 35mm film	
		camera.		camera.	
	Expected SLO Berformance	0.0	Expected SLO	0.0	
	CSLOs	CSLOs Expected	CSLOsDemonstrate a working knowledge of wet darkroom processes to create photographs using a 35mm film camera.Expected SLO0.0	CSLOsDemonstrate a working knowledge of wet darkroom processes to create photographs using a 35mm film camera.CSLOsExpected SLO0.0Expected SLO	

# **Course Outline**

Changed	Field	Current Version	Proposed Version
0	Course	1. Define the nature and	1. Define the nature and
	Content	application of photography as a	application of photography as a
		unique medium.	unique medium.
		1. Characteristics of the	1. Characteristics of the
		black and white	black and white
		photographic image	photographic image
		1. Light	1. Light
		2. Continous tone	2. Continous tone
		3. Space	3. Space
		4. Time	4. Time
		2. Application of a unique medium	<ol> <li>Application of a unique medium</li> </ol>
		1. As a fine art	1. As a fine art
		2. As commercial	2. As commercial
		work	work
		3. As documentation	3. As documentation
		or replication	or replication
		4. "The snapshot" as a	4. "The snapshot" as
		genre	genre
		2. Differentiate between major	2. Differentiate between major
		types of cameras and	types of cameras and
		demonstrate how the 35mm	demonstrate how the 35mm
		camera's controls are used.	camera's controls are used.
		1. Camera types	1. Camera types
		1. 35mm format	1. 35mm format
		2. Medium format	2. Medium format
		3. Large format	3. Large format
		4. Digital	4. Digital
		2. Basic SLR camera	2. Basic SLR camera
		controls	controls
		1. Body	1. Body
		2. Lens	2. Lens
		3. Viewfinder	3. Viewfinder
		4. Film advance	4. Film advance
		5. Film plane	5. Film plane
		6. Shutter	6. Shutter
		7. Aperture	7. Aperture
		8. Focusing	8. Focusing
		3. Process black and white 35mm	3. Process black and white 35mm
		film, make contact prints, and	film, make contact prints, and
		enlarged prints.	enlarged prints.
		1. Film processing	1. Film processing
		2. Contact prints	2. Contact prints
		3. Enlarged prints	3. Enlarged prints
		4. Print finishing	4. Controlling contrast on
		4. Explore how photography has	enlarged prints
		evolved to its present form	5. Print Finishing
		through a worldwide perspective.	<u> </u>

Changed	Field	Current Version	Proposed Version
		1. A brief history of	4. Explore how photography has
		worldwide developmer	
		of the medium in 19th,	· • • • • • • • • • • • • • • • • • • •
		20th and the 21st	1. A brief history of
		centuries such as: the	•
		invention of photograp	
		camera and film	20th and the 21st
		technology including n	new centuries such as: the
		digital imaging,	invention of photography,
		photography used in the	he camera and film
		other arts, documenta	ry, technology including new
		and commercial work.	digital imaging,
		2. Introduce diverse	photography used in the
		photographic artists ar	nd other arts, documentary,
		imagery such as:	and commercial work.
		1. Ethnic/cultural (	M. 2. Introduce diverse
		Alvarez Bravo,	photographic artists and
		Andre Serrano,	Roy imagery such as:
		DeCarava, Carr	rie 1. Ethnic/cultural (M.
		Mae Weems, Lo	orna Alvarez Bravo,
		Simpson, Reag	an Andre Serrano, Roy
		Louie)	DeCarava, Carrie
		2. Issues of gende	er Mae Weems, Lorna
		(Claude Cahun,	
		Arthur Tress,	Louie)
		Duane Michals,	2. Issues of gender
		Robert	(Claude Cahun,
		Mapplethorpe,	Arthur Tress,
		Yasumasa	Duane Michals,
		Morimura,	Robert
		Katherine Opie,	Mapplethorpe,
		Nan Goldin)	Yasumasa
		3. Digital (Andres	Morimura,
		Gursky, Pedro	Katherine Opie,
		Meyer, Loretta I	Lux) Nan Goldin)
		5. Create and conceptualize	3. Digital (Andres
		images using 35mm techniqu	
		and practices.	Meyer, Loretta Lux)
		1. Fine art approach to	5. Create and conceptualize
		photography	images using 35mm techniques
		2. Commercial approach	
		3. Documentary	1. Fine art approach to
		4. Digital	photography
		6. Compare and contrast traditi	
		photographic methods with n	
		digital methods.	4. Digital
		1. Physical similarities ar	-
		differences in equipme	-
		and processing	digital methods.
		and processing	นัฐเฉีย เกิดของ.

Changed Field	Current Version	Proposed Version
	1. Analog and dig	ital 1. Physical similarities and/or
	cameras	differences in equipment
	2. Wet darkroom	vs. and processing
	digital darkroor	n 1. Analog and digital
	2. Traditional vs.	cameras
	contemporary imager	y 2. Wet darkroom vs.
	1. Photographic	digital darkroom
	genres: portrait	ture, 2. Traditional vs.
	landscape, still	life, contemporary imagery
	abstract, direct	orial, 1. Photographic
	alternative	genres: portraiture,
	2. Unmaniputed	landscape, still life,
	(straight) vs.	abstract, directorial,
	manipulated	alternative
	(digitized) imag	jery 2. Unmaniputed
	<ol><li>Critique and analyze a varie</li></ol>	
	photographic master works	•
	develop, refine and understa	
	diverse and multicultural	7. Critique and analyze a variety of
	community	photographic master works to
	1. Presentation of image	-
	created with basic bla	
	and white techniques	-
	2. Preconceptions about	
	what makes a good ir	-
	3. Description, evaluatio	•
	and interpretation of	2. Preconceptions about
	imagery	what makes a good image
	4. Examination of and	3. Description, evaluation,
	sensitivity to diverse	and interpretation of
	photographic express	
	8. Critique classmate's work to	
	understand the visual and	sensitivity to diverse
	communicative value of the	photographic expressions
	medium	8. Critique classmate's work to
	1. Presentation of	understand the visual and
	classmate's work	communicative value of the
	2. Description, evaluatio	
	and interpretation of c	
	imagery	classmate's work
	3. Examination of and	2. Description, evaluation,
	sensitivity to the	and interpretation of class
	individual's self-	imagery
	expression	3. Examination of and
		sensitivity to the
		individual's self-

expression

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Film processing	1. Film processing
		2. Contact sheet	2. Contact sheet
		3. Enlarged print	3. Enlarged print

Re	eq/Adv			
C	Changed	Questions	Current Version	Proposed Version
		Prerequisite(s):	No Value	No Value
		Corequisite(s):	No Value	No Value
		Advisory(ies):	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
		Advisory(ies) - Other:	No Value	No Value
		Limitation(s) on Enrollment:	No Value	No Value
		Limitation(s)	No Value	No Value

No Value

General

Course Statement(s):

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

No Value

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

Curriculum Office					
Changed	Questions	Current Version	Proposed Version		
0	Banner Start Term (202122)	202122	No Value		
0	Banner Division	2CA	No Value		
0	Catalog Term (21-22)	23-24	No Value		
0	5 Year Revision Year (2021)	2018	No Value		
0	Effective Quarter	Fall	No Value		
0	Effective Year (2021)	2023	No Value		
	Sort ID (00 < 10; 0 < 100)	PHTG 001	PHTG 001		
	Course Status	Non-substantial	Non-substantial		
0	Course Status Code	А	No Value		
0	Banner Department	PHTG	No Value		
0	Course Level	DU	No Value		
0	College Code	DA	No Value		
	Course Characteristics	CTE	CTE		

nanged	Questions	Current Version	Proposed Version
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	No Value
0	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value

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)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
9	Fund Code	114000	No Value
9	Organization Code	231018	No Value
9	Account Code	1320	No Value
0	Program Code	101100	No Value
0	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
9	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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

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

## **A-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
	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**

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

## **C-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
9	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	<ol> <li>A. written, one-page critique of an assigned gallery or museum exhibition.</li> <li>(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.</li> <li>(Method of Evaluation, B)</li> </ol>
9	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	n/a
9	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	<ol> <li>A. written, one-page critique of an assigned gallery or museum exhibition.</li> <li>(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.</li> <li>(Method of Evaluation, B)</li> </ol>
9	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	n/a

**D-Matrix Form** 

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

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

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

# E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real- world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

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

#### **F-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
9	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	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
9	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	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

Changed	Questions	Current Version	Proposed Version
9	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
•	Objective 5: Explore the characteristics and properties of real numbers.	No Value	n/a
9	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
9	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	n/a
9	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
9	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	n/a
0	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	n/a
0	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	n/a
9	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	<b>Current Version</b>		Proposed Version	
	If the requisite	No Value		No Value	
	does not fall under an A-F				
	Matrix,				
	download the				
	Content				
	<b>Review Matrix</b>				
	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.				
I-Matrix F	orm				
Changed	Questions		Current Version	Proposed Version	
	Objective 1: For	entrance into a	No Value	No Value	
	CTE program su				
	AUTO, APRN, et	-			

AUTO, APRN, etc list the prerequisite(s) to participate in the program.		
Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the	No Value	No Value
prerequisite(s) to participate in the cohort.		

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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 G	E Form		
Changed	Questions Current Version	Pro	oposed Version

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

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

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version	
	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

hanged	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
0	Stage 3: Division Curriculum Representative	No Value	Make sure at least one book is within the last five years.
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version
θ	Stage 7: Content Review Matrix	No Value	Name - Part - Type of Date Role Field Edit Edit OR Tab Field Edit Completed
	Liaison		Please complete 5/7/24 Zack Matric Required Matrix C for Y Judson C your English advisory Please
			<b>5/7/24</b> zj Matrix Required Matrix F for Y F your math advisory
0	Stage 8: AVP - Instruction	No Value	Name - Date Role Part - Field Type of Edit ''Y'' When OR Tab Completed
			Please attach the Course Hybrid Delivery Y for AVPI Details - Attachments Form (Form found within eLumen).
	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	PHTGD001.
	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	CCC000051329

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

## Summary of Changes

General Information E	Faculty Initiator Effective Term Course Type (CB27)
General Information C	Course Type (CB27)
General Information M	Node of Delivery
Faculty Requirements D	Discipline 1
Faculty Requirements Faculty Requirements	FSA
Specifications M	Methods of Instruction
Specifications M	Methods of Evaluation
	Essential Student Materials/Essential College
Specifications E	Examples of Primary Texts and References
Specifications S	Suggested Reading List
Curriculum Office Ba	Banner Start Term (202122)
Curriculum Office Ba	Banner Division
Curriculum Office C	Catalog Term (21-22)
Curriculum Office 5	5 Year Revision Year (2021)
Curriculum Office E	Effective Quarter
Curriculum Office E	Effective Year (2021)
Curriculum Office C	Course Status Code
Curriculum Office Ba	Banner Department
Curriculum Office C	Course Level

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	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.

Section	Changed field
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 Cro	edit/Noncredit Cours	50	Is this a mirrored credit/noncredit course?	
Cross-listed Course			Is this a cross-listed course?	
General In	formation			
Changed	Field	Current Version	Proposed Version	
0	Faculty Initiator	Erik Woodbury	Lisa Teng	
	Course ID (CB01A and CB01B)	PHTGD301.	PHTGD301.	
	Course Control Number	CCC000624692	CCC000624692	
	Course Title (CB02)	Basic Photography	Basic Photography	
	Short Course Title	BASIC PHOTOGRAPHY	BASIC PHOTOGRAPHY	
	TOP Code (CB03)	1012.00	1012.00 Applied Photography	
	CIP Code	Photographic and Film/Vi Technology/Technician ar		
	Department	PHTG - Photography	PHTG - Photography	
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>	
	SAM Priority Code (CB09)	Possibly Occupational	Possibly Occupational	

Changed	Field	Current Version	Proposed Version
	Course Description	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.
θ	Course Type (CB27)	No value	Lower Division
θ	Mode of Delivery	No value	• Hybrid

Faculty Re	aculty Requirements		
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Photography
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - PHOTOGRAPHY

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 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	
	Stand-Alone Statement	No value		

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

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

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	
0	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>	

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

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

<b>Cross-lis</b>	ted Co	ourse
------------------	--------	-------

Changed	Field	Current Version	Proposed Version	
Is this a cross-listed course?		No value	<u>No</u>	
lore Optic	ons			
Changed	Field	Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	
	Course Prior To College Level	Not applicable.	Not applicable.	
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.	
	Course Support Status (CB26)	Course is not a support course	Course is not a support course	
	Repeat Limit	99	99	
	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		

Course is				
Course is part of a program	Associated Program	Commercial Lighting	Associated Program	Commercial Lighting
	Award	Certificate of	Award	Certificate of
	Туре	Completion	Туре	Completion
	Associated Program	Commercial Lighting	Associated Program	Commercial Lighting
	Award	Certificate of	Award	Certificate of
	Туре	Completion	Туре	Completion

Transferability & Gen. Ed. Options				
Changed	Field	Current Version	Proposed Version	
	Transfer Status (CB05)	Not transferable	Not transferable	
	Course General Education Status (CB25)	Y	Υ	
	Transfer Status	Not transferable	Not transferable	
	GE Information	No value	No value	

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

Changed	Field	Current Version	Proposed Version
	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 Stu	udent Hours - Pr	ofile Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	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

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

Credit / Non-Credit Options

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

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	24	24
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	-	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

Changed	Field	Current Versi	on	Proposed Ver	sion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Field observation and field trips Lab activity and evaluation	Methods of Instruction	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

Changed	Field	Current Version	Proposed Version
	Assignments	<ol> <li>Reading from assigned chapters of textbook</li> <li>A written, one-page critique of an assigned gallery or museum exhibition</li> <li>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.</li> </ol>	<ol> <li>Reading from assigned chapters of textbook</li> <li>A written, one-page critique of an assigned gallery or museum exhibition</li> <li>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.</li> </ol>

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

Changed Field	Current Version	n	Proposed Vers	ion
Changed Field	Current Version	<ol> <li>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.</li> <li>Written critique of an exhibition that demonstrates an understanding of basic photographic skills and the observations of photography as a visual language.</li> <li>Final: oral and visual presentation of final prints assigned demonstrating basic technical skills and</li> </ol>	Proposed Vers	<ol> <li>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.</li> <li>A written critique of an exhibition that demonstrates an understandin of basic photographic skills and the observations of photography as a visual language. Submission on Canvas.</li> <li>Final: in- person oral</li> </ol>
		demonstrating basic technical		on Canvas. 3. Final: in-
		discussed during the course. 4. Other quizzes at the instructor's discretion		of final prints assigned demonstratin basic technical skills and conceptual awareness a
		instructor's		

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.
9	Essential Student Materials/Essential College Facilities	<ul> <li>Essential Student Materials: <ul> <li>35mm camera</li> <li>6 - 8 rolls of black and white film</li> <li>One (100 sheet) box of RC photographic paper</li> <li>Other materials as required (negative sleeves, envelopes, misc. items)</li> </ul> </li> <li>Essential College Facilities: <ul> <li>Classroom and a darkroom equipped for black and white film processing, printing and finishing</li> </ul> </li> </ul>	<ul> <li>Essential Student Materials: <ul> <li>35mm camera</li> <li>6 - 8 rolls of black and white film</li> <li>One (100 sheet) box of RC photographic paper</li> <li>Other materials as required (negative sleeves, envelopes misc. items)</li> <li>A computer and internet access to Canvas material</li> </ul> </li> <li>Essential College Facilities: <ul> <li>Classroom and a darkroom equipped for black-and-white film processing, printing, and finishing</li> </ul> </li> </ul>

## Changed Field

Primary Texts and References	Title	No value	Title	Short Course in Photography, A:
	Author	London/Stone/Upton Photography 12th Edition. Upper Saddle River, New Jersey: Pearson/Prentice		Film and Darkroom (What's New in Art & Humanities) 10th Edition
		Hall, 2017	Author	Barbara London and Jim Stone
	Publisher	No value	Publisher	Pearson
	Date/Edition	No value		
	ISBN	No value	Date/Edition	January 23, 2018/10th Edition
	Title	No value	ISBN	0134638859 and 978-0134638850
	Author	London/Stone's A Short Course in Photography: Film and Darkroom (10th	Title	Photography, 12th edition
		ed., 2018) Pearson.	Author	Barbara London,
	Publisher	No value		Jim Stone, and John Upton
	Date/Edition	No value	Publisher	Pearson
	ISBN	No value	Date/Edition	June 22, 2016/12th edition
			ISBN	9780134482026 and 9780134490618

The Film
Photography
Handbook, 3rd
Edition:
Rediscovering
Photography in
35mm, Medium,
and Large Format

Changed	Field	ield Current Version		Proposed Version	
				Author	Chris Marquardt, and Monika Andrae
				Publisher	Rocky Nook
				Date/Edition	May 2, 2023
				ISBN	ISBN-10 : 1681989417 ISBN-13 : 978- 1681989419
9	Suggested Reading List	Reading List	Other suitable text at the instructor's discretion	No value	
		May include, but are not limited to	No value		

# Learning Outcomes and Objectives

Changed	Field	Current Vers	ion	Proposed V	/ersion
	Course Objectives	<ul> <li>applica unique</li> <li>Differer types o demons camera</li> <li>Proces film, ma enlarge</li> <li>Explore evolved through persper</li> <li>Create images and pra</li> <li>Compa tradition method photogi develop a divers commu</li> <li>Critique undersi</li> </ul>	and conceptualize using 35mm techniques actices. re and contrast nal photographic ls with new digital ls. e and analyze a variety of raphic master works to o, refine and understand se and multicultural unity e classmate's work to tand the visual and unicative value of the	<ul> <li>applic uniqu</li> <li>Different types demo came</li> <li>Proce film, n enlarg</li> <li>Explo evolve throug persp</li> <li>Creat image and p</li> <li>Comp traditi metho</li> <li>Critiqu photo develo a dive comm</li> </ul>	ue and analyze a variety or graphic master works to op, refine and understand erse and multicultural nunity ue classmate's work to rstand the visual and nunicative value of the
	CSLOs	CSLOs	Demonstrate a working knowledge of wet darkroom processes to create photographs using a 35mm film	CSLOs	Demonstrate a working knowledge of wet darkroom processes to create photographs using a 35mm film

camera.

0.0

Expected

Performance

SLO

camera.

0.0

Expected

Performance

SLO

# **Course Outline**

Changed	Field	Current Version	Proposed Version
0	Course	1. Define the nature and	1. Define the nature and
	Content	application of photography as a	application of photography as a
		unique medium.	unique medium.
		1. Characteristics of the	1. Characteristics of the
		black and white	black and white
		photographic image	photographic image
		1. Light	1. Light
		2. Continuous tone	2. Continuous tone
		3. Space	3. Space
		4. Time	4. Time
		2. Application of a unique	2. Application of a unique
		medium	medium
		1. As a fine art	1. As a fine art
		2. As commercial	2. As commercial
		work	work
		3. As documentation	3. As documentation
		or replication	or replication
		4. "The snapshot" as	4. "The snapshot" as
		a genre	a genre
		2. Differentiate between major	2. Differentiate between major
		types of cameras and	types of cameras and
		demonstrate how the 35mm	demonstrate how the 35mm
		camera's controls are used.	camera's controls are used.
		1. Camera types	1. Camera types
		1. 35mm format	1. 35mm format
		2. Medium format	2. Medium format
		3. Large format	3. Large format
		4. Digital	4. Digital
		2. Basic SLR camera	2. Basic SLR camera
		controls	controls
		1. Body	1. Body
		2. Lens	2. Lens
		3. Viewfinder	3. Viewfinder
		4. Film advance	4. Film advance
		5. Film plane	5. Film plane
		6. Shutter	6. Shutter
		7. Aperture	7. Aperture
		8. Focusing	8. Focusing
		3. Process black and white 35mm	3. Process black and white 35mm
		film, make contact prints, and	film, make contact prints, and
		enlarged prints.	enlarged prints.
		1. Film processing	1. Film processing
		2. Contact prints	2. Contact prints
			-
		3. Enlarged prints	3. Enlarged prints
		4. Print finishing	4. Controlling contrast in
		4. Explore how photography has	enlarged prints
		evolved to its present form	5. Print finishing

Changed Fie	eld Current Version	Proposed Version
	through a worldwide	4. Explore how photography has
	perspective.	evolved to its present form
	1. A brief history of	through a worldwide
	worldwide developme	nts perspective.
	of the medium in the	1. A brief history of
	19th, 20th, and 21st	worldwide developments
	centuries such as the	of the medium in the
	invention of photograp	ohy, 19th, 20th, and 21st
	camera and film	centuries such as the
	technology including r	new invention of photography
	digital imaging,	camera, and film
	photography used in t	he technology, including nev
	other arts, documenta	iry, digital imaging,
	and commercial work.	. photography used in the
	2. Introduce diverse	other arts, documentary,
	photographic artists a	nd and commercial work.
	imagery such as:	2. Introduce diverse
	1. Ethnic/cultural (	(M. photographic artists and
	Alvarez Bravo,	imagery such as:
	Andre Serrano,	1. Ethnic/cultural (M.
	Roy DeCarava,	Alvarez Bravo,
	Carrie Mae	Andre Serrano,
	Weems, Lorna	Roy DeCarava,
	Simpson, Reag	an Carrie Mae
	Louie)	Weems, Lorna
	2. Issues of gende	er Simpson, Reagan
	(Claude Cahun	, Louie)
	Arthur Tress,	2. Issues of gender
	Duane Michals,	, (Claude Cahun,
	Robert	Arthur Tress,
	Mapplethorpe,	Duane Michals,
	Yasumasa	Robert
	Morimura,	Mapplethorpe,
	Katherine Opie	, Yasumasa
	Nan Goldin)	Morimura,
	3. Digital (Andres	Katherine Opie,
	Gursky, Pedro	Nan Goldin)
	Meyer, Loretta	3. Digital (Andres
	Lux)	Gursky, Pedro
	5. Create and conceptualize	Meyer, Loretta
	images using 35mm techniq	-
	and practices.	5. Create and conceptualize
	1. Fine art approach to	images using 35mm techniques
	photography	and practices.
	2. Commercial approach	-
	3. Documentary	photography
	4. Digital	2. Commercial approach
	0	3. Documentary

contemporary imagery2. Traditional vs.1. Photographiccontemporarygenres: portraiture,1. Photogrlandscape, still life,genres:abstract,landscadirectorial,abstractalternativedirectori2. Unmaniputedalternative(straight) vs.2. Unmani	hic gital arities aces in d and digital s kroom vs. arkroom imagery aphic portraiture, pe, still life,
methods with new digital methods.traditional photograp methods with new dig methods.1. Physical similarities and/or differences in equipment and processing1. Physical simila equipment and and/or differen processing1. Analog and digital camerasprocessing equipment and processing1. Analog a digital digital darkroom vs. digital darkroom2. Wet darkroom vs. digital darkroom2. Wet dar digital darkroom2. Wet dar digital darkroom2. Traditional vs. genres: portraiture, landscape, still life, abstract, directorial, alternative1. Photogr directorial, abstract directorial, alternative2. Unmaniputed (straight) vs.2. Unmanip	hic gital arities aces in d and digital s kroom vs. arkroom imagery aphic portraiture, pe, still life,
methods.methods with new dig1. Physical similaritiesmethods.and/or differences in1. Physical similaequipment andand/or differenprocessingequipment andn. Analog and digitalprocessingcameras1. Analog and digitalcameras1. Analog and digitaldigital darkroom vs.camerasdigital darkroom2. Wet dar2. Traditional vs.digital darcontemporary imagery2. Traditional vs.1. Photographiccontemporarygenres: portraiture,1. Photographicabstract,landscape, still life,abstract,landscatalternativedirectorial,abstractalternativedirectorial,alternati(straight) vs.2. Unmani	gital arities aces in d and digital s kroom vs. arkroom imagery aphic portraiture, pe, still life,
1. Physical similaritiesmethods.and/or differences in1. Physical similaequipment andand/or differenprocessingequipment andprocessingequipment and1. Analog and digitalprocessingcameras1. Analog and2. Wet darkroom vs.camerasdigital darkroom2. Wet darkroom vs.digital darkroom2. Wet dar2. Traditional vs.digital darcontemporary imagery2. Traditional vs.1. Photographiccontemporarygenres: portraiture,1. Photograbstract,landscape, still life,alternativedirectorial,alternativedirectorial,alternativealternative(straight) vs.2. Unmani	arities lices in d and digital s kroom vs. arkroom imagery aphic portraiture, pe, still life,
and/or differences in 1. Physical similar equipment and and/or difference processing equipment and nor difference processing equipment and nor difference processing equipment and processing nor cameras 1. Analog and digital darkroom vs. cameras digital darkroom vs. cameras directorial, abstract alternative directori 2. Unmaniputed alternati (straight) vs. 2. Unmani	ices in d and digital s kroom vs. arkroom imagery aphic portraiture, pe, still life,
equipment andand/or differenprocessingequipment and1. Analog and digitalprocessingcameras1. Analog and2. Wet darkroom vs.camerasdigital darkroom2. Wet dar2. Traditional vs.digital dacontemporary imagery2. Traditional vs.1. Photographiccontemporarygenres: portraiture,1. Photogrlandscape, still life,genres:abstract,landscapdirectorial,abstractalternativedirectorial2. Unmaniputedalternati(straight) vs.2. Unmanip	ices in d and digital s kroom vs. arkroom imagery aphic portraiture, pe, still life,
processing equipment and processing equipment and 1. Analog and digital processing cameras 1. Analog and cameras 2. Wet darkroom vs. cameras digital darkroom vs. cameras digital darkroom 2. Wet dar 2. Traditional vs. digital d contemporary imagery 2. Traditional vs. 1. Photographic contemporary genres: portraiture, 1. Photogr landscape, still life, genres: abstract, landsca directorial, abstract alternative directori 2. Unmaniputed alternati (straight) vs. 2. Unmani	d and digital s kroom vs. arkroom imagery aphic portraiture, pe, still life,
1. Analog and digital camerasprocessing cameras2. Wet darkroom vs. digital darkroomcameras2. Wet darkroom vs. digital darkroom2. Wet dar2. Traditional vs. contemporary imagery2. Traditional vs. digital darkroor1. Photographic genres: portraiture, landscape, still life, abstract, directorial, alternative1. Photogr genres: directorial, alternati (straight) vs.	and digital s kroom vs. arkroom imagery aphic portraiture, pe, still life,
cameras1. Analog a2. Wet darkroom vs.camerasdigital darkroom2. Wet dar2. Traditional vs.digital dacontemporary imagery2. Traditional vs.1. Photographiccontemporarygenres: portraiture,1. Photogrlandscape, still life,genres:abstract,landscadirectorial,abstractalternativedirectorial2. Unmaniputedalternati(straight) vs.2. Unmani	s kroom vs. arkroom imagery aphic portraiture, pe, still life,
2. Wet darkroom vs.camerasdigital darkroom2. Wet dar2. Traditional vs.digital da2. Traditional vs.contemporary imagery2. Traditional vs.1. Photographic1. Photographiccontemporarygenres: portraiture,1. Photogrlandscape, still life,genres:abstract,landscadirectorial,abstractalternativedirectorial,alternativealternative2. Unmaniputedalternative(straight) vs.2. Unmaniputed	s kroom vs. arkroom imagery aphic portraiture, pe, still life,
digital darkroom2. Wet dar2. Traditional vs.digital darkroom2. Traditional vs.contemporary imagery2. Traditional vs.1. Photographic1. Photographiccontemporarygenres: portraiture,1. Photogrlandscape, still life,genres:abstract,landscadirectorial,abstractalternativedirectori2. Unmaniputedalternative(straight) vs.2. Unmanip	kroom vs. arkroom imagery aphic portraiture, pe, still life,
2. Traditional vs.digital d.contemporary imagery2. Traditional vs.1. Photographiccontemporarygenres: portraiture,1. Photogrlandscape, still life,genres:abstract,landscadirectorial,abstractalternativedirectorial2. Unmaniputedalternati(straight) vs.2. Unmaniputed	arkroom imagery aphic portraiture, pe, still life,
contemporary imagery2. Traditional vs.1. Photographiccontemporarygenres: portraiture,1. Photogrlandscape, still life,genres:abstract,landscapdirectorial,abstractalternativedirectorial2. Unmaniputedalternati(straight) vs.2. Unmanip	imagery aphic portraiture, pe, still life,
1. Photographiccontemporarygenres: portraiture,1. Photogrlandscape, still life,genres:abstract,landscadirectorial,abstractalternativedirectorial2. Unmaniputedalternati(straight) vs.2. Unmanip	portraiture, pe, still life,
genres: portraiture,1. Photogrlandscape, still life,genres:abstract,landscadirectorial,abstractalternativedirectorial2. Unmaniputedalternati(straight) vs.2. Unmani	portraiture, pe, still life,
landscape, still life, genres: abstract, landsca directorial, abstract alternative directori 2. Unmaniputed alternati (straight) vs. 2. Unmani	portraiture, pe, still life,
landscape, still life,genres:abstract,landscadirectorial,abstractalternativedirectorial2. Unmaniputedalternation(straight) vs.2. Unmaniputed	portraiture, pe, still life,
abstract,landscadirectorial,abstractalternativedirectori2. Unmaniputedalternati(straight) vs.2. Unmani	pe, still life,
alternative directori 2. Unmaniputed alternati (straight) vs. 2. Unmani	•
alternativedirectori2. Unmaniputedalternati(straight) vs.2. Unmani	••
2. Unmaniputedalternati(straight) vs.2. Unmani	
(straight) vs. 2. Unmani	
	puted
manipulated (straight	
(digitized) imagery manipul	
	d) imagery
photographic masterworks to 7. Critique and analyze	, .
develop, refine and understand photographic master	-
a diverse and multicultural develop, refine, and u	
community a diverse and multicu	
1. Presentation of imagery community	
created with basic black 1. Presentation o	f imagery
and white techniques created with ba	0,
2. Preconceptions about and-white tech	
what makes a good 2. Preconception	•
image what makes a	
3. Description, evaluation, image	9000
and interpretation of 3. Description, ev	valuation
imagery and interpretat	
4. Examination of and imagery	
sensitivity to diverse 4. Examination of	fand
photographic expressions sensitivity to di	
8. Critique classmate's work to photographic e	
understand the visual and 8. Critique classmate's	-
communicative value of the understand the visual	
medium communicative value of the communicative value	
1. Presentation of medium	
classmate's work 1. Presentation of	f
classmate's work 1. Presentation o	

Changed	Field	Current Version	Proposed Version	
		<ol> <li>Description, evaluation, and interpretation of class imagery</li> <li>Examination of and sensitivity to the individual's self- expression</li> </ol>	<ol> <li>Description, evaluation, and interpretation of class imagery</li> <li>Examination of and sensitivity to the individual's self- expression</li> </ol>	
	Lab Component in this Course	Yes	Yes	
	Lab Outline	<ol> <li>Film processing</li> <li>Contact sheet</li> <li>Enlarged print</li> </ol>	<ol> <li>Film processing</li> <li>Contact sheet</li> <li>Enlarged print</li> </ol>	

## Req/Adv

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

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

Curriculum Office				
Changed	Questions	Current Version	Proposed Version	
θ	Banner Start Term (202122)	202122	No Value	
0	Banner Division	2CA	No Value	
0	Catalog Term (21-22)	23-24	No Value	
0	5 Year Revision Year (2021)	2018	No Value	
0	Effective Quarter	Fall	No Value	
0	Effective Year (2021)	2023	No Value	
	Sort ID (00 < 10; 0 < 100)	PHTG 301	PHTG 301	
	Course Status	New	New	
θ	Course Status Code	A	No Value	
θ	Banner Department	PHTG	No Value	
0	Course Level	DU	No Value	

Changed	Questions	Current Version	Proposed Version
θ	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
θ	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
θ	Emergency Approval	No	No Value
8	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Τ	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
0	Noncredit Enhanced Funding Indicator	Υ	No Value
θ	In Service Indicator	Ν	No Value
θ	Sports/Physical Education Course Indicator	Ν	No Value
9	COA Code	С	No Value
0	Fund Code	114000	No Value
θ	Organization Code	231018	No Value
0	Account Code	1320	No Value
0	Program Code	101100	No Value
0	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	Print/No Print to Catalog	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	Checklist	No Value	No Value

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

### **Blue Form**

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

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

**A-Matrix Form** 

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

### **B-Matrix Form**

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

### **C-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
0	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	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)
0	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	n/a
0	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	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)
0	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	n/a

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

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

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

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

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

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

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
9	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	<ol> <li>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)</li> <li>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)</li> <li>Process black and white 35mm film, make contact prints, and enlarged prints. (Lab Outline, C) Film processing Contact prints Enlarged prints Print finishing</li> </ol>

Changed	Questions	Current Version	Proposed Version
g	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	<ol> <li>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)</li> <li>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)</li> <li>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.</li> <li>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.</li> <li>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</li> </ol>
θ	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	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

Changed	Questions	Current Version	Proposed Version
9	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
0	Objective 5: Explore the characteristics and properties of real numbers.	No Value	n/a
8	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
9	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	n/a
9	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	n/a

Changed	Questions	Current Version	Proposed Version
9	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	n/a
9	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	n/a
9	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	n/a
9	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
	If the requisite	No Value	No Value
	does not fall		
	under an A-F		
	Matrix,		
	download the		
	Content		
	<b>Review Matrix</b>		
	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.		

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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	
	Criteria 1:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline.			
	(ONLY using			
	the Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite,			
	copy and paste			
	the area			
	referenced.)			

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, written 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

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

### 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	

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

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

Comments				
Changed	Questions	Current Version	Proposed Version	
	Stage 2: Department Chair	No Value	No Value	
0	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	

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

Course Ad	Iministration Co	des
Articulation	occurs after course	e approval. The following fields will not show a Proposed Version.
Changed	Field	Current Version
	Curriculum ID	PHTGD301.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000624692

Articulation

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

Section	Changed field
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?
	Is this a mirrored credit/noncredit course?

Section	Changed field
Cross-listed Course	Is this a cross-listed course?

# **General Information**

Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	eLumenData, eLumenData	Hiroyo Kaneko
	Course ID (CB01A and CB01B)	PHTGD002.	PHTGD002.
	Course Control Number	CCC000306216	CCC000306216
	Course Title (CB02)	Intermediate Photography	Intermediate Photography
	Short Course Title	INTERMEDIATE PHOTOGRAPHY	INTERMEDIATE PHOTOGRAPHY
	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
θ	Effective Term	Fall 2021	Fall <del>2021</del> <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
9	Course Description	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 photography. Overview photography includes an overview of the medium format camera and camera, along with continued use of the 35mm camera. Demonstration of The course will also demonstrate the basic principles of the 4x5 camera principles. Introduction camera. Students will be introduced to studio portraiture and basic studio practices. Continued Additionally, the course will focus on the continued development of critical thinking skills to analyze historical, cultural, conceptual conceptual, and practical aspects of a medium used worldwide. Preparatory This course is preparatory for further work in photography photography, including digital imaging.
0	Course Type (CB27)	No value	Lower Division
9	Mode of Delivery	• NA	In person ONLY

Faculty Requirements			
Field	Current Version	Proposed Version	
Discipline 1	No value	Photography	
Discipline 2	No value	No value	
Discipline 3	No value	No value	
FSA	No value	FHDA FSA - PHOTOGRAPHY	
	Field Discipline 1 Discipline 2 Discipline 3	FieldCurrent VersionDiscipline 1No valueDiscipline 2No valueDiscipline 3No value	

**Course Justification** 

Changed	Field	Current Version	Proposed Version
	Course Justification	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.

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

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

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

ne Statement			
Field	Current Version	Proposed Version	
Stand-Alone Statement	No value		
	Field Stand-Alone	FieldCurrent VersionStand-AloneNo value	FieldCurrent VersionProposed VersionStand-AloneNo value

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

lonors/No	on-honors Cour	se	
Changed	Field	Current Version	Proposed Version
θ	Is this an honors/non- honors course?	No value	No

Mirrored C	redit/Noncredit C	ourse	
Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	No

**Cross-listed Course** 

Changed	Field	Current Version	Proposed Version
0	Is this a cross- listed course?	No value	<u>No</u>
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
0	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
0	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	Letter Grade
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	(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-Alor	ne Statement		

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

# **Associated Programs**

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

Course is part of a program	Associated Program	Professional Photography (Film	Associated Program	Professional Photography (Film
		and Digital)		and Digital)
	Award	Associate in Arts	Award	Associate in Arts $(A, A)$ Degree
	Туре	(A.A.) Degree	Туре	(A.A.) Degree
	Associated	Photographic Arts	Associated	Photographic Arts
	Program	(Film and Digital) (In Development)	Program	(Film and Digital) (Ir Development)
	Award	Associate in Arts	Award	Associate in Arts
	Туре	(A.A.) Degree	Туре	(A.A.) Degree
	Associated	Professional	Associated	Professional
	Program	Photography (Film and Digital)	Program	Photography (Film and Digital)
	Award	Certificate of	Award	Certificate of
	Туре	Achievement (COA)	Туре	Achievement (COA)
	Associated	Liberal Arts (Arts and	Associated	Liberal Arts (Arts an
	Program	Letters Emphasis)	Program	Letters Emphasis)
	Award	Associate in Arts (A.A.) Degree	Award	Associate in Arts (A.A.) Degree
	Туре	(A.A.) Degree	Туре	(A.A.) Degree
	Associated	Liberal Arts (Arts and	Associated	Liberal Arts (Arts an
	Program	Letters Emphasis)	Program	Letters Emphasis)
	Award	Associate in Arts	Award	Associate in Arts
	Туре	(A.A.) Degree	Туре	(A.A.) Degree
	Associated	Photographic Arts	Associated	Photographic Arts
	Program	(Film and Digital)	Program	(Film and Digital)
	Award	Associate in Arts	Award	Associate in Arts
	Туре	(A.A.) Degree	Туре	(A.A.) Degree

Associated	Professional	Associated	Professional
Program	Photography (Film	Program	Photography (Film
	and Digital) (In		and Digital) (In
	Development)		Development)
Award	Associate in Arts	Award	Associate in Arts
Туре	(A.A.) Degree	Туре	(A.A.) Degree
Associated	Liberal Arts (Arts and	Associated	Liberal Arts (Arts and
Program	Letters Emphasis) (In	Program	Letters Emphasis) (Ir
	Development)		Development)
Award	Associate in Arts	Award	Associate in Arts
Туре	(A.A.) Degree	Туре	(A.A.) Degree

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

Veekly Stu	udent Hours - Pr	ofile Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Out of Class	4	4
	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 Stu	udent Hours - Pr	ofile Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Duration	12 36	12 36
	Duration (Weeks) Hours per unit		
	Duration (Weeks) Hours per unit divisor Total Student Learning	36	36

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In- Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of- Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	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)		
	Variable Credit Course		

#### **Credit Units**

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

Changed	Field	Current Versi	on	Proposed Ver	sion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Field observation and field trips Lab activity and evaluation	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Field observation and field trips Lab activity and evaluation

Changed	Field	Current Version	Proposed Version
	Assignments	<ol> <li>Reading from assigned chapters of textbook</li> <li>A written, one-page critique of an assigned gallery or museum exhibition</li> <li>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</li> </ol>	<ol> <li>Reading from assigned chapters of textbook</li> <li>A written, one-page critique of an assigned gallery or museum exhibition</li> <li>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</li> </ol>

0

Methods1. One, one-hourofmid-quarterEvaluationexamination:multiple choice,		
true and false, and short answer evaluating the student's comprehension of readings, lectures, and demonstrations covered in class. 2. Written review communicating an understanding of course material and personal observations combined in a reflective and competent manner as experienced in classroom critiques. 3. Final critique: oral and visual presentation of final print assignment demonstrating intermediate technical skills and conceptual ideas as discussed in	Methods of Evaluation	<ol> <li>One, one-hour mid-quarter examination: multiple choice, true and false, and short answer evaluating the student's comprehensio of readings, lectures, and demonstration covered in class.</li> <li>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>Final critique: oral and visua presentation o final print assignment demonstrating intermediate technical skills and conceptua ideas as discussed in</li> </ol>

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	<ul> <li>Essential Student Materials: <ul> <li>Medium format and 35mm cameras</li> <li>Studio light(s)</li> <li>Hand-held light meter</li> <li>6 - 8 rolls of film</li> <li>One (100 sheet) box of fiberbase and/or resin coated photographic paper</li> <li>Other materials required (negative sleeves, gloves, envelopes, drymount tissue, misc. items)</li> </ul> </li> </ul>	<ul> <li>Essential Student Materials:</li> <li>Medium format and 35mm cameras</li> <li>Studio light(s)</li> <li>Hand-held light meter</li> <li>6 - 8 rolls of film</li> <li>One (100 sheet) box of fiberbase and/or resin coated photographic paper</li> <li>Other materials required (negative sleeves, gloves, envelopes, drymount tissue, misc. items)</li> </ul>
		<ul> <li>Essential College Facilities:</li> <li>Classroom, photographic studio, and darkroom equipped for black and white film processing, printing and finishing</li> </ul>	Essential College Facilities: • Classroom, photographic studio, and darkroom equipped for black and white film processing, printing and finishing

•	Field	Current Versio		Proposed Vers	
0	Examples of Primary Texts and References	Title	No value	Title	Photography
	Kelelelices	Author	London/Stone/Upton, "Photography". 12th Edition. Upper	Author	Barbara London, Jim Stone, John Upton
			Saddle River, New Jersey:	Publisher	Pearson
			Pearson/Prentice Hall, 2017	Date/Edition	September 6, 2016/12th Edition
		Publisher	No value	ISBN	0134482026
		Date/Edition	No value		
		ISBN	No value	Title	Old School Photography: 100 Things You Must Know to Take Fantastic Film Photos
				Author	Kai Wong
				Publisher	Chronicle Chroma
				Date/Edition	July 27, 2021/1st
				ISBN	1797209442
0	Suggested Reading List	•	ther suitable text at the	No value	
			structor's discretion o value		

Learning Outcomes and Objectives

Changed	Field	Current Versio	on	Proposed Ve	rsion
	Course Objectives	<ul> <li>applicati unique n</li> <li>Demons format ca simple s</li> <li>Demons principle</li> <li>Process format b make co prints an</li> <li>Evaluate developr worldwic</li> <li>Create a images of format a techniqu</li> <li>Compare photogra compare</li> <li>Critique photogra refine ar multicult</li> </ul>	trate 35mm and medium amera controls and tudio lighting practices. trate basic 4x5 camera	<ul> <li>application</li> <li></li></ul>	the nature and tion of photography as a medium. strate 35mm and medium camera controls and studio lighting practices. strate basic 4x5 camera es. a 35mm and medium black and white film, ontact prints, enlarged nd spot and mount prints. e photography's oments through a de perspective. and conceptualize using both medium and artificial lighting ues and practices. re and contrast traditional raphic methods with able digital methods. e classmates' aphic images to develop, nd understand diverse, tural communities. analysis of master works.
	CSLOs	CSLOs	Demonstrate a working knowledge of wet darkroom processes to create	CSLOs	Demonstrate a working knowledge of wet darkroom processes to create
			photographs using a medium format camera.		photographs using a medium format camera.
		Expected SLO Performance	0.0	Expected SLO Performanc	0.0 e

**Course Outline** 

Changed	Field	Current Version	Proposed Version
	Course Content	1. Define the nature and application of photography as a	1. Define the nature and application of photography as a
		unique medium.	unique medium.
		1. Refined characteristics of	1. Refined characteristics of
		the black and white	the black and white
		photographic image	photographic image
		1. Light	1. Light
		2. Continuous tone vs.	2. Continuous tone vs.
		high contrast	high contrast
		3. Introduction to the	3. Introduction to the
		photographic	photographic
		characteristic curve	characteristic curve
		2. Application of a unique	2. Application of a unique
		medium	medium
		1. As a fine art	1. As a fine art
		2. As commercial work	2. As commercial work
		3. As documentation	3. As documentation
		or replication	or replication
		2. Demonstrate 35mm and medium	2. Demonstrate 35mm and medium
		format camera controls and	format camera controls and
		simple studio lighting practices.	simple studio lighting practices.
		1. Review 35mm camera	1. Review 35mm camera
		controls	controls
		2. Medium format cameras	2. Medium format cameras
		1. Square format	1. Square format
		2. 645 or 6x9mm	2. 645 or 6x9mm
		formats	formats
		3. SLR and twin lens	3. SLR and twin lens
		cameras	cameras
		3. Medium format camera	3. Medium format camera
		controls	controls
		1. Body	1. Body
		2. Lens	2. Lens
		3. Viewfinder	3. Viewfinder
		4. Film advance	4. Film advance
		5. Film plane	5. Film plane
		6. Shutter	6. Shutter
		7. Aperture	7. Aperture
		8. Focusing	8. Focusing
		4. Studio lighting	4. Studio lighting
		1. Lights, power,	1. Lights, power,
		lighting ratios	lighting ratios
		2. Flash metering and	2. Flash metering and
		guide numbers	guide numbers
		3. Traditional portrait	3. Traditional portrait
		lighting	lighting
		arrangement and	arrangement and

#### **Current Version**

i ioia			
	simple object	simple object	
	oriented set-up	oriented set-up	
	3. Demonstrate basic 4x5 camera	3. Demonstrate basic 4x5 camera	
	principles.	principles.	
	1. 4x5 camera controls	1. 4x5 camera controls	
	2. Components	2. Components	
	3. Movements	3. Movements	
	4. Viewing	4. Viewing	
	5. Focusing	5. Focusing	
	6. Film loading	6. Film loading	
	4. Process 35mm and medium	4. Process 35mm and medium	
	format black and white film,	format black and white film,	
	make contact prints, enlarged	make contact prints, enlarged	
	prints and spot and mount prints.	prints and spot and mount prints	
	1. Review film processing	1. Review film processing	
	2. Film processing for	2. Film processing for	
	medium format	medium format	
	3. Contact sheets and	3. Contact sheets and	
	enlarged prints from	enlarged prints from	
	medium format	medium format	
	4. Use of fiberbase printing	4. Use of fiberbase printing	
	papers	papers	
	5. Print finishing	5. Print finishing	
	5. Evaluate photography's	5. Evaluate photography's	
	developments through a	developments through a	
	worldwide perspective.	worldwide perspective.	
	1. View diverse photographic	1. View diverse photograph	
	works within a historical	works within a historical	
	context such as: social	context such as: social	
	documents, modernism,	documents, modernism,	
	conceptual work, and art	conceptual work, and art	
		-	
	and technology.	and technology.	
	2. Compare photographic	2. Compare photographic	
	imagery	imagery	
	1. Culturally, racially,	1. Culturally, racially,	
	and by gender	and by gender	
	2. Landscape,	2. Landscape,	
	portraiture, photo	portraiture, photo	
	collage, etc. (the	collage, etc. (the	
	genres)	genres)	
	3. Time and place	3. Time and place	
	6. Create and conceptualize	6. Create and conceptualize	
	images using both medium	images using both medium	
	format and artificial lighting	format and artificial lighting	
	techniques and practices.	techniques and practices.	
	1. Fine art approach to	1. Fine art approach to	
	photography	photography	
	2. Commercial approach	2. Commercial approach	

3. Documentary

3. Documentary

Changed	Field	Current Version	Proposed Version
		<ul> <li>4. Digital</li> <li>7. Compare and contrast traditional photographic methods with comparable digital methods.</li> <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> <li>8. Critique classmates' photographic images to develop, refine and understand diverse, multicultural communities.</li> <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> <li>9. Critical analysis of master works.</li> <li>1. Presentation and discussion of master works</li> <li>2. Description, evaluation and interpretation of and sensitivity to individual observations and interpretations of imagery</li> </ul>	<ul> <li>4. Digital</li> <li>7. Compare and contrast traditional photographic methods with comparable digital methods.</li> <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> <li>8. Critique classmates' photographic images to develop, refine and understand diverse, multicultural communities.</li> <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> <li>9. Critical analysis of master works.</li> <li>1. Presentation and discussion of master works</li> <li>2. Description, evaluation and interpretation of and sensitivity to individual observations and interpretations of imagery</li> </ul>
	Lab Component in this Course	Yes	Yes
	Lab Outline	<ol> <li>Medium format film processing</li> <li>Enlarged print using fiber base paper</li> <li>Spotting and dry mounting a final print</li> </ol>	<ol> <li>Medium format film processing</li> <li>Enlarged print using fiber base paper</li> <li>Spotting and dry mounting a final print</li> </ol>

# Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	PHTG D001.	PHTG D001.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2CA	No Value
0	Catalog Term (21-22)	21-22	No Value

Changed	Questions	Current Version	Proposed Version
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
9	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	PHTG 002	PHTG 002
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	PHTG	No Value
θ	Course Level	DU	No Value
θ	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	ΝΑ
	Cross- Listed/Related Course ID's	No Value	No Value
Ð	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
9	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
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
θ	Organization Code	231018	No Value
0	Account Code	1320	No Value
0	Program Code	101100	No Value
0	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
θ	Print/No Print to Catalog	Yes	No Value

Summary of Revisions			
s Current Version	Proposed Version		
urse No Value on	Description update		
No Value	No Value		
tions No Value	No Value		
No Value	No Value		
No Value	No Value		
	s Current Version urse No Value No Value tions No Value No Value		

Blue Form

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

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

## A-Matrix Form

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

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

## **B-Matrix Form**

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

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

# C-Matrix Form

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

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

## **D-Matrix Form**

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

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

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

## E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real- world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

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

## **F-Matrix Form**

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

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

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

## **G-Matrix Form**

Changed	Questions	Current Version		Proposed Version
	If the requisite	No Value		No Value
	does not fall			
	under an A-F			
	Matrix, download the			
	Content			
	<b>Review Matrix</b>			
	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.			
I-Matrix F	orm			
Changed	Questions		Current Version	Proposed Version
Changeu	Questions			Floposed version
	Objective 1: For CTE program su AUTO, APRN, et prerequisite(s) to program.	ch as Nursing,	No Value	No Value
	Objective 2: For	Student Cohorts,	No Value	No Value

such as Honors, Puente, performance groups,

cohort.

intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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	
	Criteria 1:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline.			
	(ONLY using			
	the Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite,			
	copy and paste			
	the area			
	referenced.)			

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

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

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

# De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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** No Value Stage 2: No Value Department Chair 0 Stage 3: No Value Please fill out the proper matrices for Division the following prerequisites and Curriculum advisories: Representative 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: No Value No Value **Division Dean**

Changed	Questions	Current Version	Proposed Version
	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
	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 IDPHTGD002.DistanceNo				
	Education Approved				
Board of					
	Trustees Approval Date				
	Curriculum				
	Committee				
	Approval Date				
	Time to Next	Aug 31, 2023 12:00:00 AM			
	Review				

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000306216

Articulation						
Changed	Field	Current Version				
	Course					
	Crosswalk					
	CRS-DEPT-					
	NAME					
	Course					
	Crosswalk					
	<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	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		
θ	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		
0	Effective Term Fall 2023		Fall <del>2023</del> <u>2025</u>		
	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.	An <u>Students will receive an</u> introduction to digital photography and digital imaging processes. <del>Cain</del> <u>They will</u> <u>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>Cain</del> <u>Furthermore</u> , <u>students will gain</u> knowledge of issues in contemporary photography and develop an ability to analyze and discuss photographic imagery. <del>Basic,</del> It is recommended to have <u>basic</u> , beginning <del>photography</del> <u>photography</u> , and wet darkroom <del>experience</del> recommended. <u>experience</u> .		

Changed	Field	Current Version	Proposed Version	
0	Course Type (CB27)	No value	Lower Division	
0	Mode of Delivery	• NA	<ul><li>Online</li><li>Hybrid</li></ul>	
Faculty Re	quirements			
Changed	Field	Current Version	Proposed Version	
0	Discipline 1	No value	Photography	
	Discipline 2	No value	No value	
	Discipline 3	No value	No value	
0	FSA	No value	FHDA FSA - PHOTOGRAPHY	
Formerly S	statement			
Changed	Field	Current Version	Proposed Version	
	Formerly Statement	No value		
Course Ju	stification			
Changed	Field	Current Version Proposed Version		
	Course Justification	This 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-Alor	ne Statement			
Changed	Field	Current Version	Proposed Version	
	Stand-Alone Statement	No value		
Course Phi	ilosophy			
Changed	Field	Current Version	Proposed Version	
Changed	Field Course Philosophy	Current Version No value	Proposed Version	
Changed Foothill Eq	Course Philosophy		Proposed Version	
	Course Philosophy uivalency		Proposed Version Proposed Version	
Foothill Eq	Course Philosophy uivalency	No value Current Version		

Changed		Current Version	Proposed Version		
	Foothill Course ID	No value			
CTE Cours	e				
Changed	Field	Current Version	Proposed Version		
0	Is this a CTE (Career Technical Education) course?	No value	Yes		
lonors/No	n-honors Course				
Changed	Field	Current Version	Proposed Version		
θ	Is this an honors/non- honors course?	No value	No		
Airrored C	redit/Noncredit Course				
Changed	Field	Current Version	Proposed Version		
θ					
Cross-liste	course?				
Cross-liste Changed	course? od Course	Current Version	Proposed Version		
	course? od Course	Current Version No value	Proposed Version No		
Changed	course? ed Course Field Is this a cross-listed course?		· · · · · · · · · · · · · · · · · · ·		
Changed P More Optic	course? ed Course Field Is this a cross-listed course?		· · · · · · · · · · · · · · · · · · ·		
Changed P More Optic	course? ed Course Field Is this a cross-listed course?	No value	<u>No</u>		
Changed More Optic Changed	course? Field Is this a cross-listed course? Field Field Basic Skill Status	No value Current Version	No Proposed Version		
Changed More Optic Changed	course? Field Is this a cross-listed course? Field Field Basic Skill Status (CB08) Course Prior To	No value Current Version Course is not a basic skills course.	No Proposed Version Course is not- a basic skills course.		
Changed More Optic Changed	course? Field Is this a cross-listed course? Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class	No value Current Version Course is not a basic skills course. Not applicable.	No Proposed Version Course is not- a basic skills course. Not applicable.		
Changed More Optic Changed	course? Ad Course Field Is this a cross-listed course? Add Course Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class Status (CB13) Course Support Status	No value          Current Version         Course is not a basic skills course.         Not applicable.         Course is not a special class.	No Proposed Version Course is not a special class.		
Changed P More Optic Changed	course? Ad Course Field Is this a cross-listed course? Ad Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class Status (CB13) Course Support Status	No value          Current Version         Course is not a basic skills course.         Not applicable.         Course is not a special class.         Course is not a support course	No Proposed Version Course is not a special class. Course is not a support course		
Changed P More Optic Changed	course? Ad Course Field Is this a cross-listed course? Dos Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class Status (CB13) Course Support Status (CB26) Repeat Limit	No value          Current Version         Course is not a basic skills course.         Not applicable.         Course is not a special class.         Course is not a support course         0         • Letter Grade	No Proposed Version Course is not- a basic skills course. Not applicable. Course is not a special class. Course is not a support course 0 Letter Grade		

Changed	Field	Current Versi	on	Proposed Ver	rsion
	Course is part of a				
	program	Associated Program	Studio Arts for Transfer (In Development)	Associated Program	Studio Arts for Transfer (In Development)
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Graphic Design	Associated Program	Graphic Design
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Associate in Arts in Studio Arts for Transfer	Associated Program	Associate in Arts in Studio Arts for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Journalism	Associated Program	Journalism
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Forensic Criminal Investigation Technician	Associated Program	Forensic Criminal Investigation Technician
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA- A)
		Associated Program	Photographic Arts (Film and Digital)	Associated Program	Photographic Arts (Film and Digital)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Community Service Officer (In Development)	Associated Program	Community Service Officer (In Development)
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA- A)
		Associated Program	Journalism (In Development)	Associated Program	Journalism (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	UI/UX: User Interface / User Experience Design (In Development)	Associated Program	UI/UX: User Interface / User Experience Design (In Development)
		Program	Design (In Development)	Program	Design (In Development)

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

Current	Version

Associated

Program

Award Туре

Program Award

Associated

Program

Award

Degree

Туре

Туре

Associated Graphic Design

Professional Photography (Film and Digital)

Award

Туре

#### **Proposed Version**

	-	
Certificate of Achievement-Advanced (COA- A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Liberal Arts (Arts and Letters Emphasis) (In Development)	Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)
Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Graphic Design	Associated Program	Graphic Design
Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

Associated Professional Photography (Film and Digital) Program sociate in Arts (A.A.) Degree

n/TV: Animation (In Development)

sociate in Arts (A.A.) Degree

n/TV: Animation sociate in Arts (A.A.) Degree

otographic Arts (Film and Digital) (In elopment)

sociate in Arts (A.A.) Degree

UX: User Interface / User Experience ign (In Development) ociate in Arts (A.A.) Degree

fessional Photography (Film and Digital)

tificate of Achievement (COA)

mmunity Service Officer tificate of Achievement-Advanced (COA-

dio Arts for Transfer Award Associate in Arts for Transfer (A.A.-T.) Туре Degree

Award Type	Associate in Arts (A.A.) Degree	Award Type	Asso	
Associated Program	Film/TV: Animation (In Development)	Associated Program	Film/	
Award Type	Associate in Arts (A.A.) Degree	Award Type	Asso	
Associated Program	Film/TV: Animation	Associated Program	Film/	
Award Type	Associate in Arts (A.A.) Degree	Award Type	Asso	
Associated Program	Photographic Arts (Film and Digital) (In Development)	Associated Program	Photo Deve	
Award Type	Associate in Arts (A.A.) Degree	Award Type	Asso	
Associated Program	UI/UX: User Interface / User Experience Design (In Development)	Associated Program	UI/UX Desig	
Award Type	Associate in Arts (A.A.) Degree	Award Type	Asso	
Associated Program	Professional Photography (Film and Digital)	Associated Program	Profe	
Award Type	Certificate of Achievement (COA)	Award Type	Certi	
Associated Program	Community Service Officer	Associated Program	Com	
Award Type	Certificate of Achievement-Advanced (COA- A)	Award Type	Certii A)	
Associated Program	Studio Arts for Transfer	Associated Program	Studi	

Associate in Arts for Transfer (A.A.-T.)

hanged Field	Current Versie	on	Proposed Ver	sion
	Associated Program	Graphic Design	Associated Program	Graphic Design
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA- A)
	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
	Associated Program	Forensic Criminal Investigation Technician (In Development)	Associated Program	Forensic Criminal Investigation Technician (In Development)
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA- A)

ransferab	ransferability & Gen. Ed. Options				
Changed	Field	Current Version	Proposed Version		
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU		
	Course General Education Status (CB25)	Y	Y		
	Transfer Status	Approved	Approved		
	GE Information	No value	No value		

Veekly Stu	eekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version	
	Lecture Hours - In Class	2	2	
	Lecture Hours - Out of Class	4	4	
	Laboratory Hours - In Class	3	3	
	Laboratory Hours - Out of Class	0	0	
	NA Hours - In Class	0	0	
	NA Hours - Out of Class	0	0	

Course Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36

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 -3Maximum Credit Units		3	3
Speciality I	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)		
	Variable Credit Course		

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

specificati	0115				
Changed	Field	Current Version		Proposed Versi	on
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Field observation and field trips Other: Lab activity and evaluation	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Field observation and field trips Other: Lab activity and evaluation
Assignments		<ol> <li>Weekly Lig understan</li> <li>Photograp understan culminates</li> </ol>	om assigned chapters of textbooks ghtroom exercises that demonstrate an ding and application of class concepts hic exercises that demonstrate an ding and application of class concepts and s in the completion of 4-6 finished, digital he end of the quarter	<ol> <li>Reading from assigned chapters of textbooks</li> <li>Weekly Lightroom exercises that demonstrate an understanding and application of class concepts</li> <li>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>	

•					
0	Methods of Evaluation	Methods of Evaluation		Methods Methods of Evaluation of Evaluation	
		Methods of Evaluation	<ol> <li>Successful completion of Lightroom exercises based on class demonstrations and practical lab experience.</li> <li>One, one-hour, mid-quarter examination: multiple choice, true and false, and short answer demonstrating a student's comprehension of course concepts.</li> <li>Final critique: oral and visual presentation of final print assignment demonstrating basic camera and software skills covered in class.</li> <li>Additional quizzes at the instructor's discretion evaluating student's understanding of specific concepts, camera controls and/or software applications.</li> </ol>	Methods of Evaluation	<ol> <li>Successful completion of Lightroom exercises based on class demonstrations and practical lab experience.</li> <li>One, one-hour, mid-quarter examination: multiple choice, true and false, and short answer demonstrating a student's comprehension of course concepts.</li> <li>Final critique: oral and visual presentation of final print assignment demonstrating basic camera and software skills covered in class.</li> <li>Additional quizzes at the instructor's discretion evaluating student's understanding of specific concepts, camera controls and/or software applications.</li> </ol>
θ	Essential Student Materials/Essential College Facilities	<ul> <li>Essential Student Materials: <ul> <li>Digital SLR camera and storage media</li> <li>One package of "8x10" digital print paper</li> <li>External/transportable media such as: DVDs, CDs, or flash drives</li> </ul> </li> <li>Essential College Facilities: <ul> <li>Smart classroom with 30 computers</li> <li>Software: Adobe Lightroom and Photoshop</li> </ul> </li> </ul>		<ul> <li>Essential Student Materials: <ul> <li>Digital SLR camera and storage media</li> <li>One package of "8x10" digital print paper</li> <li>External/transportable media such as: SSD, HDD or flash drives</li> </ul> </li> <li>Essential College Facilities: <ul> <li>Smart classroom with 30 computers</li> <li>Software: Adobe Lightroom and Photoshop</li> </ul> </li> </ul>	
0	Examples of Primary Texts and References	Title	No value	Title	Short Course in Photography, A: Digital
		Author	Evening, Martin. "The Adobe Photoshop Lightroom Book," Peachpit Press, Berkeley, CA 2017	Author Publisher	Barbara London, Jim Stone Pearson
		Publisher	No value	Date/Edition	February 5, 2018/4th edition
		i ublisher			
		Date/Edition	No value		•
		Date/Edition	No value	ISBN	ISBN-13: 9780134525815
		ISBN	No value	ISBN Title	ISBN-13: 9780134525815 Digital Photography: A Basic Manual
		ISBN	No value	ISBN Title Author	ISBN-13: 9780134525815 Digital Photography: A Basic Manual Henry Horenstein
		ISBN	No value No value London/Stone "A Short Course in Digital Photography," 3rd Edition. Upper Saddle	ISBN Title Author Publisher	ISBN-13: 9780134525815 Digital Photography: A Basic Manual Henry Horenstein Little, Brown and Company
		ISBN	No value No value London/Stone "A Short Course in Digital	ISBN Title Author Publisher Date/Edition	ISBN-13: 9780134525815 Digital Photography: A Basic Manual Henry Horenstein Little, Brown and Company November 2, 2011
		ISBN	No value No value London/Stone "A Short Course in Digital Photography," 3rd Edition. Upper Saddle River, New Jersey: Pearson/Prentice Hall,	ISBN Title Author Publisher	ISBN-13: 9780134525815 Digital Photography: A Basic Manual Henry Horenstein Little, Brown and Company
		ISBN Title Author Publisher	No value No value London/Stone "A Short Course in Digital Photography," 3rd Edition. Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2015	ISBN Title Author Publisher Date/Edition	ISBN-13: 9780134525815 Digital Photography: A Basic Manual Henry Horenstein Little, Brown and Company November 2, 2011
		ISBN Title Author Publisher	No value No value London/Stone "A Short Course in Digital Photography," 3rd Edition. Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2015 No value	ISBN Title Author Publisher Date/Edition ISBN	ISBN-13: 9780134525815 Digital Photography: A Basic Manual Henry Horenstein Little, Brown and Company November 2, 2011 978-0316020749 Adobe Photoshop Lightroom Classic CC
		ISBN Title Author Publisher Date/Edition	No value No value London/Stone "A Short Course in Digital Photography," 3rd Edition. Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2015 No value No value	ISBN Title Author Publisher Date/Edition ISBN Title	ISBN-13: 9780134525815 Digital Photography: A Basic Manual Henry Horenstein Little, Brown and Company November 2, 2011 978-0316020749 Adobe Photoshop Lightroom Classic CC Book Martin Evening
		ISBN Title Author Publisher Date/Edition	No value No value London/Stone "A Short Course in Digital Photography," 3rd Edition. Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2015 No value No value	ISBN Title Author Publisher Date/Edition ISBN Title Author	ISBN-13: 9780134525815 Digital Photography: A Basic Manual Henry Horenstein Little, Brown and Company November 2, 2011 978-0316020749 Adobe Photoshop Lightroom Classic CC Book

Changed Field	ld	Current Version	Proposed Version
9 Sug	ggested Reading	Reading       Other suitable texts, articles, or Internet sit         List       at the instructor's discretion         May       No value         include,       but are         not       limited         to       Kenter	No value
List	t		25

## Learning Outcomes and Objectives

Changed	Field	Current Version		Proposed Version	
	Course Objectives	<ul> <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> <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>	
	CSLOs	CSLOs	Apply basic digital camera skills to create images.	CSLOs	Apply basic digital camera skills to create images.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Demonstrate a working knowledge of the digital darkroom using Adobe Lightroom.	CSLOs	Demonstrate a working knowledge of the digital darkroom using Adobe Lightroom.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

### Course Outline

	Field	Current Version	Proposed Version
0	Course Content	<ol> <li>Differentiate between major camera types (analog and digital) and demonstrate basic camera controls</li> </ol>	<ol> <li>Differentiate between major camera types (analog ar digital) and demonstrate basic camera controls</li> </ol>
		1. Camera types	1. Camera types
		1. 35mm rangefinders and SLR film cameras	<ol> <li>35mm rangefinders and SLR film camer</li> </ol>
		2. Digital SLR cameras	2. Digital SLR and Mirrorless cameras
		<ol><li>Film and digital "point and shoot" cameras</li></ol>	<ol><li>Film and digital "point and shoot" camer</li></ol>
		2. View methods	2. View methods
		1. Live View	1. Live View
		2. The viewfinder	2. The viewfinder
		3. Image capture and storage	<ol><li>Image capture and storage</li></ol>
		1. Digital media cards	1. Digital media cards
		2. File formats	2. File formats
		1. JPEG	1. JPEG
		2. TIFF	2. TIFF
		3. RAW	3. RAW
		4. DNG	4. DNG
		3. Resolution and bit depth	3. Resolution and bit depth
		1. megapixels and image size	1. megapixels and image size
		2. Bit depth and detail	2. Bit depth and detail
		4. Exposure	4. Exposure
		1. ISO rating	1. ISO rating
		2. Shutter	2. Shutter
		3. Aperture	3. Aperture
		4. White balance	4. White balance
		5. Lenses	5. Lenses
		1. Normal, wide-angle, telephoto, macro,	1. Normal, wide-angle, telephoto, macro,
		zoom	zoom
		2. Fixed vs. interchangeable	2. Fixed vs. interchangeable
		3. Lens factors (digital)	3. Lens factors (digital)
		6. Flash	6. Flash
		1. Built-in / on-camera	1. Built-in / on-camera
		2. Hot shoe / off-camera	2. Hot shoe / off-camera
		<ol><li>Batteries and memory cards</li></ol>	<ol><li>Batteries and memory cards</li></ol>
		1. Rechargeable batteries such as:	<ol> <li>Rechargeable batteries such as:</li> </ol>
		proprietary, lithium-ion, NiMH, or NiCd	proprietary, lithium-ion, NiMH, or NiCd
		2. Memory cards such as: Secure Digital, SD	2. Memory cards such as: Secure Digital,
		High Capacity, SD Xtra Capacity, Compact Flash	High Capacity, SD Xtra Capacity, Comp Flash
		3. Battery chargers and memory card	3. Battery chargers and memory card
		readers	readers
		2. Create and conceptualize images using digital	2. Create and conceptualize images using digital
		techniques and practices	techniques and practices
		<ol> <li>Use of appropriate digital settings</li> </ol>	<ol> <li>Use of appropriate digital settings</li> </ol>
		1. Exposure	1. Exposure
		2. Basic white balance	2. Basic white balance
		3. Color	3. Color
		2. View computer-assisted imagery such as: in	2. View computer-assisted imagery such as: in
		newspapers, books, the arts, and advertising	newspapers, books, the arts, and advertising
		3. Discuss "post photographic" directions by	3. Discuss "post photographic" directions by
		viewing works by such artists as:	viewing works by such artists as:
		MENNING WOIRS BY SUCH ALLISTS AS.	VICTIVITY WOINS BY SUCH dilists ds.
		Pedro Meyer Andreas Cureky Loff Mall Esther	Pedro Meyer Andreas Cureky Loff Mall Eath
		Pedro Meyer, Andreas Gursky, Jeff Wall, Esther Parada, Nancy Burson, Buth Thorne Thomson	
		Parada, Nancy Burson, Ruth Thorne-Thomsen,	Parada, Nancy Burson, Ruth Thorne-Thomse
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux	Parada, Nancy Burson, Ruth Thorne-Thomse Lorretta Lux
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe	Parada, Nancy Burson, Ruth Thorne-Thomse Lorretta Lux 3. Organize, process, and output imagery using Adobe
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom	Parada, Nancy Burson, Ruth Thorne-Thomse Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe	Parada, Nancy Burson, Ruth Thorne-Thomse Lorretta Lux 3. Organize, process, and output imagery using Adobe
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom	Parada, Nancy Burson, Ruth Thorne-Thomse Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as	Parada, Nancy Burson, Ruth Thorne-Thomse Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom	Parada, Nancy Burson, Ruth Thorne-Thomse Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery	Parada, Nancy Burson, Ruth Thorne-Thomse Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output	Parada, Nancy Burson, Ruth Thorne-Thomse Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output 2. Introduction to Lightroom and importing images	<ul> <li>Parada, Nancy Burson, Ruth Thorne-Thomse Lorretta Lux</li> <li>3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom</li> <li>1. Wet darkroom terminology and practice as applied in the new, dry darkroom</li> <li>1. Care and storage of imagery</li> <li>2. Development</li> <li>3. Print output</li> <li>2. Introduction to Lightroom and importing image</li> </ul>
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output 2. Introduction to Lightroom and importing images 1. Importing images	Parada, Nancy Burson, Ruth Thorne-Thomse Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output 2. Introduction to Lightroom and importing images
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output 2. Introduction to Lightroom and importing images 1. Importing images 1. Copy as DNG, Copy, Move, or Add	Parada, Nancy Burson, Ruth Thorne-Thomse Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output 2. Introduction to Lightroom and importing images 1. Importing images 1. Copy as DNG, Copy, Move, or A
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output 2. Introduction to Lightroom and importing images 1. Importing images 1. Copy as DNG, Copy, Move, or Add 2. File Handling Panel 3. Apply During Import and Destination	Parada, Nancy Burson, Ruth Thorne-Thomse Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output 2. Introduction to Lightroom and importing images 1. Importing images 1. Copy as DNG, Copy, Move, or A 2. File Handling Panel 3. Apply During Import and Destina
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output 2. Introduction to Lightroom and importing images 1. Importing images 1. Copy as DNG, Copy, Move, or Add 2. File Handling Panel	Parada, Nancy Burson, Ruth Thorne-Thomser Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output 2. Introduction to Lightroom and importing images 1. Importing images 1. Copy as DNG, Copy, Move, or Ado 2. File Handling Panel
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output 2. Introduction to Lightroom and importing images 1. Importing images 1. Copy as DNG, Copy, Move, or Add 2. File Handling Panel 3. Apply During Import and Destination panels 2. The Catalog	Parada, Nancy Burson, Ruth Thorne-Thomse Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output 2. Introduction to Lightroom and importing images 1. Importing images 1. Copy as DNG, Copy, Move, or Ad 2. File Handling Panel 3. Apply During Import and Destina panels 2. The Catalog
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output 2. Introduction to Lightroom and importing images 1. Importing images 1. Copy as DNG, Copy, Move, or Add 2. File Handling Panel 3. Apply During Import and Destination panels 2. The Catalog 1. Creating and opening catalogs	Parada, Nancy Burson, Ruth Thorne-Thomser Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output 2. Introduction to Lightroom and importing images 1. Importing images 1. Copy as DNG, Copy, Move, or Ad 2. File Handling Panel 3. Apply During Import and Destina panels 2. The Catalog 1. Creating and opening catalogs
		Parada, Nancy Burson, Ruth Thorne-Thomsen, Lorretta Lux 3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom 1. Wet darkroom terminology and practice as applied in the new, dry darkroom 1. Care and storage of imagery 2. Development 3. Print output 2. Introduction to Lightroom and importing images 1. Importing images 1. Copy as DNG, Copy, Move, or Add 2. File Handling Panel 3. Apply During Import and Destination panels 2. The Catalog	<ul> <li>3. Organize, process, and output imagery using Adobe Lightroom as the primary digital darkroom</li> <li>1. Wet darkroom terminology and practice as applied in the new, dry darkroom</li> <li>1. Care and storage of imagery</li> <li>2. Development</li> <li>3. Print output</li> <li>2. Introduction to Lightroom and importing images</li> <li>1. Copy as DNG, Copy, Move, or Adoption 2. File Handling Panel</li> <li>3. Apply During Import and Destinat panels</li> <li>2. The Catalog</li> </ul>

1 toolbar

4. Image processing

tint

5. The Print Module

2. folders panel

1. basic panel controls

2. white balance and temperature and

3. colors, vibrance and saturation

4. black and white conversion with

gravscale mix controls

1. preparing a contact sheet

2. layout for a single image

3. color management

1. A brief history of worldwide developments in the

centuries such as: the invention of photography,

camera and film technologies, photography and the other arts, documentary work, and

4. Compare and contrast traditional photographic methods

medium through the 19th, 20th, and 21st

2. Issues of mutability and manipulation; image

3. Image evaluation in camera, on screen, and in

1. Presentation of work created by diverse image-

Andre Serrano, Shirin Neshat)

2. Consideration of what makes a good image

3. Description, evaluation and interpretation of

imagery as understood individually and/or

2. Description and evaluation of techniques learned

3. Examination of and sensitivity towards diverse

6. Critique classmate's work to understand the visual and

communicative value of the medium and articulate

1. Valuing varied viewpoints

3. Thoughtful questionning

1. Presentation of individual imagery

1. Ethnic/cultural (Carrie Mae Weems, Lorna

Simpson, Reagan Louie, Pedro Meyer,

2. Issues of gender (Robert Mapplethorpe,

Yasumasa Morimura, Katherine Opie, Nan

truth, authenticity and originality

makers with concerns such as:

5. Analyze a variety of photographic works to develop,

refine, and understand one's thoughts about diverse

with new digital methods in a rapidly changing

technological world

print

commercial work

and multicultural communities

Goldin)

individual response and expression

photographic expressions

2. Active listening

collectively

1. Conceptualization

2. Craft and execution

3. navigating

- 1. toolbar
  - 2. folders panel
  - navigating
- 4. Image processing
  - 1. basic panel controls
    - 2. white balance and temperature and tint
    - 3. colors, vibrance and saturation
    - 4. black and white conversion with
    - grayscale mix controls
- 5. The Print Module
  - 1. preparing a contact sheet
  - 2. layout for a single image
  - 3. color management
- Compare and contrast traditional photographic methods with new digital methods in a rapidly changing technological world
  - 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
  - 3. Image evaluation in camera, on screen, and in print
- Analyze a variety of photographic works to develop, refine, and understand one's thoughts about diverse and multicultural communities
  - 1. Presentation of work created by diverse imagemakers with concerns such as:
    - Ethnic/cultural (Carrie Mae Weems, Lorna Simpson, Reagan Louie, Pedro Meyer, Andre Serrano, Shirin Neshat)
    - Issues of gender (Robert Mapplethorpe, Yasumasa Morimura, Katherine Opie, Nan Goldin)
  - 2. Consideration of what makes a good image 1. Conceptualization
    - 2. Craft and execution
  - 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
    - 1. Presentation of individual imagery
    - 2. Description and evaluation of techniques learned
    - 3. Examination of and sensitivity towards diverse photographic expressions
      - 1. Valuing varied viewpoints
      - 2. Active listening
      - 3. Thoughtful questionning
    - 4. Develop individual thoughts and ideas regarding
      - one's creative output
        - 1. Origin of idea
        - 2. Process
        - 3. Evaluate level of success

# 4. Develop individual thoughts and ideas regarding one's creative output 1. Origin of idea 2. Process 3. Evaluate level of success

 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).
 1. Concepts and application of The Catalog, Library, Development, Slide and Print Modules in Adobe Lightroom (digital dry darkroom).
 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).

Req/Adv

Questions	Current Version	Proposed Version
Prerequisite(s):	No Value	No Value
Corequisite(s):	No Value	No Value
Advisory(ies):	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.
Advisory(ies) - Other:	No Value	No Value
Limitation(s) on Enrollment:	No Value	No Value
Limitation(s) on Enrollment - Other:	No Value	No Value
Entrance Skills(s):	No Value	No Value
Entrance Skill(s) - Other:	No Value	No Value
General Course Statement(s):	No Value	No Value
General Course Statement(s) - Other:	No Value	No Value
	Advisory(ies) - Other:Limitation(s) on Enrollment:Limitation(s) on Enrollment - Other:Entrance Skills(s):Entrance Skills(s) - Other:General Course Statement(s):General Course	eligibility for EWRT D001A or EWRT D01AH or ESL D005.Advisory(ies) - Other:No ValueLimitation(s) on Enrollment:No ValueLimitation(s) on Enrollment - Other:No ValueEntrance Skills(s):No ValueEntrance Skill(s) - Other:No ValueGeneral Course 

#### **Curriculum Office**

Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2CA	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	PHTG 004	PHTG 004
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
9	Banner Department	РНТС	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	ΝΑ
	Cross-Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

ImplementationNo ValueNo ValueImplementationNo ValueNo ValueImplementationValueNo ValueImplementationValueNo ValueImplementationValueNo ValueImplementationValueNo ValueImplementationValueNo ValueImplementationValueNo ValueImplementationValueNo ValueImplementationNo ValueNo ValueImplementationNo ValueNo ValueImplementationNo ValueNo ValueImplementationNo ValueNo ValueImplementationNo ValueNo ValueImplementationNo ValueNo ValueImple	hanged	Questions	Current Version	Proposed Version
Repeat Status (N = Not Repeatable for Max Times Only, B = Repeatable for Max Units Only, Y = YearyNNo ValueRepeatable for Max Units Only, Y = YearyNo ValueNo ValueRepeatable for Repeatable for Hon- repeatable for Repeatable for			No Value	No Value
Repetable: T = Repetable for Max Times Only; B = Repetable for Max Utits Only; Y = VeersNotestingRepetable for Max Utits Only; Y = VeersNotestingRepetable: F = Family Activity/Other Non-repetable: F = Family Activity/Other Mandated TrainingNotestingNoncredit Enhanced Funding IndicatorNoNoncredit Enhanced Funding IndicatorNoNoncredit Enhanced Funding IndicatorNoNoNoSports/Physical EntitionSofts/Physical 2000PercentCoA CodeCoANoVelueVeersSitestingProgram Code10100NoVeluePercent100NoVelueCurriculum Office Catalog- Requisite change appr. 1/17/23 (effect. F23)-coPercent100NoVeluePercentSequesting Change appr. 1/17/23 (effect. F23)-coPercentSequesting Change appr. 1/17/23 (effect. F23)-coPercentYesNoPercentNoNoVeluePercentNoNoNoPercentNoNoNoNoSequesting Change appr. 1/17/23 (effect. F23)-coNoPercentNoNoNoNo	0	Emergency Approval	No	No Value
repetable Credit; A = Activity/Other Repetable (F = Family Non-repetable Credit; G = Family Non-repetable (F = Legally Mandated Training)         Non-repetable (F = Legally Mandated Training)         Noncredit Enhanced       N         In Service Indicator       N         Sports/Physical Endicator       N         Sports/Physical Endicator       N         Sports/Physical Endicator       N         Go CoA Code       C         Noncredit Enhanced       No Value         In Service Indicator       N         Value       No Value         Indicator       C         No Value       No Value         Indicator       No Value<	9	Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly	Ν	No Value
Funding Indicator       No         In Service Indicator       N         Sports/Physical Education Course Indicator       N         Indicator       N         COA Code       C         Indicator       No Value         Indicator       No Value         Indicator       C         Indicator       No Value         Indicator       Sports/Physical Education Course Indicator         Indicator       No Value         Indicator       Sports/Physical Education Course Indicator         Indicator       No Value         Indicator       Yes         No Value       No Value	9	repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally	Ν	No Value
Image: Sports/Physical Education Course IndicatorNo ValueNo ValueImage: Octobe CodeCNo ValueImage: Octobe CodeCNo ValueImage: Octobe Code14000No ValueImage: Octobe Code231018No ValueImage: Octobe Code1320No ValueImage: Octobe Code10100No ValueImage: Octobe Code10100No ValueImage: Octobe Code100No ValueImage: Octobe Code100 <td< th=""><th>0</th><th></th><th>Ν</th><th>No Value</th></td<>	0		Ν	No Value
Education Course Indicator       Education Course Indicator         Image: Indicator       C       No Value       No Value         Image: Indicator       114000       No Value       No Value         Image: Indicator       231018       No Value       No Value         Image: Indicator       1320       No Value       No Value         Image: Indicator       10100       No Value       No Value         Image: Indicator       100       No Value       No Value         Image: Indicator       100       No Value       No Value         Image: Indicator       100       No Value       No Value         Image: Indicator       Program Code       100       No Value         Image: Indicator       Program Code       100       No Value         Image: Indicator       Program Code       Program Code       No Value         Image: Image	0	In Service Indicator	Ν	No Value
Image: Fund Code114000No ValueImage: Organization Code231018No ValueImage: Organization Code1320No ValueImage: Organization Code10100No ValueImage: Organization Code10100No ValueImage: Organization Code100No ValueImage: Organization CodeYesNo Value	0	Education Course	Ν	No Value
Image: Program Code231018No ValueImage: Program Code1320No ValueImage: Program Code101100No ValueImage: Percent100No Value	0	COA Code	с	No Value
Image: Program Code1320No ValueImage: Program Code101100No ValueImage: Percent100No Value	0	Fund Code	114000	No Value
Program Code101100No ValuePercent100No ValueCurriculum Office Notes• Requisite change appr. 1/17/23 (effect. F23)cc• Requisite change appr. 1/17/23 (effect. F23)ccPrint/No Print to catalogYesNo Value	0	Organization Code	231018	No Value
Percent       100       No Value         Curriculum Office Notes       • Requisite change appr. 1/17/23 (effect. F23)cc       • Requisite change appr. 1/17/23 (effect. F23)cc         Print/No Print to Catalog       Yes       No Value	0	Account Code	1320	No Value
Curriculum Office Notes       • Requisite change appr. 1/17/23 (effect. F23)cc       • Requisite change appr. 1/17/23 (effect. F23)cc         Print/No Print to Catalog       Yes       No Value	0	Program Code	101100	No Value
Notes     Notes       Print/No Print to Catalog     Yes   No Value	0	Percent	100	No Value
Catalog			• Requisite change appr. 1/17/23 (effect. F23)cc	• Requisite change appr. 1/17/23 (effect. F23)cc
Checklist No Value No Value	0		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

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

#### A-Matrix Form

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

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

#### **B-Matrix Form**

hanged	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D01A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
9	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	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 communicativ value of the medium and articulate individual response and expression - Course Outline F
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

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

#### C-Matrix Form

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

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

#### **D-Matrix Form**

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

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

#### E-Matrix Form

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

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

#### F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

**G-Matrix Form** 

Changed	Questions	Current Version	Proposed Version	
	If the requisite does	No Value	No Value	
	not fall under an A-F			
	Matrix, download the			
	<b>Content Review Matrix</b>			
	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.			

#### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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
	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

Questions	Current Version	Proposed Version
Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
Criteria 6: Use real- world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	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.) Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.) Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.) Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.) Criteria 6: Use real- world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Criteria 2: Foster oral and written communication and collaborative exercises.No ValueOrdiborative exercises.No ValueNo te that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises.No ValueOutline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)No ValueCriteria 3: Stimulate methods of Evaluation areas, cite, copy and paste the area referenced.)No ValueCriteria 4: Include diverse perspectives and/or societal perspectives. (NLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)No ValueCriteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)No ValueCriteria 5: Provide global and historical context. (ONLY using the Cutline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)No ValueCriteria 6: Use real- world or hands-on applications that will provide a context (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)No ValueCriteria 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 ValueCriteria 6: Use real- world or hands-on applications that will provide a context for 

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
	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
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

#### Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
θ	Stage 3: Division Curriculum Representative	No Value	<ul> <li>Please fill out the proper matrices for the following prerequisites and advisories:</li> <li>EWRT D001A or EWRT D01AH</li> <li>Remove this language from the suggested reading list.</li> </ul>
			Reading List: Other suitable texts, articles, or Internet sites at the instructor's discretion (https://deanza.elumenapp.com/elumen/pa 580bb0e0c4ca1710462993106&viewType=step&fromUrl=https%3A%2F%2Fdeanza.elumenapp.com%2Felumen%2Ftray%3Faction review-filters#)
	Stage 4:	No	No Value
	<b>Division Dean</b>	Value	

Change	ed Questions	Current Version	Proposed Version
	Stage 5: SLO Coordinator	No Value	No Value
9	Stage 7: Content Review Matrix Liaison	No Value	Date       Name - Role OR TabPart - FieldType of EditEdit         5/8/24 Zack Judson       Matrix B       Required       Please indicate where the material listed can be found in eLurr (i.e. Assignment C or Outline D.1., etc.)
9	Stage 8: AVP - Instruction	No Value	Date         Name - Role OR Tab         Part - Field         Type of EditEdit           5/10/24         Gabriela Nocito for AVPIBasic Information - Proposal Details - AttachmentsRequired         Please attach the ne           5/17/24         Gabriela Nocito for AVPIBasic Information - Proposal Details - AttachmentsRequired         Please attach the ne
	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	PHTGD004.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000511514

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

## 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

Section	Changed field
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?

Changed	Field	Current Version	Proposed Version
0	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
0	Effective Term	Fall 2023	Fall <del>2023</del> 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	Course Description	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.	This is <u>Students will receive</u> an introduction to digital photography and digital imaging processes. <del>Students</del> <u>The</u> will gain proficiency in the use of a digital camera and explore the digital darkroom using Adobe Lightroom. <del>They</del> <u>Additionally, they</u> will <del>build</del> <u>develop</u> skill in digital print output for both fine art and commercial <del>applications, while gaining</del> <u>applications. Furthermore, students will</u> <u>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</del> <del>basic</del> <u>It is recommended to have basic,</u> beginning <del>photography</del> <u>photography</u> , and wet darkroom <del>practices is</del> <del>recommended.</del> <u>experience.</u>

Changed	Field	Current Version	Proposed Version
9	Course Type (CB27)	No value	Lower Division
9	Mode of Delivery	No value	• Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Photography
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - PHOTOGRAPHY

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

Changed	Field	Current Version	Proposed Version
	Course Justification	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.

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
Course Ph	ilosophy		
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
Foothill Eq	uivalency		
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 Cours	e		
Changed	Field	Current Version	Proposed Version
0	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>
Honors/No	n-honors Course	,	

Changed		Current Version	Proposed Version
θ	Is this an honors/non- honors course?	No value	No
lirrored C	redit/Noncredit C	ourse	
Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
cross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross- listed course?	No value	No
Aore Optic	ons		
Changed	Field	Current Version	Proposed Version
θ	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
		00	99
	Repeat Limit	99	99

Changed	Field	Current Version	Proposed Version
	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.)

hanged	Field	Current Versi	on	Proposed Version		
	Course is part of a program	Associated Program	Photographic Retouching and Digital Post-Production	Associated Program	Photographic Retouching and Digital Post-Production	
		Award Type	Certificate of Completion	Award Type	Certificate of Completion	
		Associated Program	Photographic Retouching and Digital Post-Production	Associated Program	Photographic Retouching and Digital Post-Production	
		Award Type	Certificate of Completion	Award Type	Certificate of Completion	
		Associated Program	Commercial Lighting	Associated Program	Commercial Lighting	
		Award Type	Certificate of Completion	Award Type	Certificate of Completion	
		Associated Program	Commercial Lighting	Associated Program	Commercial Lighting	
		Award Type	Certificate of Completion	Award Type	Certificate of Completion	

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

Beniy Sil		file Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36

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

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

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

Changed	Field	<b>Current Version</b>		Proposed Versi	on
	SKIP	No Value		No Value	
pecificati	ons				
Changed	Field	Current Versi	on	Proposed Ver	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Field observation and field trips Other: Lab activity and evaluation	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Field observation and field trips Other: Lab activity and evaluation

Changed	Field	Current Version	Proposed Version
	Assignments	<ol> <li>Reading from assigned chapters of textbooks</li> <li>Weekly Lightroom exercises that demonstrate an understanding and application of class concepts</li> <li>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> <li>Reading from assigned chapters of textbooks</li> <li>Weekly Lightroom exercises that demonstrate an understanding and application of class concepts</li> <li>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>

0

**Current Version** 

Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
	Evaluation Methods of Evaluation	<ol> <li>Successful completion of Lightroom exercises based on class demonstrations and practical lab experience.</li> <li>One, one-hour, mid-quarter examination: multiple choice, true and false, and short answer demonstrating a student's comprehension of course concepts.</li> <li>Final critique: oral and visual presentation of final print assignment demonstrating basic camera and software skills covered in class.</li> <li>Additional quizzes at the instructor's discretion evaluating student's understanding of specific concepts, camera controls, and/or software applications.</li> </ol>	Evaluation Methods of Evaluation	<ol> <li>Successful completion of Lightroom exercises based on class demonstrations and practical lab experience.</li> <li>One, one-hour, mid-quarter examination: multiple choice, true and false, and short answer demonstrating a student's comprehension of course concepts.</li> <li>Final critique: oral and visual presentation of final print assignment demonstrating basic camera and software skills covered in class.</li> <li>Additional quizzes at the instructor's discretion evaluating student's understanding of specific concepts, camera controls, and/or software applications.</li> </ol>

Changed	Field	Current Version	Proposed Version
9	Essential Student Materials/Essential College Facilities	<ul> <li>Essential Student Materials:</li> <li>Digital SLR camera and storage media</li> <li>One package of "8x10" digital print paper</li> <li>External/transportable media such as: DVDs, CDs, or flash drives</li> </ul>	<ul> <li>Essential Student Materials:</li> <li>Digital SLR camera and storage media</li> <li>One package of "8x10" digital print paper</li> <li>External/transportable media such as: SSD or flash drives</li> <li>Essential College Facilities:</li> </ul>
		<ul> <li>Essential College Facilities:</li> <li>Smart classroom with 30 computers</li> <li>Software: Adobe Lightroom and Photoshop</li> </ul>	<ul> <li>Smart classroom with 30 computers</li> <li>Software: Adobe Lightroom and Photoshop</li> </ul>

0

Examples of				
Primary Texts and References	Title	No value	Title	Short Course in Photography, A:
	Author	Evening, Martin. "The Adobe		Digital
		Photoshop Lightroom Book,"	Author	Barbara London, Jim Stone
		Peachpit Press, Berkeley, CA 2017	Publisher	Pearson
	Publisher	No value	Date/Edition	February 5, 2018/4th edition
	Date/Edition	No value	ISBN	
	ISBN	No value	ISBN	ISBN-13: 9780134525815
	Title	No value	Title	Digital Photograp A Basic Manual
	Author	London/Stone "A Short Course in	Author	Henry Horenstein
		Digital Photography," 4th Edition. Upper	Publisher	Little, Brown and Company
		Saddle River, New Jersey:	Date/Edition	November 2, 201
		Pearson/Prentice Hall, 2018	ISBN	978-0316020749
	Publisher	No value	Title	Adobe Photoshor
	Date/Edition	No value		Lightroom Classie
	ISBN	No value	Author	Martin Evening
			Publisher	Adobe Press
			Date/Edition	January 21, 2019/2nd Edition
			ISBN	978-0135447390

Changed	Field	Current Version	Proposed Version
0	Suggested Reading List	ReadingOther suitable texts,Listarticles, or Internet siteat the instructor'sdiscretion	No value tes
		May No value include, but are not limited to	

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul> <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> <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 Versio	n	Proposed Versi	on
	CSLOs	CSLOs	Apply basic digital camera skills to create images.	CSLOs	Apply basic digital camera skills to create images.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Demonstrate a working knowledge of the digital darkroom using Adobe Lightroom.	CSLOs	Demonstrate a working knowledge o the digital darkroom using Adobe Lightroom.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

#### **Course Outline**

Changed	Field	Current Version	Proposed Version
	Course Content	<ol> <li>Differentiate between major camera types (analog and digital) and demonstrate basic camera controls</li> </ol>	<ol> <li>Differentiate between major camera types (analog and digital) and demonstrate basic camera controls</li> </ol>
		1. Camera types	1. Camera types
		1. 35mm rangefinders	1. 35mm rangefinders and SLR film camera
		and SLR film cameras	
		2. Digital SLR cameras	<ol> <li>Digital SLR cameras</li> <li>Film and digital "poin</li> </ol>
		<ol> <li>Film and digital "point and shoot" cameras</li> </ol>	and shoot" cameras
		2. View methods	2. View methods
		1. Live View	1. Live View
		2. The viewfinder	2. The viewfinder
		3. Image capture and storage	3. Image capture and storage
		1. Digital media cards	1. Digital media cards
		2. File formats	2. File formats
		1. JPEG	1. JPEG
		2. TIFF	2. TIFF
		3. RAW	3. RAW
		4. DNG	4. DNG
		3. Resolution and bit	3. Resolution and bit
		depth	depth
		1. megapixels and	1. megapixels ar
		image size	image size
		2. Bit depth and detail	2. Bit depth and detail
		4. Exposure	4. Exposure
		1. ISO rating	1. ISO rating
		2. Shutter	2. Shutter
		3. Aperture	3. Aperture
		4. White balance	4. White balance
		5. Lenses	5. Lenses
		1. Normal, wide-angle,	1. Normal, wide-angle,
		telephoto, macro,	telephoto, macro,
		zoom	zoom
		2. Fixed vs.	2. Fixed vs.
		interchangeable	interchangeable
		3. Lens factors (digital)	3. Lens factors (digital)
		6. Flash	6. Flash
		1. Built-in / on-camera	1. Built-in / on-camera
		2. Hot shoe / off-camera	2. Hot shoe / off-camera
		7. Batteries and memory cards	<ol><li>Batteries and memory card</li></ol>
		1. Rechargeable	1. Rechargeable
		batteries such as:	batteries such as:
		proprietary, lithium-	proprietary, lithium-
		ion, NiMH, or NiCd	ion, NiMH, or NiCd
		2. Memory cards such	2. Memory cards such
		as: Secure Digital, SD	as: Secure Digital, S
		High Capacity, SD	High Capacity, SD

Changed	Field	Current Version	Proposed Version
		Xtra Capacity,	Xtra Capacity,
		Compact Flash	Compact Flash
		3. Battery chargers and	<ol><li>Battery chargers and</li></ol>
		memory card readers	memory card readers
		2. Create and conceptualize images	2. Create and conceptualize images
		using digital techniques and	using digital techniques and
		practices	practices
		1. Use of appropriate digital	1. Use of appropriate digital
		settings	settings
		1. Exposure	1. Exposure
		2. Basic white balance	2. Basic white balance
		3. Color	3. Color
		2. View computer-assisted	2. View computer-assisted
		imagery such as: in	imagery such as: in
		newspapers, books, the arts,	
		and advertising	and advertising
		3. Discuss "post-photographic"	3. Discuss "post-photographic"
		directions by viewing works	directions by viewing works
		by such artists as:	by such artists as:
		Pedro Meyer, Andreas	Pedro Meyer, Andreas
		Gursky, Jeff Wall, Esther	Gursky, Jeff Wall, Esther
		Parada, Nancy Burson, Ruth	-
		Thorne-Thomsen, Lorretta	Thorne-Thomsen, Lorretta
		Lux	Lux
		3. Organize, process, and output	3. Organize, process, and output
		imagery using Adobe Lightroom as	imagery using Adobe Lightroom as
		the primary digital darkroom	the primary digital darkroom
		1. Wet darkroom terminology	1. Wet darkroom terminology
		and practice as applied in	and practice as applied in
		the new, dry darkroom	the new, dry darkroom
		1. Care and storage of	1. Care and storage of
		imagery	imagery
		<ol> <li>Development</li> <li>Print output</li> </ol>	2. Development
		•	3. Print output
		2. Introduction to Lightroom	2. Introduction to Lightroom
		and importing images	and importing images 1. Importing images
		1. Importing images	
		1. Copy as DNG,	1. Copy as DNG,
		Copy, Move, or Add	Copy, Move, or Add
		2. File Handling	2. File Handling
		Panel	Panel
		3. Apply During	3. Apply During
		Import and	Import and
		Destination	Destination
		panels	panels
		2. The Catalog	2. The Catalog
		1. Creating and	1. Creating and
		opening	opening
		catalogs	catalogs
		Cataloys	catalogs

Changed	Field	Current Version	Proposed Version
		2. Makir	ng the 2. Making the
		catalo	og portable catalog portab
		3. The C	Catalog 3. The Catalog
		Panel	
		3. The Library	-
		1. toolba	ar 1. toolbar
		2. folder	rs panel 2. folders panel
		3. navig	
		4. Image proce	
		1. basic	
		contro	
		2. white	e balance 2. white balance
		and	and
		tempe	erature temperature
		and ti	
			s, vibrance 3. colors, vibranc
			saturation and saturation
		4. black	and white 4. black and whit
		CONVE	ersion with conversion wit
		grays	scale mix grayscale mix
		contro	
		5. The Print Me	
		1. prepa	
			act sheet contact sheet
		2. layou	-
		-	e image single image
		3. color	
			agement management
		4. Compare and contrast tra	-
		photographic methods wi	
		digital methods in a rapid	
		changing technological w	
		1. A brief history of w	-
		developments in th	
		through the 19th, 2	
		21st centuries suc	
		invention of photog	
		camera and film	camera and film
		technologies, phot	
		and the other arts,	
		documentary work	-
		commercial work	commercial work
		2. Issues of mutability	-
		manipulation; imag	
		authenticity and or	
		3. Image evaluation i	-
		on screen, and in p	
		5. Analyze a variety of phot	
		works to develop, refine,	-
		understand one's though	ts about understand one's thoughts about
		-	

Changed	Field C	Current Version	Proposed Version
		diverse and multicultural	diverse and multicultural
		communities	communities
		1. Presentation of work created	1. Presentation of work created
		by diverse image-makers	by diverse image-makers
		with concerns such as:	with concerns such as:
		1. Ethnic/cultural (Carrie	1. Ethnic/cultural (Carrie
		Mae Weems, Lorna	Mae Weems, Lorna
		Simpson, Reagan	Simpson, Reagan
		Louie, Pedro Meyer,	Louie, Pedro Meyer,
		Andre Serrano, Shirin	Andre Serrano, Shirin
		Neshat)	Neshat)
		2. Issues of gender	2. Issues of gender
		(Robert Mapplethorpe,	(Robert Mapplethorpe,
		Yasumasa Morimura,	Yasumasa Morimura,
		Katherine Opie, Nan	Katherine Opie, Nan
		Goldin)	Goldin)
		2. Consideration of what makes	2. Consideration of what makes
		a good image	a good image
		1. Conceptualization	1. Conceptualization
		2. Craft and execution	2. Craft and execution
		3. Description, evaluation and	3. Description, evaluation and
		interpretation of imagery as	interpretation of imagery as
		understood individually	understood individually
		and/or collectively	and/or collectively
		6. Critique classmate's work to	6. Critique classmate's work to
		understand the visual and	understand the visual and
		communicative value of the	communicative value of the
		medium and articulate individual	medium and articulate individual
		response and expression	response and expression
		1. Presentation of individual	1. Presentation of individual
		imagery	imagery
		2. Description and evaluation of	2. Description and evaluation of
		techniques learned	techniques learned
		3. Examination of and	3. Examination of and
		sensitivity towards diverse	sensitivity towards diverse
		photographic expressions	photographic expressions
		1. Valuing varied	1. Valuing varied
		viewpoints	viewpoints
		2. Active listening	2. Active listening
		3. Thoughtful	3. Thoughtful
		questionning	questionning
		4. Develop individual thoughts	4. Develop individual thoughts
		and ideas regarding one's	and ideas regarding one's
		creative output	creative output
		1. Origin of idea	1. Origin of idea
		2. Process	2. Process
		3. Evaluate level of	3. Evaluate level of
		success	success

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	<ol> <li>Concepts and application of The Catalog, Library, Development, Slide and Print Modules in Adobe Lightroom (digital dry darkroom).</li> <li>Final output of both a color managed print(s) and a pdf slideshow</li> </ol>	<ol> <li>Concepts and application of The Catalog, Library, Development, Slide and Print Modules in Adobe Lightroom (digital dry darkroom).</li> <li>Final output of both a color managed print(s) and a pdf slideshow</li> </ol>

#### Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
0	Advisory(ies):	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.
	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):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	General Course Statement(s) - Other:	No Value	No Value

# **Curriculum Office**

Channed	Overtiens	Current Versien	Dressed Versien
Changed	Questions	Current Version	Proposed Version
θ	Banner Start Term (202122)	202222	No Value
0	Banner Division	2CA	No Value
θ	Catalog Term (21-22)	23-24	No Value
θ	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	PHTG 304	PHTG 304
	Course Status	New	New
0	Course Status Code	Α	No Value
0	Banner Department	PHTG	No Value
0	Course Level	DU	No Value
0	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
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Τ	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Α	No Value
0	Noncredit Enhanced Funding Indicator	Y	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value

Changed	Questions	Current Version	Proposed Version
0	COA Code	С	No Value
9	Fund Code	114000	No Value
0	Organization Code	231018	No Value
0	Account Code	1320	No Value
9	Program Code	101100	No Value
0	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	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	<b>Current Version</b>	Proposed Version
For changes to the units and hours tak 1) Contact the Curriculum Office a curriculum@fhda.e with the course information change and 2) address item 1-3 below. Please b aware that load factors and seat counts are assigned based on established, negotiated values.	o; at edu es; ns oe	No Value
1. Is the unit(s) change required fo articulation?	No Value r	No Value
2. If the course is U or CSU transferable identify one UC or CSU campus with t same unit value requested and cop and paste the catal description of the course.	e, the Y	No Value
3. Identify the areas in the course outlir of record that justif the unit(s) and/or hour(s) change.	ne	No Value
Office Use ONLY: F a REVISION, state t existing unit(s); lec hour(s) and load; la hour(s) and load; a seat count.	the ; ab	No Value
Office Use ONLY: F a REVISION, state t new unit(s); lec hour(s) and load; la hour(s) and load; a seat count.	the ab	No Value

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

#### **A-Matrix Form**

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

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

#### **B-Matrix Form**

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

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

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

#### **C-Matrix Form**

Changed	Questions	Current Version	Proposed Version	
	ESL D261. and	No Value	No Value	
	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.			

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

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

#### **D-Matrix Form**

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

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

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

**E-Matrix Form** 

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

Changed Questions	Current Version	Proposed Version	
Objective 10: Investigate, throughout the course as applicable, ho mathematics has developed as a human activity around the world.	w	No Value	

#### F-Matrix Form

hanged	Questions	Current Version	Proposed Version	
	Pre-algebra or	No Value	No Value	
	equivalent (or			
	higher), or			
	appropriate			
	placement			
	beyond pre-			
	algebra. If this			
	is the requisite			
	for the course,			
	complete the			
	objective(s)			
	below. If this			
	requisite is			
	being removed,			
	provide an			
	explanation as			
	to why.			
	Objective 1:	No Value	No Value	
	Develop,			
	throughout the			
	course as			
	applicable,			
	systematic			
	problem solving			
	methods.			

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

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

#### **G-Matrix Form**

hanged	Questions	Current Version	Proposed Version	
	If the requisite	No Value	No Value	
	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.			
	to wity.			

#### **H-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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	
	Criteria 1:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline.			
	(ONLY using the			
	Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite, copy			
	and paste the			
	area			
	referenced.)			

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

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

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

## 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	
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible	No Value	No Value	

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

#### Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
θ	Stage 3: Division Curriculum Representative	No Value	<ul> <li>Please fill out the proper matrices for the following prerequisites and advisories:</li> <li>Advisory(ies):</li> <li>EWRT D001A or EWRT D01AH</li> </ul>
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
9	Stage 7: Content Review Matrix Liaison	No Value	DateName - Role OR TabPart - Type of Field EditEditInitiator - Indicate "Y" When Completed5/16/24Zack Judson BMatrix Required skills/activities/assignments come from in eLumenPlease indicate where the various skills/activities/assignments
	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 Ad	ministration Coc	les	
Articulation	occurs after course	e approval.	The following fields will not show a Proposed Version.

Changed Field Current Version

Curriculum ID PHTGD304.

Changed	Field	Current Version
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000624694

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

# 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)

Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege CodeCurriculum OfficeCTE StatusCurriculum OfficeDL Approval Date (MM/DD/YYYY)Curriculum OfficeDL Approval Date (MM/DD/YYYY)Curriculum OfficeEmergency ApprovalCurriculum OfficeEmergency ApprovalCurriculum OfficeRepeat Status (N = Not Repeatable; T = RepeatableCurriculum OfficeRepeat Status (N = Not Repeatable; T = RepeatableCurriculum OfficeRepeat Status (N = Not Repeatable; T = RepeatableCurriculum OfficeRepeat Status (N = Not Repeatable; T = RepeatableCurriculum OfficeRepeat Status (N = Not Repeatable; T = RepeatableCurriculum OfficeRepeat Status (N = Not Repeatable; T = RepeatableCurriculum OfficeRepeat Status (N = Not Repeatable; T = RepeatableCurriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeCOA CodeCurriculum OfficeCOA CodeCurriculum OfficeCodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePercentCurr	Section	Changed field
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       Emergency Approval         Curriculum Office       Repeat Status (N = Not Repeatable; T = Repeatable for Max Units Only; Y = Yearly Repeatable; L = Legally Mandated Training)         Curriculum Office       Noncredit Enhanced Funding Indicator         Curriculum Office       Sports/Physical Education Course Indicator         Curriculum Office       Fun	Curriculum Office	Course Status Code
Curriculum OfficeCourse LevelCurriculum OfficeCTE StatusCurriculum OfficeDL Approval Date (MM/DD/YYYY)Curriculum OfficeHybrid Approval Date (MM/DD/YYYY)Curriculum OfficeEmergency ApprovalCurriculum OfficeEmergency ApprovalCurriculum OfficeRepeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units; Onit; Y = Yearly Repeatable; F = Family Antivity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeIn Service IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePercentCurriculum O	Curriculum Office	Banner Department
Curriculum OfficeCTE StatusCurriculum OfficeDL Approval Date (MM/DD/YYYY)Curriculum OfficeHybrid Approval Date (MM/DD/YYYY)Curriculum OfficeEmergency ApprovalCurriculum OfficeEmergency ApprovalCurriculum OfficeRepeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Unli; U = Repeatable for Max Unlits Only; Y = Yearly Repeatable Restriction)Curriculum OfficeRepeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeIn Service IndicatorCurriculum OfficeCOA CodeCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram Code	Curriculum Office	Course Level
Curriculum OfficeDL Approval Date (MM/DD/YYYY)Curriculum OfficeHybrid Approval Date (MM/DD/YYYY)Curriculum OfficeEmergency ApprovalCurriculum OfficeRepeat 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 OfficeRepeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeCOA CodeCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeProgram CodeCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course Information	Curriculum Office	College Code
Curriculum OfficeHybrid Approval Date (MM/DD/YYYY)Curriculum OfficeEmergency ApprovalCurriculum OfficeRepeat 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 OfficeRepeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeCOA CodeCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePercent	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       Progranization Code         Curriculum Office       Program Code         Curriculum Office       Program Code         Curriculum Office       Program Code         Curriculum Office       Percent         Curriculum Office       Percent         Curriculum Office       Percent         Curriculum Office       Percent	Curriculum Office	DL Approval Date (MM/DD/YYYY)
Curriculum OfficeRepeat 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 OfficeRepeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePercent	Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
InterpretInterpretCurriculum OfficeRepeat Type (N = Non-repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)Curriculum OfficeRepeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum Office <td< td=""><td>Curriculum Office</td><td>Emergency Approval</td></td<>	Curriculum Office	Emergency Approval
Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeCurriculum OfficeProgram CodeSurmary of RevisionsBasic Course Information	Curriculum Office	for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y =
Curriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeSammary of RevisionsSummary of RevisionsBasic Course Information	Curriculum Office	Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L =
Curriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course Information	Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course Information	Curriculum Office	In Service Indicator
Curriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentSummary of RevisionsBasic Course Information	Curriculum Office	Sports/Physical Education Course Indicator
Curriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course Information	Curriculum Office	COA Code
Curriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogSummary of RevisionsBasic Course Information	Curriculum Office	Fund Code
Curriculum Office     Program Code       Curriculum Office     Percent       Curriculum Office     Print/No Print to Catalog       Summary of Revisions     Basic Course Information	Curriculum Office	Organization Code
Curriculum Office     Percent       Curriculum Office     Print/No Print to Catalog       Summary of Revisions     Basic Course Information	Curriculum Office	Account Code
Curriculum Office     Print/No Print to Catalog       Summary of Revisions     Basic Course Information	Curriculum Office	Program Code
Summary of Revisions     Basic Course Information	Curriculum Office	Percent
	Curriculum Office	Print/No Print to Catalog
Summary of Revisions Specifications	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
9	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
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
0	SAM Priority Code (CB09)	Possibly Occupational	Possibly Clearly Occupational
8	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 is applied applies toward the educational requirements of the California Real Estate Salesperson and Broker license examinations.
0	Course Type (CB27)	No value	Lower Division
	Mode of Delivery	<ul><li>Online</li><li>Hybrid</li></ul>	<ul><li>Online</li><li>Hybrid</li></ul>

Faculty Requirements				
Changed	Field	Current Version	Proposed Version	
0	Discipline 1	No value	Real Estate	
0	Discipline 2	No value	• Law	
	Discipline 3	No value	No value	
0	FSA	No value	• FHDA FSA - REAL ESTATE	

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	
Course Ju	stification		

Changed	Field	Current Version	Proposed Version
	Course	This course serves as an elective,	This course serves as an elective,
	Justification	transferable to the CSU for Business majors. This belongs on the Real	transferable to the CSU for Business majors. This belongs on the Real
		Estate A.A. degree. This course is	Estate A.A. degree. This course is
		required for anyone seeking to sit for	required for anyone seeking to sit for
		the California Department of Real	the California Department of Real
		Estate license or brokers exam. It is an introduction to the main principles	Estate license or brokers exam. It is an introduction to the main principles
		of the real estate discipline including economics, law, working concepts,	of the real estate discipline including economics, law, working concepts,
		forms, and terminology.	forms, and terminology.

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
Course Ph	ilosophy		
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency			

Changed	Field	Current Version	Proposed Version
9	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.	<del>R E F050.</del>

# CTE Course Field Current Version Proposed Version Image: Changed Field (Career Course) Is this a CTE (Career Technical Education) course) No value Yes

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

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

	Field	Current Version	Drepaged Versian
hanged	Field	Current Version	Proposed Version
0	Is this a cross-listed course?	No value	<u>No</u>
ore Optic	ons		
hanged	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	

Associated Programs	S
---------------------	---

Changed	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Real Estate	Associated Program	Real Estate
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Facility and Sustainable Building Management	Associated Program	Facility and Sustainable Building Management
		Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
		Associated Program	Real Estate	Associated Program	Real Estate
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Accounting	Associated Program	Accounting
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	Accounting (In Development)	Associated Program	Accounting (In Development)
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	Accounting (In Development)	Associated Program	Accounting (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Accounting	Associated Program	Accounting

Award	Associate in Arts	Award	Associate in Arts
Type	(A.A.) Degree	Type	(A.A.) Degree
Associated Program	Facility and Sustainable Building Management (In Development)	Associated Program	Facility and Sustainable Building Management (In Development)
Award	Associate in Science	Award	Associate in Science
Type	(A.S.) Degree	Type	(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	Associate in Arts	Award	Associate in Arts
Type	(A.A.) Degree	Type	(A.A.) Degree
Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
Award	Associate in Arts	Award	Associate in Arts
Type	(A.A.) Degree	Type	(A.A.) Degree
Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
Award	Associate in Arts	Award	Associate in Arts
Type	(A.A.) Degree	Type	(A.A.) Degree

Transferability & Gen. Ed. Options

hanged Fie	eld	Current Version	Proposed Version
-	ansfer atus (CB05)	Transferable to CSU only	Transferable to CSU only
Ge Ed	ourse eneral lucation atus (CB25)	Y	Y
	ansfer atus	Approved	Approved
GE Inf	E formation	No value	No value
Co Ge Ed Sta Tra Sta GE	ourse eneral lucation atus (CB25) ansfer atus	Approved	Approved

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

# Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

edit / No	on-Credit Options		
hanged	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.

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

#### **Credit Units**

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

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

Changed	Field	Current Versi	on	Proposed Ver	rsion
Methods of Instruction		Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving Quiz and examination review Collaborative learning
9	Assignments	from tex 2. Written problem taxes, fi deposit analysis involving law, title	d reading assignments at homework assignments: a solving exercises in nancing, appraisal, receipt, home buyer's a, and/or written report g research on real estate e searches and/or nent programs.	from tex 2. Written problem taxes, fi deposit analysis involving law, title governm 3. Drill with	homework assignments solving exercises in nancing, appraisal, receipt, home buyer's a, and/or written report g research on real estate searches and/or nent programs. n preparation questions artment Of Real Estate

inged Field	Current Version	Proposed Version
Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

hanged Field	Current Version	•	Proposed Vers	
	Methods	1. Objective	Methods	1. Objective
	of	examinations to	of	examinations to
	Evaluation	evaluate	Evaluation	evaluate
		mastery of key		mastery of key
		terms and		terms and
		concepts as		concepts as
		well as		well as
		application		application
		skills related to		skills related to
		analysis and		analysis and
		comprehension		comprehensio
		of the California		of the Californi
		real estate		real estate
		market. The		market. The
		tests may		tests may
		include essay		include essay
		questions on		questions on
		course		course
		objectives. The		objectives. The
		exams will be		exams will be
		designed with		designed with
		an eye toward		an eye toward
		the CA Bureau		the CA Bureau
		of Real Estate		of Real Estate
		License exam		License exam
		and will cover		and will cover
		the topics that		the topics that
		are currently		are currently
		covered in the		covered in the
		professional		professional
		exam.		exam.
		2. Problem		2. Problem
		solving		solving
		exercises to		exercises to
		show		show
		comprehension		comprehensior
		and mastery of		and mastery of
		real estate		real estate
		quantitative		quantitative
		issues the		issues the
		areas of taxes,		areas of taxes,
		financing,		financing,
		appraisal,		-
		deposit receipt,		appraisal, deposit receipt
		home buyer's		home buyer's
		analysis. At		analysis.
		least 20% of		3. Comprehensive
		the final exam		final exam to

hanged	Field	Current Versio	n	Proposed Vers	ion
			<ul> <li>will include problem solving exercises requiring application of real estate issues requiring such analysis.</li> <li>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.</li> </ul>		cover all major topics to show a broad understanding of real estate principles concepts with an eye toward the current license exam in California.
0	Essential Student Materials/Essential College Facilities	Essential Stud • None. Essential Colle • None.		Essential Stude • None Essential Colle • None	
0	Materials/Essential	<ul> <li>None.</li> <li>Essential Colletion</li> <li>None.</li> </ul>	ege Facilities:	None     Essential Colle     None	ge Facilities:
	Materials/Essential College Facilities Examples of	None.     Essential Colle	ege Facilities: No value Price, Sherry ,	None     Essential Colle	
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Price, Sherry , "California Real Estate Principles,"	None     Essential Colle     None	g <b>e Facilities:</b> Principles of California Real
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Price, Sherry , "California Real Estate Principles," 9th ed., Ashley Crown Publishing,	None     Essential Colle     None     Title	ege Facilities: Principles of California Real Estate Kathryn Haupt
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Price, Sherry , "California Real Estate Principles," 9th ed., Ashley	None  Essential Colle     None  Title  Author	ege Facilities: Principles of California Real Estate Kathryn Haupt
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Price, Sherry , "California Real Estate Principles," 9th ed., Ashley Crown Publishing, Laguna Hills, CA	<ul> <li>None</li> <li>Essential Colle</li> <li>None</li> <li>Title</li> <li>Author</li> <li>Publisher</li> </ul>	ege Facilities: Principles of California Real Estate Kathryn Haupt Rockwell Publishing Nineteenth Edition
	Materials/Essential College Facilities Examples of Primary Texts and	None. Essential Colle     None. Title Author	ege Facilities: No value Price, Sherry , "California Real Estate Principles," 9th ed., Ashley Crown Publishing, Laguna Hills, CA 2012.	<ul> <li>None</li> <li>Essential Colle</li> <li>None</li> <li>Title</li> <li>Author</li> <li>Publisher</li> <li>Date/Edition</li> </ul>	ege Facilities: Principles of California Real Estate Kathryn Haupt Rockwell Publishing Nineteenth Edition 2021

Changed	Field	Current Ve	rsion	Proposed Version
9	Suggested Reading List	Reading List	Huber, Walt, "California Real Estate Principles" 11th ed., Education Textbook Company, Covina CA, 2012	No value
		May include, but are not limited to	No value	

# Learning Outcomes and Objectives

Changed F	Field	Current Version	Proposed Version
	Course Objectives	<ul> <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 in owning real property.</li> </ul>	<ul> <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 governmen 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 Examifor 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 residentia real property values.</li> <li>Identify and calculate the primary tax advantages in owning real property.</li> </ul>

nanged	Field	Current Version	1	Proposed Versi	on
0	CSLOs	CSLOs	Demonstrate a knowledge of how real property is described, acquired, appraised,	CSLOs	Demonstrate the knowledge of how real estate property is purchased and sold.
			financed, encumbered and leased.	Expected SLO Performance	0.0
		Expected SLO Performance	0.0	CSLOs	Describe how title to real property is held in California.
		CSLOs	Describe how title to real property is held in California.	Expected SLO Performance	0.0
		Expected SLO Performance	0.0	CSLOs	Identify the issues that can arise in real Estate contracts.
		CSLOs	Evaluate factually simple real estate contract issues from a buyer's, seller's and real	Expected SLO Performance	0.0
			estate agent's perspective and identify and evaluate ethical issues in a California real estate context.		
		Expected SLO Performance	0.0		

**Course Outline** 

Changed	Field	Current Version	Proposed Version
	Course Content	<ol> <li>Identify the principle methods of describing real property.</li> </ol>	<ol> <li>Identify the principle methods of describing real property.</li> </ol>
	Content	1. Nature of real estate	1. Nature of real estate
		2. Real property vs. personal	2. Real property vs. personal
		property	property
		3. Land grants history in	3. Land grants history in
		Mexico and California	Mexico and California
		4. Guadalupe Hidalgo Treaty	4. Guadalupe Hidalgo Treaty
		2. Identify the various ways to	2. Identify the various ways to
		acquire real property in	acquire real property in
		California.	California.
		1. Grant deeds	1. Grant deeds
		1. Warranties,	1. Warranties,
		requirements	requirements
		2. History	2. History
		2. Land contracts	2. Land contracts
		1. Warranties	1. Warranties
		2. Risks associated	2. Risks associated
		with land contracts	with land contracts
		3. Recording process	3. Recording process
		4. Title to property	4. Title to property
		1. Severalty ownership	1. Severalty ownership
		2. Tenancy in common	2. Tenancy in common
		3. Joint tenancy	3. Joint tenancy
		4. Community property	<ol><li>Community property</li></ol>
		3. Identify and explain the key	3. Identify and explain the key
		elements of the Deposit Receipt,	elements of the Deposit Receipt,
		Listing Agreement and Home	Listing Agreement and Home
		Buyer's Analysis.	Buyer's Analysis.
		1. Counseling sellers and	1. Counseling sellers and
		buyers in a transaction	buyers in a transaction
		2. Key issues of risk in a	2. Key issues of risk in a
		transaction from a seller's,	transaction from a seller's,
		buyer's, lender's and	buyer's, lender's and
		broker's perspective	broker's perspective
		3. California real estate law	3. California real estate law
		and required disclosures	and required disclosures
		4. Recognize, define, and compare	4. Recognize, define, and compare
		liens and encumbrances.	liens and encumbrances.
		1. Definitions and history	1. Definitions and history
		2. Liens - general and	2. Liens - general and
		specific	specific
		5. Illustrate comprehension of a	5. Illustrate comprehension of a
		home purchase and sales transaction.	home purchase and sales transaction.
		1. Process and procedure	1. Process and procedure
		2. Role playing	2. Role playing

Changed	Field	Current Version	Proposed Version
		<ol> <li>Distinguish between government financing and conventional financing.</li> </ol>	<ol> <li>Distinguish between government financing and conventional financing.</li> </ol>
		1. Government programs	1. Government programs
		1. FHA/VA/Cal Vet	1. FHA/VA/Cal Vet
		2. Secondary markets	2. Secondary markets
		2. Conventional Financing	2. Conventional Financing
		1. Loan to value ratio	1. Loan to value ratio
		2. Mortgage insurance	2. Mortgage insurance
		3. Secondary markets	3. Secondary markets
		4. Institutional/non-	4. Institutional/non-
		institutional lenders	institutional lenders
		3. Foreclosure	3. Foreclosure
		7. Examine and interpret basic real	7. Examine and interpret basic real
		estate law and contract law.	estate law and contract law.
		1. DRE rules and regulations	1. DRE rules and regulations
		1. Agency law	1. Agency law
		2. Real Estate	2. Real Estate
		Commission	Commission
		3. Disciplinary action	3. Disciplinary action
		2. California Real Estate Law	2. California Real Estate Law
		1. Full disclosure	1. Full disclosure
		2. Seller's/Buyer's	2. Seller's/Buyer's
		rights	rights
		3. Listing	3. Listing
		Agreements/Deposit	Agreements/Deposit
		Receipts	Receipts
		3. Contract Law	3. Contract Law
		1. Contract elements	1. Contract elements
		2. Statute of frauds	2. Statute of frauds
		3. Option/Agency	3. Option/Agency
		Agreements	Agreements
		8. Demonstrate mastery of	8. Demonstrate mastery of
		knowledge preparatory to taking	knowledge preparatory to taking
		the California Real Estate Exam	the California Real Estate Exam
		for Real Estate Salesperson.	for Real Estate Salesperson.
		1. Acronyms and terminology,	1. Acronyms and terminology,
		test taking strategies	test taking strategies
		2. Real estate mathematics -	2. Real estate mathematics -
		commissions, property tax,	commissions, property tax,
		appraisal, finance	appraisal, finance
		9. Recognize and differentiate	9. Recognize and differentiate
		between the basic types of real	between the basic types of real
		property leases.	property leases.
		1. Definitions, rights,	1. Definitions, rights,
		responsibilities 2. Gross leases	responsibilities 2. Gross leases
		3. Triple net leases	3. Triple net leases

Changed	Field	Current Version	Proposed Version
		4. Percentage leases	4. Percentage leases
		5. Inflation protection/risk in	5. Inflation protection/risk in
		leases	leases
		10. Identify the requisites of a valid	10. Identify the requisites of a valid
		deed and escrow.	deed and escrow.
		1. Requisites of a valid	1. Requisites of a valid
		escrow	escrow
		2. Title insurance	2. Title insurance
		3. Escrow	3. Escrow
		responsibilities/risks	responsibilities/risks
		4. Grant deeds/deeds of trust	<ol><li>Grant deeds/deeds of trust</li></ol>
		11. Illustrate the basic appraisal	11. Illustrate the basic appraisal
		process and evaluate residential	process and evaluate residential
		real property values.	real property values.
		1. Appraisal definition	1. Appraisal definition
		2. Methods of Appraisal	2. Methods of Appraisal
		1. Comparative	1. Comparative
		approach	approach
		2. Cost approach	2. Cost approach
		3. Capitalization	3. Capitalization
		approach	approach
		12. Identify and calculate the primary	12. Identify and calculate the primary
		tax advantages and	tax advantages and
		disadvantages in owning real	disadvantages in owning real
		property.	property.
		1. Personal residence tax	1. Personal residence tax
		deductibility	deductibility
		2. Rental expense	2. Rental expense
		deductibility	deductibility
		<ol><li>Current limits in personal</li></ol>	<ol><li>Current limits in personal</li></ol>
		and rental property	and rental property
	Lab	No	No
	Component		
	in this		
	Course		
	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
	Advisory(ies):	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
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value
Curriculun	n Office		
Changed	Questions	Current Version	Proposed Version
9	Banner Start Term (202122)	202222	No Value

	Term (202122)		
0	Banner Division	2CB	No Value
0	Catalog Term (21-22)	23-24	No Value

Changed	Questions	Current Version	Proposed Version
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	REST 050	REST 050
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	REST	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
Ð	CTE Status	Yes	No Value
0	DL Approval Date (MM/DD/YYYY)	06/16/2020	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	06/16/2020	No Value
0	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)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
U			

Changed	Questions	Current Version	Proposed Version
0	Organization Code	233009	No Value
θ	Account Code	1320	No Value
0	Program Code	051100	No Value
θ	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions						
Changed	Questions	Current Version	Proposed Version			
0	Basic Course Information	No Value	Description update			
	Units and Hours	No Value	No Value			
8	Specifications	No Value	Updated methods of instruction to reflect how course content is taught Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives Added clear criteria for evaluation 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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

#### A-Matrix Form

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

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

#### **B-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
9	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
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

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

### **D-Matrix Form**

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

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

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

## E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
9	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
	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
9	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

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

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

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

## **G-Matrix Form**

Changed	Questions	Current Version		Proposed Version	
	If the requisite	No Value		No Value	
	does not fall				
	under an A-F				
	Matrix,				
	download the				
	Content				
	<b>Review Matrix</b>				
	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.				
	-				
H-Matrix Fo	orm				
Changed	Questions		Current Version	Proposed Version	
	Objective 1: For CTE program su AUTO, APRN, et	ich as Nursing,	No Value	No Value	

Objective 2: For Student Cohorts,	No Value	No Value
such as Honors, Puente,		
performance groups,		
intercollegiate teams, Special		
Projects course, etc list the		
prerequisite(s) to participate in the		
cohort.		

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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	
	Criteria 1:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline.			
	(ONLY using			
	the Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite,			
	copy and paste			
	the area			
	referenced.)			

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

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

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

# De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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
0	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

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

Course Ad	Course Administration Codes				
Articulation	Articulation occurs after course approval. The following fields will not show a Proposed Version.				
Changed	Field	Current Version			
	Curriculum ID	RESTD050.			
	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	CCC000101123			

Articulation

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

Section	Changed field
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
θ	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
9	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	Course Description	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. It- This course applies toward the educational requirements of the California Real Estate Salesperson and Broker license examinations. Course 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> 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. degree.
0	Course Type (CB27)	No value	Lower Division
θ	Mode of Delivery	• Hybrid	<ul><li>Online</li><li>Hybrid</li></ul>

Faculty Requirements					
Changed	Field	Current Version	Proposed Version		
0	Discipline 1	No value	Real Estate		
9	Discipline 2	No value	• Law		
	Discipline 3	No value	No value		
0	FSA	No value	FHDA FSA - REAL ESTATE		

Formerly Statement	No value		
tification			
	Statement	Statement	Statement

Changed	Field	Current Version	Proposed Version	
	Course	This noncredit enhanced, CTE course	This noncredit enhanced, CTE cours	
	Justification	belongs to the Real Estate	belongs to the Real Estate	
		Salesperson noncredit Certificate of	Salesperson noncredit Certificate of	
		Completion. This course is required	Completion. This course is required	
		for anyone seeking to sit for the	for anyone seeking to sit for the	
		California Department of Real Estate	California Department of Real Estate	
		license or brokers exam. It is an	license or brokers exam. It is an	
		introduction to the main principles of	introduction to the main principles of	
		the real estate discipline including	the real estate discipline including	
		economics, law, working concepts,	economics, law, working concepts,	
		forms, and terminology.	forms, and terminology.	

hanged	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 Field Current Version Proposed Version Image: Conserve transmission of the section of the secti

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

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

ross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross-listed course?	No value	<u>No</u>
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
	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						

Course is				
part of a	Associated	Real Estate	Associated	Real Estate
program	Program	Salesperson	Program	Salesperson
	Award	Certificate of	Award	Certificate of
	Туре	Completion	Туре	Completion
	Associated	Real Estate	Associated	Real Estate
	Program	Salesperson	Program	Salesperson
	Award	Certificate of	Award	Certificate of
	Туре	Completion	Туре	Completion

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

Weekly Student Hours - Profile Name: Default Profile						
Changed Field Current Version Proposed Version						
	Lecture Hours - In Class	4	4			
	Lecture Hours - Out of Class	8	8			

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0
Course Stu	udent Hours - Pr	ofile Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	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

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	0	0
	Total Credit Units - Maximum Credit Units	0	0
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

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

# Credit Units Current Version Proposed Version Changed Field Current Version Proposed Version Louise Duration 12 12

Total Lecture	48	48
Hours per		
Term		
Total	-	0
Laboratory		
Hours per		
Term		
Total Contact	-	0
Hours per		
Term		
Total Credit	_	0
Units		

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

Changed	Field	Current Versi	on	Proposed Ver	rsion
0	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

Changed	Field	Current Version	Proposed Version	
•	Assignments	<ol> <li>Required reading assignments from the text</li> <li>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.</li> </ol>	<ol> <li>Required reading assignments from the text</li> <li>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.</li> <li>Drill with preparation questions for Department Of Real Estate official exam</li> </ol>	

inged Field	Current Version	Proposed Version
Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

hanged Field	Current Version		Proposed Vers	
	Methods	1. Objective	Methods	1. Objective
	of	examinations to	of	examinations to
	Evaluation	evaluate	Evaluation	evaluate
		mastery of key		mastery of key
		terms and		terms and
		concepts as		concepts as
		well as		well as
		application		application
		skills related to		skills related to
		analysis and		analysis and
		comprehension		comprehensio
		of the California		of the Californi
		real estate		real estate
		market. The		market. The
		tests may		tests may
		include essay		include essay
		questions on		questions on
		course		course
		objectives. The		objectives. The
		exams will be		exams will be
		designed with		designed with
		an eye toward		an eye toward
		the CA Bureau		the CA Bureau
		of Real Estate		of Real Estate
		License exam		License exam
		and will cover		and will cover
		the topics that		the topics that
		are currently		are currently
		covered in the		covered in the
		professional		professional
		exam.		exam.
		2. Problem		2. Problem
		solving		solving
		exercises to		exercises to
		show		show
		comprehension		comprehensior
		and mastery of		and mastery of
		real estate		real estate
		quantitative		quantitative
		issues the		issues the
		areas of taxes,		areas of taxes,
		financing,		financing,
		appraisal,		-
		deposit receipt,		appraisal, deposit receipt
		home buyer's		home buyer's
		analysis. At		analysis.
		least 20% of		3. Comprehensive
		the final exam		final exam to

hanged	Field	Current Versio	n	Proposed Vers	ion
			<ul> <li>will include problem solving exercises requiring application of real estate issues requiring such analysis.</li> <li>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.</li> </ul>		cover all major topics to show a broad understanding of real estate principles concepts with an eye toward the current license exam in California.
0	Essential Student Materials/Essential College Facilities	Essential Stude • None. Essential Colle • None.		Essential Stud • None Essential Colle • None	
•	Materials/Essential College Facilities Examples of	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities:	None     Essential Colle     None	ege Facilities:
	Materials/Essential College Facilities	None.     Essential Colle	ege Facilities: No value Price, Sherry ,	None     Essential Colle	
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Price, Sherry , "California Real Estate Principles,"	None     Essential Colle     None	ege Facilities: Principles of California Real
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Price, Sherry , "California Real Estate Principles," 9th ed., Ashley Crown Publishing,	None     Essential Colle     None     Title	ege Facilities: Principles of California Real Estate Kathryn Haupt
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Price, Sherry , "California Real Estate Principles," 9th ed., Ashley	<ul> <li>None</li> <li>Essential Colle</li> <li>None</li> <li>Title</li> <li>Author</li> </ul>	ege Facilities: Principles of California Real Estate Kathryn Haupt
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Price, Sherry , "California Real Estate Principles," 9th ed., Ashley Crown Publishing, Laguna Hills, CA	<ul> <li>None</li> <li>Essential Colle</li> <li>None</li> <li>Title</li> <li>Author</li> <li>Publisher</li> </ul>	ege Facilities: Principles of California Real Estate Kathryn Haupt Rockwell Publishing Nineteenth Edition
	Materials/Essential College Facilities Examples of Primary Texts and	None. Essential Colle     None. Title Author	ege Facilities: No value Price, Sherry , "California Real Estate Principles," 9th ed., Ashley Crown Publishing, Laguna Hills, CA 2012.	<ul> <li>None</li> <li>Essential Colle</li> <li>None</li> </ul> Title Author Publisher Date/Edition	ege Facilities: Principles of California Real Estate Kathryn Haupt Rockwell Publishing Nineteenth Edition 2021

Changed	Field	Current Ve	rsion	Proposed Version
9	Suggested Reading List	Reading List	Huber, Walt, "California Real Estate Principles" 11th ed., Education Textbook Company, Covina CA, 2012	No value
		May include, but are not limited to	No value	

# Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul> <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> <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 governmen 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 residentia real property values.</li> <li>Identify and calculate the primary tax advantages and disadvantages in owning real property.</li> </ul>

hanged					
0	CSLOs	CSLOs	Demonstrate a knowledge of how real property is described, acquired,	CSLOs	Demonstrate the knowledge of how real estate property is purchased and sold.
			appraised, financed, encumbered and leased.	Expected SLO Performance	0.0
		Expected SLO Performance	0.0	CSLOs	Describe how title to real property is held in California.
		CSLOs	Describe how title to real property is held in California.	Expected SLO Performance	0.0
		Expected SLO Performance	0.0	CSLOs	Identify the issues that can arise in real Estate contracts
		CSLOs	Evaluate factually simple real estate contract issues from a buyer's, seller's and real	Expected SLO Performance	0.0
			estate agent's perspective and identify and evaluate ethical issues in a California real estate context.		
		Expected SLO Performance	0.0		

**Course Outline** 

Changed	Field	Current Version	Proposed Version
	Course Content	<ol> <li>Identify the principle methods of describing real property.</li> </ol>	<ol> <li>Identify the principle methods of describing real property.</li> </ol>
	oontont	1. Nature of real estate	1. Nature of real estate
		2. Real property vs. personal	2. Real property vs. personal
		property	property
		3. Land grants history in	3. Land grants history in
		Mexico and California	Mexico and California
		4. Guadalupe Hidalgo Treaty	4. Guadalupe Hidalgo Treaty
		2. Identify the various ways to	2. Identify the various ways to
		acquire real property in	acquire real property in
		California.	California.
		1. Grant deeds	1. Grant deeds
		1. Warranties,	1. Warranties,
		requirements	requirements
		2. History	2. History
		2. Land contracts	2. Land contracts
		1. Warranties	1. Warranties
		2. Risks associated	2. Risks associated
		with land contracts	with land contracts
		3. Recording process	3. Recording process
		4. Title to property	4. Title to property
		1. Severalty ownership	1. Severalty ownership
		2. Tenancy in common	2. Tenancy in common
		3. Joint tenancy	3. Joint tenancy
		4. Community property	4. Community property
		3. Identify and explain the key	3. Identify and explain the key
		elements of the Deposit Receipt,	elements of the Deposit Receipt,
		Listing Agreement, and Home	Listing Agreement, and Home
		Buyer's Analysis.	Buyer's Analysis.
		1. Counseling sellers and	1. Counseling sellers and
		buyers in a transaction	buyers in a transaction
		<ol> <li>Key issues of risk in a transaction from a seller's,</li> </ol>	<ol><li>Key issues of risk in a transaction from a seller's.</li></ol>
		buyer's, lender's and	buyer's, lender's and broker's perspective
		broker's perspective 3. California real estate law	3. California real estate law
		and required disclosures	and required disclosures
		4. Recognize, define, and compare	4. Recognize, define, and compare
		liens and encumbrances.	liens and encumbrances.
		1. Definitions and history	1. Definitions and history
		2. Liens - general and	2. Liens - general and
		specific	specific
		5. Illustrate comprehension of a	5. Illustrate comprehension of a
		home purchase and sales	home purchase and sales
		transaction.	transaction.
		1. Process and procedure	1. Process and procedure
		2. Roleplaying	2. Roleplaying

Changed	Field	Current Version	Proposed Version
		<ol> <li>Distinguish between government financing and conventional financing.</li> </ol>	<ol> <li>Distinguish between government financing and conventional financing.</li> </ol>
		1. Government programs	1. Government programs
		1. FHA/VA/Cal Vet	1. FHA/VA/Cal Vet
		2. Secondary markets	2. Secondary markets
		2. Conventional Financing	2. Conventional Financing
		1. Loan to value ratio	1. Loan to value ratio
		2. Mortgage insurance	2. Mortgage insurance
		3. Secondary markets	3. Secondary markets
		4. Institutional/non-	4. Institutional/non-
		institutional lenders	institutional lenders
		3. Foreclosure	3. Foreclosure
		7. Examine and interpret basic real	7. Examine and interpret basic real
		estate law and contract law.	estate law and contract law.
		1. DRE rules and regulations	1. DRE rules and regulations
		1. Agency law	1. Agency law
		2. Real Estate	2. Real Estate
		Commission	Commission
		3. Disciplinary action	3. Disciplinary action
		2. California Real Estate Law	2. California Real Estate Law
		1. Full disclosure	1. Full disclosure
		2. Seller's/Buyer's	2. Seller's/Buyer's
		rights	rights
		3. Listing	3. Listing
		Agreements/Deposit	Agreements/Deposit
		Receipts	Receipts
		3. Contract Law	3. Contract Law
		1. Contract elements	1. Contract elements
		2. Statute of frauds	2. Statute of frauds
		3. Option/Agency	3. Option/Agency
		Agreements	Agreements
		8. Demonstrate mastery of	8. Demonstrate mastery of
		knowledge preparatory to taking	knowledge preparatory to taking
		the California Real Estate Exam	the California Real Estate Exam
		for Real Estate Salesperson.	for Real Estate Salesperson.
		1. Acronyms and terminology,	1. Acronyms and terminology,
		test-taking strategies	test-taking strategies
		2. Real estate mathematics -	2. Real estate mathematics -
		commissions, property tax,	commissions, property tax,
		appraisal, finance	appraisal, finance
		9. Recognize and differentiate	9. Recognize and differentiate
		between the basic types of real	between the basic types of real
		property leases.	property leases.
		1. Definitions, rights,	1. Definitions, rights,
		responsibilities	responsibilities
		2. Gross leases	2. Gross leases
		3. Triple net leases	3. Triple net leases

Changed	Field	Current Version	Proposed Version
		4. Percentage leases	4. Percentage leases
		5. Inflation protection/risk in	5. Inflation protection/risk in
		leases	leases
		10. Identify the requisites of a valid	10. Identify the requisites of a valid
		deed and escrow.	deed and escrow.
		1. Requisites of a valid	1. Requisites of a valid
		escrow	escrow
		2. Title insurance	2. Title insurance
		3. Escrow	3. Escrow
		responsibilities/risks	responsibilities/risks
		4. Grant deeds/deeds of trust	4. Grant deeds/deeds of trust
		11. Illustrate the basic appraisal	11. Illustrate the basic appraisal
		process and evaluate residential	process and evaluate residential
		real property values.	real property values.
		1. Appraisal definition	1. Appraisal definition
		2. Methods of Appraisal	2. Methods of Appraisal
		1. Comparative	1. Comparative
		approach	approach
		2. Cost approach	2. Cost approach
		3. Capitalization	3. Capitalization
		approach	approach
		12. Identify and calculate the primary	12. Identify and calculate the primary
		tax advantages and	tax advantages and
		disadvantages of owning real	disadvantages of owning real
		property.	property.
		1. Personal residence tax	1. Personal residence tax
		deductibility	deductibility
		2. Rental expense	2. Rental expense
		deductibility	deductibility
		<ol> <li>Current limits in personal and rental property</li> </ol>	<ol> <li>Current limits in personal and rental property</li> </ol>
	Lab Component in this Course	No	Νο
	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
	Advisory(ies):	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
	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):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	General Course Statement(s) - Other:	No Value	No Value

sion

Changed	Questions	Current Version	Proposed Version
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	REST 350	REST 350
	Course Status	New	New
0	Course Status Code	A	No Value
0	Banner Department	REST	No Value
Ø	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE Noncredit Enhanced	CTE Noncredit Enhanced
	Characteristics Cross- Listed/Related Course	Noncredit Enhanced	Noncredit Enhanced
9	Characteristics Cross- Listed/Related Course Information Cross- Listed/Related	Noncredit Enhanced	Noncredit Enhanced
9	Characteristics Cross- Listed/Related Course Information Cross- Listed/Related Course ID's	Noncredit Enhanced NA No Value	Noncredit Enhanced NA No Value
9	Characteristics Cross- Listed/Related Course Information Cross- Listed/Related Course ID's CTE Status DL Approval Date	Noncredit Enhanced NA No Value Yes	Noncredit Enhanced NA No Value No Value
	Characteristics Cross- Listed/Related Course Information Cross- Listed/Related Course ID's CTE Status DL Approval Date (MM/DD/YYYY) Hybrid Approval Date	Noncredit Enhanced NA No Value Yes No Value	Noncredit Enhanced NA No Value No Value 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)	Τ	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
0	Noncredit Enhanced Funding Indicator	Y	No Value
0	In Service Indicator	Ν	No Value
•	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value

Changed	Questions	Current Version	Proposed Version
0	Organization Code	233009	No Value
0	Account Code	1320	No Value
0	Program Code	051100	No Value
0	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions			
Changed	Questions	Current Version	Proposed Version
0	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
9	Specifications	No Value	Updated methods of instruction to reflect how course content is taught Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives Added clear criteria for evaluation 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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

### A-Matrix Form

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

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

# **B-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
9	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
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

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

### **D-Matrix Form**

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

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

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

### E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
0	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
	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
9	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

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

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

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

### **G-Matrix Form**

Changed	Questions	Current Version		Proposed Version	
	If the requisite	No Value		No Value	
	does not fall				
	under an A-F				
	Matrix,				
	download the				
	Content				
	<b>Review Matrix</b>				
	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.				
	-				
H-Matrix Fo	orm				
Changed	Questions		Current Version	Proposed Version	
	Objective 1: For CTE program su AUTO, APRN, et	ich as Nursing,	No Value	No Value	

Objective 2: For Student Cohorts,	No Value	No Value
such as Honors, Puente,		
performance groups,		
intercollegiate teams, Special		
Projects course, etc list the		
prerequisite(s) to participate in the		
cohort.		

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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	
	Criteria 1:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline.			
	(ONLY using			
	the Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite,			
	copy and paste			
	the area			
	referenced.)			

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

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

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

### De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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
9	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

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

Course Ad	Course Administration Codes		
Articulation	occurs after course	e approval. The following fields will not show a Proposed Version.	
Changed	Field	Current Version	
	Curriculum ID	RESTD350.	
	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	CCC000624702	

Articulation

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

## 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

Section	Changed field
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
0	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
0	Effective Term	Fall 2023	Fall <del>2023</del> 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	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.
0	Course Type (CB27)	No value	Lower Division
	Mode of Delivery	<ul><li>Online</li><li>Hybrid</li></ul>	<ul><li>Online</li><li>Hybrid</li></ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Real Estate
0	Discipline 2	No value	Banking and Finance
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - REAL ESTATE

Formerly Statement

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

Formerly Statement No value

### **Course Justification** Changed **Current Version Proposed Version** Field This course serves as an elective, Course This course serves as an elective, Justification transferable to CSU for Business transferable to CSU for Business majors. This course belongs on the majors. This course belongs on the Real Estate A.A. degree. It is an Real Estate A.A. degree. It is an acceptable course as one of three for acceptable course as one of three for anyone seeking to sit for the California anyone seeking to sit for the California Department of Real Estate license Department of Real Estate license and one of eight statutory courses and one of eight statutory courses needed for the broker exam. This needed for the broker exam. This course emphasizes the financing of course emphasizes the financing of real estate in California which is highly real estate in California which is highly regulated with significant risks and regulated with significant risks and returns for lenders, investors, and returns for lenders, investors, and buyers. buyers.

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
ourse Ph	ilosophy		
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

**Foothill Equivalency** 

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

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

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

	Field	Current Version	Drepaged Versian
hanged	Field	Current Version	Proposed Version
0	Is this a cross-listed course?	No value	<u>No</u>
ore Optic	ons		
hanged	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	

Associated Programs	S
---------------------	---

Changed	Field	Current Version	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Real Estate	Associated Program	Real Estate
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Facility and Sustainable Building Management	Associated Program	Facility and Sustainable Building Management
		Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
		Associated Program	Real Estate	Associated Program	Real Estate
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		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)

Changed Field	Current Version		Proposed Version	
	Award	Associate in Arts	Award	Associate in Arts
	Type	(A.A.) Degree	Type	(A.A.) Degree
	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
	Award	Associate in Arts	Award	Associate in Arts
	Type	(A.A.) Degree	Type	(A.A.) Degree

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

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0
Course Stu	udent Hours - Pr	ofile Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In- Class (Contact) per Term	48	48
	Lecture Hours - Course Out- of-Class per Term	96	96
	Laboratory Hours - Course In- Class (Contact) per Term	0	0

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

## Credit Units Credit Units Changed Field Current Version Proposed Version Course Duration 12 12 Total Lecture 144 144

Total Lecture Hours per Term	144	144
Total Laboratory Hours per Term	_	0
Total Contact Hours per Term	-	0
Total Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4
KIP			

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Changed	Field	Current Versi	Current Version		rsion
	Methods of Instruction	Methods of Instruction		MethodsMethods ofofInstructionInstruction	
		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	Methods of Instruction	Visual aids Discussion of assigned reading Discussion and problem solving Quiz and examination review Homework and extended projects
0	Assignments	<ol> <li>Required reading from text</li> <li>Written homework assignments         <ol> <li>Problem solving exercises involving discounting and costs of real property loans.</li> <li>Analysis of case studies.</li> </ol> </li> </ol>		<ol> <li>Required reading from text</li> <li>Written homework assignments</li> <li>Problem solving exercise</li> <li>Analysis of case studies</li> </ol>	

nged Field	Current Version	Proposed Version
Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

nanged Field	Current Version		Proposed Version	
	Methods of	1. Objective examinations to	Methods of	1. Objective examinations to
	Evaluation	evaluate	Evaluation	evaluate
		mastery of key		mastery of key
		terms and		terms and
		concepts as		concepts as
		well as		well as
		application		application
		skills related to		skills related to
		analysis and		analysis and
		comprehension		comprehensio
		of the California		of the Californ
		real estate		real estate
		finance market.		finance marke
		The tests may		The tests may
		include essay		include essay
		questions on		questions on
		course		course
		objectives. The		objectives. Th
		exams will be		exams will be
		designed with		designed with
		an eye toward		an eye toward
		the CA Dept of		the CA Dept o
		Real Estate		Real Estate
		License exam		License exam
		and will cover		and will cover
		the topics that		the topics that
		are currently		are currently
		covered in the		covered in the
		professional		professional
		exam.		exam.
		2. Problem		2. Problem
		solving		solving
		exercises to		exercises in
		show		both homewor
		comprehension		and exams to
		and mastery of		demonstrate
		real estate		competence ir
		quantitative		calculations of
		issues the		loan to value,
		areas of		annual
		financing,		percentage rat
		qualification,		financing,
		appraisal,		closing costs
				-
		deposit receipt,		and related
		home buyer's		issues
		analysis.		3. Comprehensiv
				final exam to

### **Proposed Version**

	Sonogo i donitioo	<ul><li>Essential College Facilities:</li><li>None.</li></ul>	<ul><li>Essential College Facilities:</li><li>None</li></ul>	
	Materials/Essential College Facilities	None.	None	
θ	Essential Student	Essential Student Materials:	Essential Student Materials:	
		California.		
		exam in		
		agent license		
		broker and		
		the current		
		an eye toward		
		concepts with		
		financing		
		understanding of real estate		
		a broad		
		topics to show		
		cover all major		
		final exam to		
		4. Comprehensive		
		issues		
		and related		
		closing costs	California.	
		financing,	exam in	
		percentage rate	agent license	
		loan to value, annual	the current broker and	
		calculations of	an eye toward	
		competence in	concepts with	
		demonstrate	financing	
		and exams to	of real estate	
		both homework	understanding	
		exercises in	a broad	
		solving	topics to show	

Changed	Field	Current Version		Proposed Version	
0	Examples of Primary Texts and References	Title	Title No value	Title Financing Residential Real	
		AuthorBaker, John RealEstate Finance,10th ed, CengagePublishers 2016			Estate
			10th ed, Cengage	Author	David Rockwell; Megan Dorsey
		Publisher	No value	Publisher	Rockwell Publishing
		Date/Editi	on No value	Date/Edition	July 5, 2018 20th Edition
		ISBN	No value	ISBN	9781939259899
9	Suggested Reading List	Reading List May include, but are not limited	Financing Residential Real Estate, Rockwell Publishing, 19th ed, 2016 No value	No value	

### Learning Outcomes and Objectives

Changed Field	Current Version	Proposed Version
Course Objectives	<ul> <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 differentiate conventional loans from 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> <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 the nature of construction lending.</li> <li>Explain the regulation of real estate lenders in California</li> </ul>

Changed	Field	Current Versior	1	Proposed Versi	on
	CSLOs	CSLOs	Demonstrate knowledge of how real estate is financed in California from a lending, regulatory and borrowers perspective.	CSLOs	Demonstrate knowledge of how real estate is financed in California from a lending, regulatory and borrowers perspective.
		Expected SLO Performance	0.0	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.	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	Expected SLO Performance	0.0

## **Course Outline**

Changed	Field	Current Version	Proposed Version
	Course Content	<ol> <li>Identify the major role players in the credit industry.</li> </ol>	<ol> <li>Identify the major role players i the credit industry.</li> </ol>
		1. Overview of mortgage market	1. Overview of mortgage market
		2. Flow of money and credit	2. Flow of money and credi
		1. Federal Reserve -	1. Federal Reserve
		Monetary and	Monetary and
		Fiscal Policy	Fiscal Policy
		2. Institutional lenders	2. Institutional lender
		3. Instruments of real estate	3. Instruments of real estat
		finance	finance
		2. Define and assess the	2. Define and assess the
		conventional loan.	conventional loan.
		1. Lender policies	1. Lender policies
		2. Buy down loans	2. Buy down loans
		3. Federal and state fair	3. Federal and state fair
		lending laws	lending laws
		4. Mortgage insurance -	4. Mortgage insurance -
		credit risks - lender	credit risks - lender
		requirements	requirements
		5. Loan to value ratios	5. Loan to value ratios
		3. Identify, compare and contrast	3. Identify, compare and contrast
		institutional lenders and their	institutional lenders and their
		areas of specialization.	areas of specialization.
		1. Savings and Loans	1. Savings and Loans
		1. Residential	1. Residential
		specialty	specialty
		2. Qualifying	2. Qualifying
		2. Commercial Banks	2. Commercial Banks
		1. Construction	1. Construction
		specialty	specialty
		2. Qualifying	2. Qualifying
		3. Insurance companies	3. Insurance companies
		1. Commercial	1. Commercial
		specialty	specialty
		2. Qualifying	2. Qualifying
		4. Mutual savings banks	4. Mutual savings banks
		5. Pension and retirement	5. Pension and retirement
		funds	funds
		6. Depository institutions	6. Depository institutions
		and the Monetary Control	and the Monetary Contro
		Act	Act
		7. Government agencies	7. Government agencies
		1. FHA	1. FHA
		2. VA	2. VA
		3. Cal Vet	3. Cal Vet
		4. Identify non-institutional lenders	4. Identify non-institutional lender
		and explain their primary roles.	and explain their primary roles.

#### **Current Version**

#### **Proposed Version**

- 1. Real property loan law
- 2. Private lenders
- 3. Mortgage bankers
- 4. Real estate investment trusts
  - 1. Junior lien role
  - 2. REIT as an
  - investment vehicle
  - 3. Minimum REIT requirements
- 5. Credit unions
- 6. Finance companies
- 7. Financial advisory role of the broker
  - 1. Fiduciary
  - responsibility
  - 2. Disclosure
  - requirements
- Identify, define and assess the use of the deed of trust in California as a credit instrument.
  - 1. California law
  - 2. Foreclosure process
- Recognize, compare and contrast alternative mortgage instruments.
  - 1. Fixed rate mortgages
  - 2. Variable and adjustable rate mortgages
  - 3. Graduated payment mortgage
  - 4. Dual rate, variable rate mortgage
  - 5. Reverse annuity mortgage
  - 6. Shared appreciation mortgage
  - 7. Balloon payments
- Identify, define and assess government-backed loans: differentiate conventional loans from government-backed loans.
  - 1. Federal Housing Authority (FHA)
  - 2. Veterans Administration (VA)
  - 3. California Veterans (Cal-Vet)

responsibility
2. Disclosure
requirements
5. Identify, define and assess the
use of the deed of trust in
California as a credit instrument.
1. California law
2. Foreclosure process
6. Recognize, compare and

1. Real property loan law

4. Real estate investment

1. Junior lien role

3. Minimum REIT

requirements

investment vehicle

2. REIT as an

2. Private lenders

5. Credit unions

the broker

6. Finance companies

7. Financial advisory role of

1. Fiduciary

trusts

3. Mortgage bankers

- Recognize, compare and contrast alternative mortgage instruments.
  - 1. Fixed rate mortgages
  - 2. Variable and adjustable rate mortgages
  - 3. Graduated payment mortgage
  - 4. Dual rate, variable rate mortgage
  - 5. Reverse annuity mortgage
  - 6. Shared appreciation mortgage
  - 7. Balloon payments
- Identify, define and assess government-backed loans: differentiate conventional loans from government-backed loans.
  - 1. Federal Housing Authority (FHA)
  - 2. Veterans Administration (VA)
  - 3. California Veterans (Cal-Vet)

Changed	Field	Current Version	Proposed Version
		8. Illustrate how a loan is	8. Illustrate how a loan is
		discounted and explain how the	discounted and explain how the
		secondary market is involved in	secondary market is involved in
		the discount.	the discount.
		1. Points	1. Points
		2. Secondary market	2. Secondary market
		3. Government agencies	3. Government agencies
		and the secondary market	and the secondary market
		9. Explain how a lender qualifies a	9. Explain how a lender qualifies a
		borrower and the property in	borrower and the property in
		making a real estate loan.	making a real estate loan.
		1. Capacity of borrower	1. Capacity of borrower
		2. The "C's of credit"	2. The "C's of credit"
		3. Qualifications for	3. Qualifications for
		government loans	government loans
		4. Co-borrowing	4. Co-borrowing
		<ol> <li>5. Property appraisal</li> <li>6. Loan underwriting</li> </ol>	<ol> <li>5. Property appraisal</li> <li>6. Loan underwriting</li> </ol>
		7. Credit scores	7. Credit scores
		10. Illustrate the processing, closing	10. Illustrate the processing, closing
		and servicing of real estate	and servicing of real estate
		loans.	loans.
		1. Loan origination	1. Loan origination
		2. Loan approval	2. Loan approval
		3. Loan processing and	3. Loan processing and
		close	close
		4. After the loan: servicing	4. After the loan: servicing
		1. Rights and	1. Rights and
		responsibilities of	responsibilities of
		lender and	lender and
		borrower	borrower
		2. Loan takeover	2. Loan takeover
		3. Loan assumption	3. Loan assumption
		11. Recognize, compare and	11. Recognize, compare and
		contrast primary lending	contrast primary lending
		problems and identify	problems and identify
		lender/borrower rights in dealing	lender/borrower rights in dealing
		with these issues.	with these issues.
		1. Foreclosure under the	1. Foreclosure under the
		deed of trust	deed of trust
		1. Lender rights	1. Lender rights
		2. Trustor rights	2. Trustor rights
		<ol> <li>Trustee rights</li> <li>Collateral provisions of</li> </ol>	<ol> <li>Trustee rights</li> <li>Collateral provisions of</li> </ol>
		deeds of trust	deeds of trust
		3. Loan default	3. Loan default
		4. Default minimization	4. Default minimization

Changed	Field	Current Version	Proposed Version
		12. Discuss and explain creative	12. Discuss and explain creative
		financing and explain the nature	financing and explain the nature
		of construction lending.	of construction lending.
		1. Secondary financing	1. Secondary financing
		techniques	techniques
		2. Land contracts	2. Land contracts
		3. Installment sale	3. Installment sale
		4. Wraparound and	4. Wraparound and
		piggyback loans	piggyback loans
		5. Sale leaseback	5. Sale leaseback
		6. Take out loans	6. Take out loans
		7. Public construction loans	7. Public construction loans
		13. Explain the regulation of real	13. Explain the regulation of real
		estate lenders in California	estate lenders in California
		1. Mortgage Loan Broker	1. Mortgage Loan Broker
		Law	Law
		2. Disclosure - Regulation Z	2. Disclosure - Regulation Z
		- Truth in Lending - Real	- Truth in Lending - Real
		Estate Settlement	Estate Settlement
		Procedures Act (RESPA)	Procedures Act (RESPA)
		3. License requirement	3. License requirement
		4. Commissions	4. Commissions
		5. Threshold Reporting	5. Threshold Reporting
		14. Review, recognize, compare and	14. Review, recognize, compare and
		contrast methods of holding title	contrast methods of holding title
		to real estate in California	to real estate in California
		1. Real vs personal property	1. Real vs personal property
		2. Tests for ownership	2. Tests for ownership
		3. Methods of holding title	3. Methods of holding title
	Lab	No	No
	Component in this		
	Course		
	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
	Advisory(ies):	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
	Advisory(ies) - Other:	REST D050.	REST D050.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value
Curriculun	n Office		
Changed	Questions	Current Version	Proposed Version
9	Banner Start	202222	No Value

Ŭ	Term (202122)		
9	Banner Division	2CB	No Value
9	Catalog Term (21-22)	23-24	No Value

Changed	Questions	Current Version	Proposed Version
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	REST 053	REST 053
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	REST	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	ΝΑ
	Cross- Listed/Related Course ID's	No Value	No Value
Ð	CTE Status	Yes	No Value
0	DL Approval Date (MM/DD/YYYY)	06/16/2020	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	06/16/2020	No Value
0	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)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
U			

Changed	Questions	Current Version	Proposed Version
0	Organization Code	233009	No Value
θ	Account Code	1320	No Value
0	Program Code	051100	No Value
θ	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions				
Changed	Questions	Current Version	Proposed Version	
0	Basic Course Information	No Value	Description update	
	Units and Hours	No Value	No Value	
8	Specifications	No Value	Updated methods of instruction to reflect how course content is taught Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives Added clear criteria for evaluation 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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

#### A-Matrix Form

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

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

#### **B-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
0	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Discuss and explain creative financing and explain the nature of construction lending.

## **C-Matrix Form**

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

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

## **D-Matrix Form**

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

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

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

## E-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
9	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

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

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

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

## **G-Matrix Form**

Changed	Questions	Current Version		Proposed Version	
	If the requisite	No Value		No Value	
	does not fall				
	under an A-F				
	Matrix,				
	download the				
	Content				
	<b>Review Matrix</b>				
	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.				
	-				
H-Matrix Fo	orm				
Changed	Questions		Current Version	Proposed Version	
	Objective 1: For CTE program su AUTO, APRN, et	ich as Nursing,	No Value	No Value	

Objective 2: For Student Cohorts,	No Value	No Value
such as Honors, Puente,		
performance groups,		
intercollegiate teams, Special		
Projects course, etc list the		
prerequisite(s) to participate in the		
cohort.		

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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	
	Criteria 1:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline.			
	(ONLY using			
	the Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite,			
	copy and paste			
	the area			
	referenced.)			

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

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

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

## De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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
0	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	Propo	sed Ve	rsic	on		
9	Stage 7: Content Review Matrix Liaison	No Value	Date 4/4/24	OR Tab	e F F	Part - Type of Field Edit <sup>Matrix</sup> Require	Complete and	Y
	Stage 8: AVP - Instruction	No Value	No Val	ue				
	Stage 9: Articulation Officer	No Value	No Val	ue				
	Stage 11: ESGC Faculty Coordinator	No Value	No Val	ue				
	Stage 14: Curriculum Committee	No Value	No Val	ue				

## **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	Yes
	Education	
	Approved	
	Board of	
	Trustees	
	Approval Date	
	Curriculum	
	Committee	
	Approval Date	

Changed	Field	Current Version
	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	CCC000247647

hanged	Field	Current Version	
	Course		
	Crosswalk		
	CRS-DEPT-		
	NAME		
	Course		
	Crosswalk		
	<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
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

Section	Changed field
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 Ver	rsion Proposed Version
Faculty     Faculty     Betty Inou     Initiator	• Mark Sherby
Course ID RESTD353. (CB01A and CB01B)	RESTD353.
Course CCC000624 Control Number	CCC000624705
Course Title Real Estate (CB02)	Finance Real Estate Finance
Short Course REAL ESTA Title	TE FINANCE REAL ESTATE FINANCE
TOP Code         0511.00           (CB03)         000000000000000000000000000000000000	0511.00 Real Estate
CIP Code Real Estate	52.1501 Real Estate
Department REST - Rea	l Estate REST - Real Estate
<b>Effective Term</b> Fall 2023	Fall <del>2023</del> <u>2025</u>

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	Course Description	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. It- 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_ 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. This course</del> 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. degree.
9	Course Type (CB27)	No value	Lower Division
9	Mode of Delivery	• Hybrid	<ul><li>Online</li><li>Hybrid</li></ul>
Faculty Re	quirements		

Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Real Estate
9	Discipline 2	No value	Banking and Finance
	Discipline 3	No value	No value
9	FSA	No value	• FHDA FSA - REAL ESTATE

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

Changed	Field	Current Version	Proposed Version
	Course Justification	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.

Stand-Alone Statement				
Changed	Field	Current Version	Proposed Version	
	Stand-Alone Statement	No value		
Course Ph	ilosophy			
Changed	Field	Current Version	Proposed Version	
	Course	No value		

Philosophy

**Course Justification** 

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

# CTE Course Field Current Version Proposed Version Image: Strike a CTE (Career Technical Education) course? No value Yes

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

**Mirrored Credit/Noncredit Course** 

Changed	Field	Current Version	Proposed Version
9	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
ross-liste	d Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross-listed course?	No value	<u>No</u>
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
	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.)

hanged	Field	Current Versio	on	Proposed Ver	sion
	Course is				
	part of a	Associated	Real Estate	Associated	Real Estate
	program	Program	Salesperson	Program	Salesperson
		Award	Certificate of	Award	Certificate of
		Туре	Completion	Туре	Completion
		Associated	Real Estate	Associated	Real Estate
		Program	Salesperson	Program	Salesperson
		Award	Certificate of	Award	Certificate of
		Туре	Completion	Туре	Completion

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

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

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0
Course Stu	udent Hours - Pr	ofile Name: Default Profile	
	udent Hours - Pr Field	ofile Name: Default Profile Current Version	Proposed Version
			Proposed Version 12
	Field Course Duration	Current Version	
	Field Course Duration (Weeks) Hours per unit	Current Version 12	12
	Field Course Duration (Weeks) Hours per unit divisor Total Student Learning	Current Version 12 36	12 36

Changed	Field	Current Version	Proposed Version
	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	0	0
	Total Credit Units - Maximum Credit Units	0	0
Speciality	Hours		

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

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

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	48	48

Changed	Field	Current Version	Proposed Version
	Total	-	0
	Laboratory		
	Hours per		
	Term		
	Total Contact	-	0
	Hours per		
	Term		
	Total Credit	-	0
	Units		
	Minimum	-	0
	Credit Units		
	Maximum	-	0
	Credit Units		

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

Specifications			

Changed	Field	Current Versi	on	Proposed Ver	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	Methods of Instruction	Visual aids Discussion of assigned reading Discussion and problem solving Quiz and examination review Homework and extended projects
0	Assignments	2. Written 1. P e d	d reading from the text homework assignments roblem-solving xercises involving iscounting and costs of eal property loans. nalysis of case studies.	2. Written 1. P e	d reading from the text homework assignments roblem-solving xercises nalysis of case studies

inged Field	Current Version	Proposed Version
Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

hanged Field	Current Version	n	Proposed Vers	ion
	Methods of	1. Objective examinations to	Methods of	1. Objective examinations to
	Evaluation	evaluate	Evaluation	evaluate
		mastery of key		mastery of key
		terms and		terms and
		concepts as		concepts as
		well as		well as
		application		application
		skills related to		skills related to
		analysis and		analysis and
		comprehension		comprehensio
		of the California		of the Californi
		real estate		real estate
		finance market.		finance marke
		The tests may		The tests may
		include essay		include essay
		questions on		questions on
		course		course
		objectives. The		objectives. Th
		exams will be		exams will be
		designed with		designed with
		an eye toward		an eye toward
		the CA Dept of		the CA Dept o
		Real Estate		Real Estate
		License exam		License exam
		and will cover		and will cover
		the topics that		the topics that
		are currently		are currently
		covered in the		covered in the
		professional		professional
		exam.		exam.
		2. Problem		2. Problem
		solving		solving
		exercises to		exercises in
		show		both homewor
		comprehension		and exams to
		and mastery of		demonstrate
		real estate		competence ir
		quantitative		calculations of
		issues the		loan to value,
		areas of		annual
		financing,		percentage rat
		qualification,		financing,
		appraisal,		closing costs
		deposit receipt,		and related
		home buyer's		issues
		analysis.		3. Comprehensiv
				final exam to

### **Proposed Version**

	Sonogo i donitioo	<ul><li>Essential College Facilities:</li><li>None.</li></ul>	<ul><li>Essential College Facilities:</li><li>None</li></ul>
	Materials/Essential College Facilities	None.	None
0	Essential Student	Essential Student Materials:	Essential Student Materials:
		California.	
		exam in	
		agent license	
		broker and	
		the current	
		an eye toward	
		concepts with	
		financing	
		understanding of real estate	
		a broad	
		topics to show	
		cover all major	
		final exam to	
		4. Comprehensive	
		issues	
		and related	
		closing costs	California.
		financing,	exam in
		percentage rate	agent license
		loan to value, annual	the current broker and
		calculations of	an eye toward
		competence in	concepts with
		demonstrate	financing
		and exams to	of real estate
		both homework	understanding
		exercises in	a broad
		solving	topics to show

Changed	Field	Current Ver	rsion	Proposed Vers	ion
0	Examples of Primary Texts and References	Title	No value	Title	Financing Residential Real
		Author	Baker, John Real Estate Finance,		Estate
			10th ed, Cengage Publishers 2016	Author	David Rockwell; Megan Dorsey
		Publisher	No value	Publisher	Rockwell Publishing
		Date/Editi	on No value	Date/Edition	July 5, 2018 20th Edition
		ISBN	No value	ISBN	9781939259899
9	Suggested Reading List	Reading List May include, but are not limited	Financing Residential Real Estate, Rockwell Publishing, 19th ed, 2016 No value	No value	

# Learning Outcomes and Objectives

Changed Field	Current Version	Proposed Version
Course Objectives	<ul> <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 differentiate conventional loans from 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> <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 the nature of construction lending.</li> <li>Explain the regulation of real estate lenders in California</li> </ul>

Changed	Field	Current Versior	1	Proposed Versi	on
	CSLOs	CSLOs	Demonstrate knowledge of how real estate is financed in California from a lending, regulatory and borrowers perspective.	CSLOs	Demonstrate knowledge of how real estate is financed in California from a lending, regulatory and borrowers perspective.
		Expected SLO Performance	0.0	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.	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	Expected SLO Performance	0.0

### **Course Outline**

Changed	Field	Current Version	Proposed Version
	Course Content	<ol> <li>Identify the major role players in the credit industry.</li> </ol>	<ol> <li>Identify the major role players in the credit industry.</li> </ol>
		1. Overview of the mortgage market	1. Overview of the mortgag market
		2. Flow of money and credit	2. Flow of money and credi
		1. Federal Reserve -	1. Federal Reserve
		Monetary and	Monetary and
		Fiscal Policy	Fiscal Policy
		2. Institutional lenders	2. Institutional lender
		3. Instruments of real estate	3. Instruments of real estat
		finance	finance
		2. Define and assess the	2. Define and assess the
		conventional loan.	conventional loan.
		1. Lender policies	1. Lender policies
		2. Buydown loans	2. Buydown loans
		3. Federal and state fair	3. Federal and state fair
		lending laws	lending laws
		4. Mortgage insurance -	4. Mortgage insurance -
		credit risks - lender	credit risks - lender
		requirements	requirements
		5. Loan to value ratios	5. Loan to value ratios
		3. Identify, compare and contrast	3. Identify, compare and contrast
		institutional lenders and their	institutional lenders and their
		areas of specialization.	areas of specialization.
		1. Savings and Loans	1. Savings and Loans
		1. Residential	1. Residential
		specialty	specialty
		2. Qualifying	2. Qualifying
		2. Commercial Banks	2. Commercial Banks
		1. Construction	1. Construction
		specialty	specialty
		2. Qualifying	2. Qualifying
		3. Insurance companies	3. Insurance companies
		1. Commercial	1. Commercial
		specialty	specialty
		2. Qualifying	2. Qualifying
		4. Mutual savings banks	4. Mutual savings banks
		5. Pension and retirement	5. Pension and retirement
		funds	funds
		6. Depository institutions	6. Depository institutions
		and the Monetary Control	and the Monetary Contro
		Act	Act
		7. Government agencies	7. Government agencies
		1. FHA	1. FHA
		2. VA	2. VA
		3. Cal Vet	2. VA 3. Cal Vet
		4. Identify non-institutional lenders	4. Identify non-institutional lender
		and explain their primary roles.	and explain their primary roles.

### **Current Version**

### **Proposed Version**

- 1. Real property loan law
- 2. Private lenders
- 3. Mortgage bankers
- 4. Real estate investment trusts
  - 1. Junior lien role
  - 2. REIT as an
  - investment vehicle
  - 3. Minimum REIT requirements
- 5. Credit unions
- 6. Finance companies
- 7. Financial advisory role of the broker
  - 1. Fiduciary
  - responsibility
  - 2. Disclosure
  - requirements
- Identify, define and assess the use of the deed of trust in California as a credit instrument.
  - 1. California law
  - 2. Foreclosure process
- Recognize, compare and contrast alternative mortgage instruments.
  - 1. Fixed-rate mortgages
  - 2. Variable and adjustablerate mortgages
  - 3. Graduated payment mortgage
  - 4. Dual rate, variable rate mortgage
  - 5. Reverse annuity mortgage
  - 6. Shared appreciation mortgage
  - 7. Balloon payments
- Identify, define and assess government-backed loans: differentiate conventional loans from government-backed loans.
  - 1. Federal Housing Authority (FHA)
  - 2. Veterans Administration (VA)
  - 3. California Veterans (Cal-Vet)

responsibility
2. Disclosure
requirements
5. Identify, define and assess the
use of the deed of trust in
California as a credit instrument.
1. California law
2. Foreclosure process
6. Recognize, compare and

1. Real property loan law

4. Real estate investment

1. Junior lien role

3. Minimum REIT

requirements

investment vehicle

2. REIT as an

2. Private lenders

5. Credit unions

the broker

6. Finance companies

7. Financial advisory role of

1. Fiduciary

trusts

3. Mortgage bankers

- Recognize, compare and contrast alternative mortgage instruments.
  - 1. Fixed-rate mortgages
  - 2. Variable and adjustablerate mortgages
  - 3. Graduated payment mortgage
  - 4. Dual rate, variable rate mortgage
  - 5. Reverse annuity mortgage
  - 6. Shared appreciation mortgage
  - 7. Balloon payments
- Identify, define and assess government-backed loans: differentiate conventional loans from government-backed loans.
  - 1. Federal Housing Authority (FHA)
  - 2. Veterans Administration (VA)
  - 3. California Veterans (Cal-Vet)

Changed	Field	Current Version	Proposed Version
		8. Illustrate how a loan is	8. Illustrate how a loan is
		discounted and explain how the	discounted and explain how the
		secondary market is involved in	secondary market is involved in
		the discount.	the discount.
		1. Points	1. Points
		2. Secondary market	2. Secondary market
		3. Government agencies	3. Government agencies
		and the secondary market	and the secondary market
		9. Explain how a lender qualifies a	9. Explain how a lender qualifies a
		borrower and the property in	borrower and the property in
		making a real estate loan.	making a real estate loan.
		1. Capacity of borrower	1. Capacity of borrower
		2. The "C's of credit"	2. The "C's of credit"
		3. Qualifications for	3. Qualifications for
		government loans	government loans
		4. Co-borrowing	4. Co-borrowing
		5. Property appraisal	5. Property appraisal
		6. Loan underwriting	6. Loan underwriting
		7. Credit scores	7. Credit scores
		10. Illustrate the processing, closing,	10. Illustrate the processing, closing,
		and servicing of real estate	and servicing of real estate
		loans.	loans.
		1. Loan origination	1. Loan origination
		2. Loan approval	2. Loan approval
		3. Loan processing and	3. Loan processing and
		close	close
		4. After the loan: servicing	4. After the loan: servicing
		1. Rights and	1. Rights and
		responsibilities of	responsibilities of
		lender and	lender and
		borrower	borrower
		2. Loan takeover	2. Loan takeover
		3. Loan assumption	3. Loan assumption
		11. Recognize, compare and	11. Recognize, compare and
		contrast primary lending	contrast primary lending
		problems and identify	problems and identify
		lender/borrower rights in dealing	lender/borrower rights in dealing
		with these issues.	with these issues.
		1. Foreclosure under the	1. Foreclosure under the
		deed of trust	deed of trust
		1. Lender rights	1. Lender rights
		2. Trustor rights	2. Trustor rights
		3. Trustee rights	3. Trustee rights
		2. Collateral provisions of	2. Collateral provisions of
		deeds of trust	deeds of trust
		3. Loan default	3. Loan default
		4. Default minimization	4. Default minimization

Changed	Field	Current Version	Proposed Version
		12. Discuss and explain creative	12. Discuss and explain creative
		financing and explain the nature	financing and explain the nature
		of construction lending.	of construction lending.
		1. Secondary financing	1. Secondary financing
		techniques	techniques
		2. Land contracts	2. Land contracts
		3. Installment sale	3. Installment sale
		4. Wraparound and	4. Wraparound and
		piggyback loans	piggyback loans
		5. Sale-leaseback	5. Sale-leaseback
		6. Take out loans	6. Take out loans
		7. Public construction loans	7. Public construction loans
		13. Explain the regulation of real	13. Explain the regulation of real
		estate lenders in California	estate lenders in California
		1. Mortgage Loan Broker	1. Mortgage Loan Broker
		Law	Law
		2. Disclosure - Regulation Z	2. Disclosure - Regulation Z
		- Truth in Lending - Real	- Truth in Lending - Real
		Estate Settlement	Estate Settlement
		Procedures Act (RESPA)	Procedures Act (RESPA)
		3. License requirement	3. License requirement
		4. Commissions	4. Commissions
		5. Threshold Reporting	5. Threshold Reporting
		14. Review, recognize, compare and contrast methods of holding title	14. Review, recognize, compare and contrast methods of holding title
		to real estate in California	to real estate in California
		1. Real vs personal property	1. Real vs personal property
		2. Tests for ownership	2. Tests for ownership
		3. Methods of holding title	3. Methods of holding title
	Lab Component	No	No
	in this Course		
	Lab Outline	No value	No value

Req/Adv					
Chan	ged Questions	Current Version	Proposed Version		
	Prerequisite(s)	: No Value	No Value		
	Corequisite(s):	No Value	No Value		

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for 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
	Advisory(ies) - Other:	REST D350.	REST D350.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office				
Changed	Questions	Current Version	Proposed Version	
θ	Banner Start Term (202122)	202222	No Value	
θ	Banner Division	2CB	No Value	
θ	Catalog Term (21-22)	23-24	No Value	

Changed	Questions	Current Version	Proposed Version
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	REST 353	REST 353
	Course Status	New	New
9	Course Status Code	A	No Value
0	Banner Department	REST	No Value
Ð	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE Noncredit Enhanced	CTE Noncredit Enhanced
	Characteristics Cross- Listed/Related Course	Noncredit Enhanced	Noncredit Enhanced
9	Characteristics Cross- Listed/Related Course Information Cross- Listed/Related	Noncredit Enhanced	Noncredit Enhanced
9	Characteristics Cross- Listed/Related Course Information Cross- Listed/Related Course ID's	Noncredit Enhanced NA No Value	Noncredit Enhanced NA No Value
0	Characteristics Cross- Listed/Related Course Information Cross- Listed/Related Course ID's CTE Status DL Approval Date	Noncredit Enhanced NA No Value Yes	Noncredit Enhanced NA No Value No Value
	Characteristics Cross- Listed/Related Course Information Cross- Listed/Related Course ID's CTE Status DL Approval Date (MM/DD/YYYY) Hybrid Approval Date	Noncredit Enhanced NA No Value Yes No Value	Noncredit Enhanced NA No Value No Value 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)	Τ	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
0	Noncredit Enhanced Funding Indicator	Y	No Value
0	In Service Indicator	Ν	No Value
•	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value

Changed	Questions	Current Version	Proposed Version
0	Organization Code	233009	No Value
θ	Account Code	1320	No Value
0	Program Code	051100	No Value
θ	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions				
Changed	Questions	Current Version	Proposed Version	
0	Basic Course Information	No Value	Description update	
	Units and Hours	No Value	No Value	
8	Specifications	No Value	Updated methods of instruction to reflect how course content is taught Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives Added clear criteria for evaluation 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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

### A-Matrix Form

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

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

### **B-Matrix Form**

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
0	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Discuss and explain creative financing and explain the nature of construction lending.

# **C-Matrix Form**

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

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

### **D-Matrix Form**

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

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

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

# E-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
9	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

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

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

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

#### **G-Matrix Form**

Changed	Questions	Current Version		Proposed Version	
	If the requisite	No Value		No Value	
	does not fall				
	under an A-F				
	Matrix,				
	download the				
	Content				
	<b>Review Matrix</b>				
	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.				
	-				
H-Matrix Fo	orm				
Changed	Questions		Current Version	Proposed Version	
	Objective 1: For CTE program su AUTO, APRN, et	ich as Nursing,	No Value	No Value	

Objective 2: For Student Cohorts,	No Value	No Value
such as Honors, Puente,		
performance groups,		
intercollegiate teams, Special		
Projects course, etc list the		
prerequisite(s) to participate in the		
cohort.		

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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	
	Criteria 1:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline.			
	(ONLY using			
	the Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite,			
	copy and paste			
	the area			
	referenced.)			

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

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

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

#### De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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	<b>Current Version</b>	Proposed Version
0	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	Propo	sed Vers	sion		
9	Stage 7: Content Review Matrix Liaison	No Value	Date 4/4/24	OR Tab	Part - Type of Field Edit	Complete and	Initiator - Indicate "Y" When Completed
	Stage 8: AVP - Instruction	No Value	No Val	ue			
	Stage 9: Articulation Officer	No Value	No Val	ue			
	Stage 11: ESGC Faculty Coordinator	No Value	No Val	ue			
	Stage 14: Curriculum Committee	No Value	No Val	ue			

#### **Course Administration Codes**

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

Changed	Field	Current Version
	Curriculum ID	RESTD353.
	Distance Education	Yes
	Approved	
	Board of	
	Trustees	
	Approval Date	
	Curriculum	
	Committee	
	Approval Date	

Changed	Field	Current Version
	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	CCC000624705

hanged	Field	Current Version	
	Course		
	Crosswalk		
	CRS-DEPT-		
	NAME		
	Course		
	Crosswalk		
	CRS-NUMBER		

# 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

Section	Changed field
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
θ	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
Ð	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>

Changed	Field	Current Version	Proposed Version
0	SAM Priority Code (CB09)	Possibly Occupational	Possibly <u>Clearly</u> Occupational
	Course Description	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.
0	Course Type (CB27)	No value	Lower Division
	Mode of Delivery	<ul><li>Online</li><li>Hybrid</li></ul>	<ul><li>Online</li><li>Hybrid</li></ul>

Faculty Requirements					
Changed	Field	Current Version	Proposed Version		
0	Discipline 1	No value	Real Estate		
0	Discipline 2	No value	Banking and Finance		
	Discipline 3	No value	No value		
9	FSA	No value	FHDA FSA - REAL ESTATE		

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

Ohan na -l	Field	Ourse at Manaian	Duran and Maurian
Changed	Field	Current Version	Proposed Version
	Course Justification	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.

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

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		

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

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

Mirrored Credit/Noncredit Course					
Changed	Field	Current Version	Proposed Version		
9	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	
0	Is this a cross-listed course?	No value	<u>No</u>	
More Optic	ons			
Changed	Field	Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	
	Course Prior To College Level	Not applicable.	Not applicable.	
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.	
	Course Support Status (CB26)	Course is not a support course	Course is not a support course	
	Repeat Limit	0	0	
	Grade Options	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	<ul><li>Letter Grade</li><li>Pass/No Pass</li></ul>	
	Allow Students to Gain Credit by Exam/Challenge			
	Repeatability Statement	No value		

Associated Program	S		

Changed	Field	Current Version		Proposed Ver	sion
	Course is part of a program	Associated Program	Real Estate	Associated Program	Real Estate
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Real Estate	Associated Program	Real Estate
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		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

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

Weekly Student Hours - Profile Name: Default Profile				
Changed	Field	Current Version	Proposed Version	
	Lecture Hours - In Class	4	4	
	Lecture Hours - Out of Class	8	8	
	Laboratory Hours - In Class	0	0	
	Laboratory Hours - Out of Class	0	0	
	NA Hours - In Class	0	0	
	NA Hours - Out of Class	0	0	

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

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

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

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

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

#### **Credit Units**

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

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

hanged	Field	Current Versi	on	Proposed Ver	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving Quiz and examination review Collaborative learning
	Assignments	2. Written 1. P ir a a 2. W a fr	ed reading from text. homework assignments: Problem solving exercises hvolving tax treatment of noome property and ppraisal of residential nd commercial property Vritten report involving nalysis of real property rom an after tax cash ow perspective.	2. Written 1. P ir a a 2. W a fr	d reading from text. homework assignments roblem solving exercise toolving tax treatment of acome property and ppraisal of residential nd commercial property /ritten report involving nalysis of real property om an after tax cash ow perspective.

inged Field	Current Version	Proposed Version
Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

Methods	1 Objective	Methods	1 Objective
of	1. Objective examinations to	of	<ol> <li>Objective examinations to</li> </ol>
Evaluation	evaluate	Evaluation	evaluate
Evaluation		Evaluation	
	mastery of key terms and		mastery of key terms and
	concepts as well as		concepts as well as
	application		application
	skills related to		skills related to
	analysis and		analysis and
	comprehension		comprehensio
	of the California		of the Californi
	real estate		real estate
	market from an		market from a
	investor's		investor's
	perspective.		perspective.
	The exams will		The exams wil
	be designed		be designed
	with an eye		with an eye
	toward the CA		toward the CA
	Dept of Real		Dept of Real
	Estate License		Estate License
	exam and will		exam and will
	cover the topics		cover the topic
	that are		that are
	currently		currently
	covered in the		covered in the
	professional		professional
	exams.		exams.
	2. Problem		2. Problem
	solving		solving
	exercises to		exercises to
	show		show
	comprehension		comprehensio
	and mastery of		and mastery o
	real estate		real estate
	quantitative		quantitative
	issues the		issues the
	areas of net		areas of net
	present value,		present value,
	taxes,		taxes,
	financing, and		financing,
	minimum rates		and/or
	of risk and		minimum rates
	return.		of risk and
	3. Comprehensive		return.
	final exam to		<ol><li>Comprehensiv</li></ol>
	cover all major		final exam to

Changed	Field	Current Versio	n	Proposed Vers	ion
			topics to show		cover all major
			a broad		topics to show
			understanding		a broad
			of real estate		understanding
			investment		of real estate
			concepts such		investment
			as net present		concepts such
			value, internal		as net present
			rate of return		value, internal
			and similar		rate of return
			objectives with		and similar
			an eye toward		objectives with
			the current		an eye toward
			license exams		the current
			in California.		license exams
					in California.
0	Essential Student Materials/Essential College Facilities	Essential Stud • None. Essential Colle • None		Essential Stud • None Essential Colle • None	
	Materials/Essential College Facilities	None.		None	
•	Materials/Essential College Facilities Examples of Primary Texts and	None. Essential Colle		None     Essential Colle	
	Materials/Essential College Facilities Examples of	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value	<ul> <li>None</li> <li>Essential Colle</li> <li>None</li> </ul>	e <b>ge Facilities:</b> Dearborn
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colletion</li> <li>None.</li> </ul>	ege Facilities: No value Geltner, Eichholtz	<ul> <li>None</li> <li>Essential Colle</li> <li>None</li> </ul>	ege Facilities: Dearborn
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Geltner, Eichholtz and Miller,	<ul> <li>None</li> <li>Essential Colle</li> <li>None</li> </ul>	e <b>ge Facilities:</b> Dearborn Investment Analysis
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Geltner, Eichholtz and Miller, "Commercial Real Estate Analysis and	<ul> <li>None</li> <li>Essential Colle</li> <li>None</li> </ul>	ege Facilities: Dearborn Investment Analysis for Real Estate
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Geltner, Eichholtz and Miller, "Commercial Real Estate Analysis and Investment," Thomson Learning,	None     Essential Colle     None     Title	ege Facilities: Dearborn Investment Analysis for Real Estate Decisions
	Materials/Essential College Facilities Examples of Primary Texts and	None. Essential Colle     None. Title Author	ege Facilities: No value Geltner, Eichholtz and Miller, "Commercial Real Estate Analysis and Investment," Thomson Learning, Mason, OH, 2016	None Essential Colle     None Title Author	ege Facilities: Dearborn Investment Analysis for Real Estate Decisions Bennie D. Waller Jr
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Geltner, Eichholtz and Miller, "Commercial Real Estate Analysis and Investment," Thomson Learning,	None Essential Colle     None Title Author Publisher	ege Facilities: Dearborn Investment Analysis for Real Estate Decisions Bennie D. Waller Jr Dearborn
	Materials/Essential College Facilities Examples of Primary Texts and	None. Essential Colle     None. Title Author	ege Facilities: No value Geltner, Eichholtz and Miller, "Commercial Real Estate Analysis and Investment," Thomson Learning, Mason, OH, 2016	<ul> <li>None</li> <li>Essential Colle</li> <li>None</li> </ul> Title Author Publisher Date/Edition	ege Facilities: Dearborn Investment Analysis for Real Estate Decisions Bennie D. Waller Jr Dearborn 2019, 9th edition

Changed	Field	Current Ve	rsion	Proposed Version
9	Suggested Reading List	Reading List	Sirota, David , "Essentials of Real Estate Investments," 1st ed, Cincinnati, OH: Dearborn Trade, 2004.	No value
		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

inged 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.	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	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.	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	Expected SLO Performance	0.0
	CSLOs	Explain and evaluate the taxation and financing issues in the acquisition, ownership and sale of real estate investments.	CSLOs	Explain and evaluate the taxation and financing issues in the acquisition, ownership and sale of real estate investments.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0

### **Course Outline**

Changed	Field	Current Version	Proposed Version
	Course	1. Calculate capital gains and	1. Calculate capital gains and
	Content	losses on real estate	losses on real estate
		investments.	investments.
		1. General concepts in	1. General concepts in
		investments	investments
		2. Capital gain and loss	2. Capital gain and loss
		computation	computation
		1. Buying power loss	1. Buying power loss
		2. Tax losses	2. Tax losses
		3. Cash flow	3. Cash flow
		4. Economic	4. Economic
		forecasting	forecasting
		5. Depreciation and	5. Depreciation and
		recapture (also see	recapture (also see
		tax section)	tax section)
		3. Equity and leverage	3. Equity and leverage
		2. Utilize the installment sale	2. Utilize the installment sale
		method as a means of buying	method as a means of buying
		and selling real property.	and selling real property.
		1. History/Definition	1. History/Definition
		<ol> <li>Advantages/Disadvantages</li> <li>Tax treatment</li> </ol>	<ol> <li>Advantages/Disadvantages</li> <li>Tax treatment</li> </ol>
			3. Employ the tax deferred
		<ol> <li>Employ the tax deferred exchange method in purchasing</li> </ol>	exchange method in purchasing
		property. 1. Like kind property	property. 1. Like kind property
		2. Boot	2. Boot
		3. IRS requirements	3. IRS requirements
		4. Costs associated with	4. Costs associated with
		exchange	exchange
		5. Use of 3rd party trustee	5. Use of 3rd party trustee
		4. Define the primary methods of	4. Define the primary methods of
		acquiring title to real property.	acquiring title to real property.
		1. Definitions	1. Definitions
		1. Joint tenancy	1. Joint tenancy
		2. Tenancy in common	2. Tenancy in common
		3. Several	3. Several
		4. Community property	4. Community property
		5. Limited partnership	5. Limited partnership
		6. Corporation	6. Corporation
		2. Advantages/Disadvantages	2. Advantages/Disadvantages
		of Ownership Forms	of Ownership Forms
		3. Tax treatment	3. Tax treatment
		5. Appraise investment property	5. Appraise investment property
		utilizing the three primary	utilizing the three primary
		methods of real estate appraisal.	methods of real estate appraisal.
		1. Feasibility study	1. Feasibility study
		2. Appraisal methods	2. Appraisal methods

Changed	Field	Current Version	Proposed Version
		1. Market approach 2. Capitalization	1. Market approach 2. Capitalization
		approach	approach
		3. Cost approach	3. Cost approach
		6. Recognize and identify the tax	6. Recognize and identify the tax
		advantages and disadvantages in	advantages and disadvantages in
		the purchase, ownership, and	the purchase, ownership, and
		sale of real estate investment	sale of real estate investment
		property.	property.
		1. Current tax law concerning	1. Current tax law concerning
		loss limitations	loss limitations
		2. Depreciation	2. Depreciation
		1. Straight line	1. Straight line
		2. Accelerated	2. Accelerated
		3. Recapture of depreciation	3. Recapture of depreciation
		4. Before tax cash flow	4. Before tax cash flow
		5. After tax cash flow	5. After tax cash flow
		6. Loss carry forward	6. Loss carry forward
		7. Profit and loss statements	7. Profit and loss statements
		1. Includable expenses	1. Includable expenses
		2. Excludable	2. Excludable
		expenses	expenses
		8. Tax deferred exchange	8. Tax deferred exchange
		(See item C)	(See item C)
		7. Identify and evaluate the various	7. Identify and evaluate the various
		methods of financing real estate	methods of financing real estate
		investment property	investment property
		1. Government programs	1. Government programs
		2. Conventional loans	2. Conventional loans
		3. Loan to value ratios	3. Loan to value ratios
		4. Residential vs. commercial requirements	4. Residential vs. commercial requirements
		5. Secondary markets	5. Secondary markets
		6. Credit score and rating	6. Credit score and rating
		7. Lender risk issues	7. Lender risk issues
		8. Define, compare, contrast, and	8. Define, compare, contrast, and
		evaluate the different leases used	evaluate the different leases used
		in real estate investment property.	in real estate investment property.
		1. Gross leases	1. Gross leases
		2. Triple net leases	2. Triple net leases
		3. Percentage leases	3. Percentage leases
		4. Sharing economy - short-	4. Sharing economy - short-
		term leases, local property	term leases, local property
		controls and regulations	controls and regulations
		9. Evaluate mobile home parks and	9. Evaluate mobile home parks and
		raw land as real property	raw land as real property
		investments.	investments.

Changed	Field	Current Version	Proposed Version
		1. Operation of mobile home	1. Operation of mobile home
		parks	parks
		2. Land speculation	2. Land speculation
		10. Illustrate the primary risks and	10. Illustrate the primary risks and
		returns of land development and	returns of land development and
		syndication.	syndication.
		1. Residential development	1. Residential development
		2. Commercial development -	2. Commercial development -
		Anchor tenants and	Anchor tenants and
		commercial leases	commercial leases
		3. Other properties	3. Other properties
		(hospitals/government	(hospitals/government
		funded housing/historical	funded housing/historical
		properties)	properties)
		4. Role of the syndicator	4. Role of the syndicator
		11. Review, recognize, compare and	11. Review, recognize, compare and
		contrast the different methods for	contrast the different methods for
		taking title to real property in	taking title to real property in
		California.	California.
		1. Real vs personal property	1. Real vs personal property
		2. Title methods	2. Title methods
		3. Tests for ownership	3. Tests for ownership
		4. Methods of joint ownership	4. Methods of joint ownership
	Lab	No	No
	Component		
	in this		
	Course		
	Lab Outline	No value	No value

#### Req/Adv

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

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	REST D050.	REST D050.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

### **Curriculum Office** Changed **Proposed Version** Questions **Current Version** 0 Banner Start No Value 202222 Term (202122) 0 Banner 2CB No Value Division 0 Catalog Term No Value 23-24 (21-22) 0 **5 Year Revision** 2018 No Value Year (2021) 0 Effective No Value Fall Quarter 0 Effective Year 2023 No Value (2021)

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	REST 061	REST 061
	Course Status	Non-substantial	Non-substantial
θ	Course Status Code	A	No Value
θ	Banner Department	REST	No Value
θ	Course Level	DU	No Value
θ	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	ΝΑ
	Cross- Listed/Related Course ID's	No Value	No Value
θ	CTE Status	Yes	No Value
0	DL Approval Date (MM/DD/YYYY)	10/15/2019	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	10/15/2019	No Value
θ	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)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
U			

Changed	Questions	Current Version	Proposed Version
0	Organization Code	233009	No Value
0	Account Code	1320	No Value
0	Program Code	051100	No Value
0	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	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	
8	Specifications	No Value	Updated methods of instruction to reflect how course content is taught Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives Added clear criteria for evaluation 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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

### A-Matrix Form

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

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

### **B-Matrix Form**

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

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

### **C-Matrix Form**

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

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

### **D-Matrix Form**

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

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

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

## E-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
0	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
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

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

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

### **G-Matrix Form**

Changed	Questions	Current Version		Proposed Version	
	If the requisite	No Value		No Value	
	does not fall				
	under an A-F				
	Matrix,				
	download the				
	Content				
	<b>Review Matrix</b>				
	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.				
	-				
H-Matrix Fo	orm				
Changed	Questions		Current Version	Proposed Version	
	Objective 1: For CTE program su AUTO, APRN, et	ich as Nursing,	No Value	No Value	

Objective 2: For Student Cohorts,	No Value	No Value
such as Honors, Puente,		
performance groups,		
intercollegiate teams, Special		
Projects course, etc list the		
prerequisite(s) to participate in the		
cohort.		

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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	
	Criteria 1:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline.			
	(ONLY using			
	the Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite,			
	copy and paste			
	the area			
	referenced.)			

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

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

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

### De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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
0	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
9	Stage 7: Content Review Matrix Liaison	No Value	DateName Role OR TabPart - Type of EditEditInitiator - Indicate "Y" When Completed4/4/24Zack JudsonMatrix G Part - RequiredComplete and upload Matrix G for your REST 50 advisoryY
9	Stage 8: AVP - Instruction	No Value	DateName - Role OR TabType of EditEditInitiator - Indicate "Y" When Completed4/16/24Nocito- Suggested for AVPI Reading ListRequired for Equipment Required for English classes only.Please delete the Suggested Reading List as this reserved for English 
	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 Ad	ministration Cod	les	

 Course Administration Codes

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

 Changed
 Field
 Current Version

 Curriculum ID
 RESTD061.

Changed	Field	Current Version
	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	CCC000038759

rticulatio	n	
Changed	Field	Current Version
	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	
	Course	
	Crosswalk	
	<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
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

Section	Changed field
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
0	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
0	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	Course Description	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. It <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> <u>DOES NOT</u> apply to the DRE Salesperson license.
θ	Course Type (CB27)	No value	Lower Division
θ	Mode of Delivery	• Hybrid	<ul><li>Online</li><li>Hybrid</li></ul>

aculty Requirements			
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Real Estate
0	Discipline 2	No value	Banking and Finance
	Discipline 3	No value	No value
θ	FSA	No value	FHDA FSA - REAL ESTATE

**Formerly Statement** 

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	
Course Ju	stification		
Changed	Field	Current Version	Proposed Version

Course		This course is a noncredit enhanced,	This course is a noncredit enhanced
Justific	ation	CTE course and belongs on the Real	CTE course and belongs on the Rea
		Estate Salesperson Certificate of	Estate Salesperson Certificate of
		Completion. This course is an	Completion. This course is an
		introduction to real estate investments	introduction to real estate investmen
		with a focus on the different types of	with a focus on the different types of
		real estate investment in California	real estate investment in California
		and the risks and returns investors,	and the risks and returns investors,
		lenders and real estate professionals	lenders and real estate professional
		will encounter in the marketplace.	will encounter in the marketplace.

	ne Statement		
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
ourse Ph	ilosophy		
Changed	Field	Current Version	Proposed Version
	Course	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 Field Current Version Proposed Version Image: Conserve transmission of the second se

lonors/No	n-honors Cour	Se	
Changed	Field	Current Version	Proposed Version
θ	Is this an honors/non- honors course?	No value	No

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

ross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross-listed course?	No value	<u>No</u>
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
	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			

Course is				
part of a	Associated	Real Estate	Associated	Real Estate
program	Program	Salesperson	Program	Salesperson
	Award	Certificate of	Award	Certificate of
	Туре	Completion	Туре	Completion
	Associated	Real Estate	Associated	Real Estate
	Program	Salesperson	Program	Salesperson
	Award	Certificate of	Award	Certificate of
	Туре	Completion	Туре	Completion

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

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0
Course Stu	udent Hours - Pr	ofile Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	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

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	0	0
	Total Credit Units - Maximum Credit Units	0	0
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

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

# Credit Units Current Version Proposed Version Changed Field Current Version Proposed Version Louise Duration 12 12

Total Lecture	48	48
Hours per		
Term		
Total	-	0
Laboratory		
Hours per		
Term		
Total Contact	-	0
Hours per		
Term		
Total Credit	_	0
Units		

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

Changed	Field	Current Versi	on	Proposed Ver	sion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving Quiz and examination review Collaborative learning

Changed	Field	Current Version	Proposed Version
8	Assignments	<ol> <li>Required reading from the text.</li> <li>Written homework assignments:         <ol> <li>Problem-solving                 exercises involving tax                treatment of income                property and appraisal of                residential and                 commercial property</li> <li>Written report involving                analysis of real property                from an after-tax cash                flow perspective.</li> </ol> </li> </ol>	<ol> <li>Required reading from text.</li> <li>Written homework assignments:         <ol> <li>Problem solving exercises involving tax treatment of income property and appraisal of residential and commercial property</li> <li>Written report involving analysis of real property from an after tax cash flow perspective.</li> </ol> </li> </ol>

inged Field	Current Version	Proposed Version
Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

Methods	1 Objective	Methods	1 Objective
of	1. Objective examinations to	of	<ol> <li>Objective examinations to</li> </ol>
Evaluation	evaluate	Evaluation	evaluate
Evaluation		Evaluation	
	mastery of key terms and		mastery of key terms and
	concepts as well as		concepts as well as
	application		application
	skills related to		skills related to
	analysis and		analysis and
	comprehension		comprehensio
	of the California		of the Californi
	real estate		real estate
	market from an		market from a
	investor's		investor's
	perspective.		perspective.
	The exams will		The exams wil
	be designed		be designed
	with an eye		with an eye
	toward the CA		toward the CA
	Dept of Real		Dept of Real
	Estate License		Estate License
	exam and will		exam and will
	cover the topics		cover the topic
	that are		that are
	currently		currently
	covered in the		covered in the
	professional		professional
	exams.		exams.
	2. Problem		2. Problem
	solving		solving
	exercises to		exercises to
	show		show
	comprehension		comprehensio
	and mastery of		and mastery o
	real estate		real estate
	quantitative		quantitative
	issues the		issues the
	areas of net		areas of net
	present value,		present value,
	taxes,		taxes,
	financing, and		financing,
	minimum rates		and/or
	of risk and		minimum rates
	return.		of risk and
	3. Comprehensive		return.
	final exam to		<ol><li>Comprehensiv</li></ol>
	cover all major		final exam to

Changed	Field	Current Versio	'n	Proposed Vers	ion
			topics to show		cover all major
			a broad		topics to show
			understanding		a broad
			of real estate		understanding
			investment		of real estate
			concepts such		investment
			as net present		concepts such
			value, internal		as net present
			rate of return		value, internal
			and similar		rate of return
			objectives with		and similar
			an eye toward		objectives with
			the current		an eye toward
			license exams		the current
			in California.		license exams
					in California.
0	Essential Student Materials/Essential College Facilities	Essential Stud • None. Essential Colle • None		Essential Stud • None Essential Colle • None	
	Materials/Essential College Facilities	None.		None	
•	Materials/Essential College Facilities Examples of Primary Texts and	None. Essential Colle		None     Essential Colle	
	Materials/Essential College Facilities Examples of	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value	<ul> <li>None</li> <li>Essential Colletion</li> <li>None</li> </ul>	e <b>ge Facilities:</b> Dearborn
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colletion</li> <li>None.</li> </ul>	ege Facilities: No value Geltner, Eichholtz	<ul> <li>None</li> <li>Essential Colletion</li> <li>None</li> </ul>	e <b>ge Facilities:</b> Dearborn
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Geltner, Eichholtz and Miller,	<ul> <li>None</li> <li>Essential Colletion</li> <li>None</li> </ul>	e <b>ge Facilities:</b> Dearborn Investment Analysis
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Geltner, Eichholtz and Miller, "Commercial Real Estate Analysis and	<ul> <li>None</li> <li>Essential Colletion</li> <li>None</li> </ul>	ege Facilities: Dearborn Investment Analysis for Real Estate
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Geltner, Eichholtz and Miller, "Commercial Real Estate Analysis and Investment," Thomson Learning,	None     Essential Colle     None     Title	ege Facilities: Dearborn Investment Analysis for Real Estate Decisions
	Materials/Essential College Facilities Examples of Primary Texts and	None. Essential Colle     None. Title Author	ege Facilities: No value Geltner, Eichholtz and Miller, "Commercial Real Estate Analysis and Investment," Thomson Learning, Mason, OH, 2016	None Essential Colle     None Title Author	ege Facilities: Dearborn Investment Analysis for Real Estate Decisions Bennie D. Waller Jr
	Materials/Essential College Facilities Examples of Primary Texts and	<ul> <li>None.</li> <li>Essential Colle</li> <li>None.</li> </ul>	ege Facilities: No value Geltner, Eichholtz and Miller, "Commercial Real Estate Analysis and Investment," Thomson Learning,	<ul> <li>None</li> <li>Essential Colle</li> <li>None</li> </ul> Title Author Publisher	ege Facilities: Dearborn Investment Analysis for Real Estate Decisions Bennie D. Waller Jr Dearborn
	Materials/Essential College Facilities Examples of Primary Texts and	None. Essential Colle     None. Title Author	ege Facilities: No value Geltner, Eichholtz and Miller, "Commercial Real Estate Analysis and Investment," Thomson Learning, Mason, OH, 2016	<ul> <li>None</li> <li>Essential Colle</li> <li>None</li> </ul> Title <ul> <li>Author</li> <li>Publisher</li> <li>Date/Edition</li> </ul>	ege Facilities: Dearborn Investment Analysis for Real Estate Decisions Bennie D. Waller Jr Dearborn 2019, 9th edition

Changed	Field	Current Ve	rsion	Proposed Version
9	Suggested Reading List	Reading List	Sirota, David , "Essentials of Real Estate Investments," 1st ed, Cincinnati, OH: Dearborn Trade, 2004.	No value
		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

<ul> <li>Course Objectives</li> <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 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>Define, compare, contrast, and evaluate the different leases used in real estate investment property.</li> <li>Define, compare, contrast, and evaluate the different leases used in 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 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>

inged Field	Current Versio	1	Proposed Versi	
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.	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	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.	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	Expected SLO Performance	0.0
	CSLOs	Explain and evaluate the taxation and financing issues in the acquisition, ownership and sale of real estate investments.	CSLOs	Explain and evaluate the taxation and financing issues in the acquisition, ownership and sale of real estate investments.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0

# **Course Outline**

Changed	Field	Current Version	Proposed Version
	Course	1. Calculate capital gains and	1. Calculate capital gains and
	Content	losses on real estate	losses on real estate
		investments.	investments.
		1. General concepts in	1. General concepts in
		investments	investments
		2. Capital gain and loss	2. Capital gain and loss
		computation	computation
		1. Buying power loss	1. Buying power loss
		2. Tax losses	2. Tax losses
		3. Cash flow	3. Cash flow
		4. Economic	4. Economic
		forecasting	forecasting
		5. Depreciation and	5. Depreciation and
		recapture (also see	recapture (also see
		tax section)	tax section)
		3. Equity and leverage	3. Equity and leverage
		2. Utilize the installment sale	2. Utilize the installment sale
		method as a means of buying	method as a means of buying
		and selling real property.	and selling real property.
		1. History/Definition	1. History/Definition
		2. Advantages/Disadvantages	2. Advantages/Disadvantages
		3. Tax treatment	3. Tax treatment
		3. Employ the tax-deferred	3. Employ the tax-deferred
		exchange method in purchasing a	exchange method in purchasing a
		property.	property.
		1. Like-kind property	1. Like-kind property
		2. Boot	2. Boot
		3. IRS requirements	3. IRS requirements
		4. Costs associated with an	4. Costs associated with an
		exchange	exchange
		5. Use of 3rd party trustee	5. Use of 3rd party trustee
		4. Define the primary methods of	4. Define the primary methods of
		acquiring title to real property.	acquiring title to real property.
		1. Definitions	1. Definitions
		1. Joint tenancy	1. Joint tenancy
		2. Tenancy in common	2. Tenancy in common
		3. Several	3. Several
		4. Community property	4. Community property
		5. Limited partnership	5. Limited partnership
		6. Corporation	6. Corporation
		2. Advantages/Disadvantages	2. Advantages/Disadvantages
		of Ownership Forms	of Ownership Forms
		3. Tax treatment	3. Tax treatment
		5. Appraise investment property	5. Appraise investment property
		utilizing the three primary	utilizing the three primary
		methods of real estate appraisal.	methods of real estate appraisal.
		1. Feasibility study	1. Feasibility study
		2. Appraisal methods	2. Appraisal methods

Changed	Field	Current Version	Proposed Version
		1. Market approach	1. Market approach
		2. Capitalization	2. Capitalization
		approach	approach
		3. Cost approach	3. Cost approach
		6. Recognize and identify the tax	6. Recognize and identify the tax
		advantages and disadvantages in	advantages and disadvantages in
		the purchase, ownership, and	the purchase, ownership, and
		sale of real estate investment	sale of real estate investment
		property.	property.
		1. Current tax law concerning	1. Current tax law concerning
		loss limitations	loss limitations
		2. Depreciation	2. Depreciation
		1. Straight line	1. Straight line
		2. Accelerated	2. Accelerated
		3. Recapture of depreciation	3. Recapture of depreciation
		4. Before-tax cash flow	4. Before-tax cash flow
		5. After-tax cash flow	5. After-tax cash flow
		6. Loss carryforward	6. Loss carryforward
		7. Profit and loss statements	7. Profit and loss statements
		1. Includable expenses	1. Includable expenses
		2. Excludable	2. Excludable
		expenses	expenses
		8. Tax-deferred exchange	8. Tax-deferred exchange
		(See item C)	(See item C)
		7. Identify and evaluate the various	7. Identify and evaluate the various
		methods of financing real estate	methods of financing real estate
		investment property	investment property
		<ol> <li>Government programs</li> <li>Conventional loans</li> </ol>	<ol> <li>Government programs</li> <li>Conventional loans</li> </ol>
		3. Loan to value ratios	3. Loan to value ratios
		4. Residential vs. commercial	4. Residential vs. commercial
		requirements	requirements
		5. Secondary markets	5. Secondary markets
		6. Credit score and rating	6. Credit score and rating
		7. Lender risk issues	7. Lender risk issues
		8. Define, compare, contrast, and	8. Define, compare, contrast, and
		evaluate the different leases used	evaluate the different leases used
		in real estate investment property.	in real estate investment property.
		1. Gross leases	1. Gross leases
		2. Triple net leases	2. Triple net leases
		3. Percentage leases	3. Percentage leases
		4. Sharing economy - short-	4. Sharing economy - short-
		term leases, local property	term leases, local property
		controls, and regulations	controls, and regulations
		9. Evaluate mobile home parks and	9. Evaluate mobile home parks and
		raw land as real property	raw land as real property
		investments.	investments.

Changed	Field	Current Version	Proposed Version
		1. Operation of mobile home	1. Operation of mobile home
		parks	parks
		2. Land speculation	2. Land speculation
		10. Illustrate the primary risks and	10. Illustrate the primary risks and
		returns of land development and	returns of land development and
		syndication.	syndication.
		1. Residential development	1. Residential development
		2. Commercial development -	2. Commercial development -
		Anchor tenants and	Anchor tenants and
		commercial leases	commercial leases
		3. Other properties	3. Other properties
		(hospitals/government-	(hospitals/government-
		funded housing/historical	funded housing/historical
		properties)	properties)
		4. Role of the syndicator	4. Role of the syndicator
		11. Review, recognize, compare and	11. Review, recognize, compare and
		contrast the different methods for	contrast the different methods for
		taking title to real property in	taking title to real property in
		California.	California.
		1. Real vs personal property	1. Real vs personal property
		2. Title methods	2. Title methods
		3. Tests for ownership	3. Tests for ownership
		4. Methods of joint ownership	4. Methods of joint ownership
	Lab	No	No
	Component		
	in this		
	Course		
	Lab Outline	No value	No value

# Req/Adv

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

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	REST D350.	REST D350.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202222	No Value
Ð	Banner Division	2CB	No Value
θ	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
θ	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	REST 361	REST 361
	Course Status	New	New
0	Course Status Code	A	No Value
0	Banner Department	REST	No Value
0	Course Level	DU	No Value
0	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
0	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
0	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)	Τ	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
0	Noncredit Enhanced Funding Indicator	Y	No Value
0	In Service Indicator	Ν	No Value
•	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value

Changed	Questions	Current Version	Proposed Version
0	Organization Code	233009	No Value
0	Account Code	1320	No Value
0	Program Code	051100	No Value
0	Percent	100	No Value
	Curriculum Office Notes	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>	<ul> <li>Requisite change appr. 1/17/23 (effect. F23)cc</li> </ul>
0	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
8	Specifications	No Value	Updated methods of instruction to reflect how course content is taught Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives Added clear criteria for evaluation 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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

#### A-Matrix Form

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

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

#### **B-Matrix Form**

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

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

#### **C-Matrix Form**

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

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

#### **D-Matrix Form**

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

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

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

# E-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
0	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
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

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

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

### **G-Matrix Form**

Changed	Questions	Current Version		Proposed Version	
	If the requisite	No Value		No Value	
	does not fall				
	under an A-F				
	Matrix,				
	download the				
	Content				
	<b>Review Matrix</b>				
	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.				
	-				
H-Matrix Fo	orm				
Changed	Questions		Current Version	Proposed Version	
	Objective 1: For CTE program su AUTO, APRN, et	ich as Nursing,	No Value	No Value	

Objective 2: For Student Cohorts,	No Value	No Value
such as Honors, Puente,		
performance groups,		
intercollegiate teams, Special		
Projects course, etc list the		
prerequisite(s) to participate in the		
cohort.		

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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	
	Criteria 1:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline.			
	(ONLY using			
	the Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite,			
	copy and paste			
	the area			
	referenced.)			

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

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

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

## De Anza GE - ESGC Form

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

hanged	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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
0	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
9	Stage 7: Content Review Matrix Liaison	No Value	DateName Role OR TabPart - Type of EditEditInitiator - Indicate "Y" When Completed4/4/24Zack JudsonMatrix G for your REST 350 advisoryComplete and upload Matrix G for your REST 350 advisoryY
9	Stage 8: AVP - Instruction	No Value	DateName - Role OR TabType of EditEditInitiator - Indicate "Y" When CompletedGabrielaSpecifications 4/16/24Nocito - Suggested for AVPI Reading ListRequired Required for English classes only.Please delete the Suggested Reading List as this reserved for English 
	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 Ad	ministration Cod	des	

Course Ac	Iministration Cod	les
Articulation	occurs after course	approval. The following fields will not show a Proposed Version.
Changed	Field	Current Version
	Curriculum ID	RESTD361.

Changed	Field	Current Version
	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	CCC000624707

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