



Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Course Outline	Lab Outline
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
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
Summary of Revisions	Basic Course Information
Summary of Revisions	Outline
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
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 2: Explore the function concept algebraically, numerically, verbally and graphically.
H-Matrix Form	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Betty Inoue	• Pete Vernazza
	Course ID (CB01A and CB01B)	AUTOD099A	AUTOD099A
	Course Control Number	CCC000574780	CCC000574780
	Course Title (CB02)	Automotive Electricity, Battery and Cranking Systems	Automotive Electricity, Battery and Cranking Systems
	Short Course Title	AUTO ELCT/BATT/CRANK SYS	AUTO ELCT/BATT/CRANK SYS
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	Automotive electricity including the electron theory, fundamentals of circuit construction and interpretation, principles of magnetism as applied to electric motors, relays and coils. Diagnosis, troubleshooting and servicing of automotive battery and cranking systems including system repair procedures. Developing skills in the use of test equipment including the DVOM and electrical load testing tools for the analysis and diagnosis of these types of electrical systems.	Automotive- <u>This course includes fundamentals of automotive</u> electricity including the electron theory, fundamentals of circuit construction and interpretation, principles of magnetism as applied to electric motors, relays and coils. Diagnosis- <u>The course will focus on diagnosis,</u> troubleshooting and servicing of automotive battery and cranking systems including system repair procedures. Developing- <u>The students will develop</u> skills in the use of test equipment including the DVOM- <u>digital volt ohmmeter (DVOM)</u> , and electrical load testing tools for the analysis and diagnosis of these types of electrical systems.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - AUTO TECH

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of battery, starting and charging systems, as advised by our industry advisory committee.	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of battery, starting and charging systems, as advised by our industry advisory committee.

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

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

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	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

Changed	Field	Current Version	Proposed Version
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> Letter Grade Pass/No Pass 	<ul style="list-style-type: none"> Letter Grade Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program 214_Autonomous and Electric Vehicle Technology (Level 1) (In Development)	Associated Program 214_Autonomous and Electric Vehicle Technology (Level 1) (In Development)
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Automotive Engine Performance	Associated Program Automotive Engine Performance
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree
		Associated Program Automotive Engine Performance	Associated Program Automotive Engine Performance
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)

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	9	9

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	252	252
	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	108	108
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	156	156
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	7	7
	Total Credit Units - Maximum Credit Units	7	7

Speciality Hours

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

Credit / Non-Credit Options

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


Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	108	108
	Total Contact Hours per Term	-	0
	Total Credit Units	7	7
	Minimum Credit Units	7	7
	Maximum Credit Units	7	7

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version								
	Methods of Instruction	<table border="1"> <thead> <tr> <th>Methods of Instruction</th> <th>Methods of Instruction</th> </tr> </thead> <tbody> <tr> <td>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</td> <td>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</td> </tr> </tbody> </table>	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	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	<table border="1"> <thead> <tr> <th>Methods of Instruction</th> <th>Methods of Instruction</th> </tr> </thead> <tbody> <tr> <td>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</td> <td>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</td> </tr> </tbody> </table>	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	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
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Changed Field	Current Version	Proposed Version
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Assignments

1. Required reading from text and syllabus
2. Lab assignments per National Automotive Technology Education Foundation (NATEF) task list including battery and cranking system testing and evaluation.

1. Required reading from text and syllabus
2. Lab assignments per National Automotive Technology Education Foundation (NATEF) task list including battery and cranking system testing and evaluation.

! Methods of Evaluation

Methods of Evaluation	Methods of Evaluation
<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Multiple-choice quizzes that requires the students to identify and diagnose battery and cranking systems. 2. Final exam consisting of multiple-choice questions that requires the students to identify and diagnose battery and cranking systems. 3. Lab assignment completion per NATEF task list 4. Performance Final exam including battery and cranking system testing that requires the students to critically analyze and diagnose findings during the exam. 	

Methods of Evaluation	Methods of Evaluation
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Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Basic tool set and Tune-up tool set
- Approved shop clothing, safety shoes and safety glasses

Essential College Facilities:

- Classroom with automotive lab access
- "Alldata" electronic information system at www.alldata.com
- "Mitchell on-demand" electronic information system at www.mitchell1.com

Essential Student Materials:

- Basic tool set and Tune-up tool set
- Approved shop clothing, safety shoes and safety glasses

Essential College Facilities:

- Classroom with automotive lab access
- "Alldata" electronic information system at www.alldata.com
- "Mitchell on-demand" electronic information system at www.mitchell1.com

! Examples of Primary Texts and References

Title	No value
Author	Halderman, James D. "Automotive Electrical and Engine Performance." 7th Edition. Prentice Hall, New York 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

No value

Changed	Field	Current Version	Proposed Version
!	Suggested Reading List	<p>Reading List "Alldata" electronic information system at www.alldata.com</p> <p>May include, but are not limited to No value</p> <p>Reading List "Mitchell on-demand" electronic information system at www.mitchell1.com</p> <p>May include, but are not limited to No value</p>	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> Identify the components of basic automotive electrical systems Classify the different types of power supplies Describe how magnetism is used to operate electrical devices Describe circuit testing and troubleshooting procedures Testing and servicing the storage battery Rebuild and service the automotive cranking system Explain circuit protection devices Identify various types of electrical switches Describe electrical tools and equipment used to diagnose circuit failures 	<ul style="list-style-type: none"> Identify the components of basic automotive electrical systems Classify the different types of power supplies Describe how magnetism is used to operate electrical devices Describe circuit testing and troubleshooting procedures Testing and servicing the storage battery Rebuild and service the automotive cranking system Explain circuit protection devices Identify various types of electrical switches Describe electrical tools and equipment used to diagnose circuit failures Identify Hybrid and Electric vehicle (EV) safety tools and equipment
!	CSLOs	<p>CSLOs The student will demonstrate the ability to perform a battery load test, a starter draw test, a charging system test and analyze the readings.</p> <p>Expected SLO Performance 0.0</p>	<p>CSLOs Perform a battery load test, a starter draw test, a charging system test and analyze the readings.</p> <p>Expected SLO Performance 0.0</p>

Course Outline

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Course Content

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| <ol style="list-style-type: none"> 1. Identify the components of basic automotive electrical systems <ol style="list-style-type: none"> 1. Composition of matter and the Electron Theory 2. Conductive and insulating materials 3. Laws of circuitry and calculations 4. Electrical symbols and wiring diagrams 5. Electrical loads and controls 6. Circuit construction and measurement techniques 7. Circuit analysis 8. Test instruments 2. Classify the different types of power supplies <ol style="list-style-type: none"> 1. Electrochemical cells - the storage battery 2. Photovoltaic cells 3. Power supplies 4. Testing and servicing techniques 3. Describe how magnetism is used to operate electrical devices <ol style="list-style-type: none"> 1. Relays and solenoids 2. Motor principles 3. Coils and transformers 4. Testing and service techniques 4. Describe circuit testing and troubleshooting procedures <ol style="list-style-type: none"> 1. Meter and test-light usage techniques 2. Wiring diagrams and schematic interpretation 5. Test and service the storage battery <ol style="list-style-type: none"> 1. Battery construction 2. Battery applications, numbering system, and identification techniques 3. Safety and handling precautions 4. Testing and battery system repair procedures 5. Recharging procedures 6. Circuit construction and measurement techniques 6. Rebuild and service the automotive cranking system <ol style="list-style-type: none"> 1. Component identification 2. Component operation, test procedures, and specifications 3. Disassembly procedures 4. Cleaning and inspection procedures 5. Repair equipment operating procedures 6. Assembly procedures 7. Bench testing and installation procedures 7. Explain circuit protection devices <ol style="list-style-type: none"> 1. Fuses 2. Circuit breakers 3. Fusible links 4. Troubleshooting and replacement procedures 8. Identify various types of electrical switches <ol style="list-style-type: none"> 1. Manual 2. Electromagnetic 3. Troubleshooting procedures 9. Describe electrical tools and equipment used to diagnose circuit failures <ol style="list-style-type: none"> 1. DVOM 2. Test light 3. Self-powered test light | <ol style="list-style-type: none"> 1. Identify the components of basic automotive electrical systems <ol style="list-style-type: none"> 1. Composition of matter and the Electron Theory 2. Conductive and insulating materials 3. Laws of circuitry and calculations 4. Electrical symbols and wiring diagrams 5. Electrical loads and controls 6. Circuit construction and measurement techniques 7. Circuit analysis 8. Test instruments 2. Classify the different types of power supplies <ol style="list-style-type: none"> 1. Electrochemical cells - the storage battery 2. Photovoltaic cells 3. Power supplies 4. Testing and servicing techniques 3. Describe how magnetism is used to operate electrical devices <ol style="list-style-type: none"> 1. Relays and solenoids 2. Motor principles 3. Coils and transformers 4. Testing and service techniques 4. Describe circuit testing and troubleshooting procedures <ol style="list-style-type: none"> 1. Meter and test-light usage techniques 2. Wiring diagrams and schematic interpretation 5. Test and service the storage battery <ol style="list-style-type: none"> 1. Battery construction 2. Battery applications, numbering system, and identification techniques 3. Safety and handling precautions 4. Testing and battery system repair procedures 5. Recharging procedures 6. Circuit construction and measurement techniques 6. Rebuild and service the automotive cranking system <ol style="list-style-type: none"> 1. Component identification 2. Component operation, test procedures, and specifications 3. Disassembly procedures 4. Cleaning and inspection procedures 5. Repair equipment operating procedures 6. Assembly procedures 7. Bench testing and installation procedures 7. Explain circuit protection devices <ol style="list-style-type: none"> 1. Fuses 2. Circuit breakers 3. Fusible links 4. Troubleshooting and replacement procedures 8. Identify various types of electrical switches <ol style="list-style-type: none"> 1. Manual 2. Electromagnetic 3. Troubleshooting procedures 9. Describe electrical tools and equipment used to diagnose circuit failures <ol style="list-style-type: none"> 1. DVOM 2. Test light 3. Self-powered test light 10. Identify Hybrid and Electric vehicle (EV) safety tools and equipment <ol style="list-style-type: none"> 1. 600 Volt (V) – Category IV (CAT IV) Digital Multimeter (DMM) 2. 1000v CAT III DMM 3. Insulation Megohm meter 4. EV and Hybrid electric 1000V gloves 5. EV and Hybrid electric rescue hook 6. Pneumatic glove tester |
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Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
!	Lab Outline	1. Identify the components of basic automotive electrical system 2. Testing and servicing the storage battery 3. Rebuild and service the automotive cranking system 4. Bench testing and installation procedures 5. Battery safety and handling precautions	1. Identify the components of basic automotive electrical system 2. Testing and servicing the storage battery 3. Rebuild and service the automotive cranking system 4. Bench testing and installation procedures 5. Battery safety and handling precautions 6. Identify EV and Hybrid electric safety and handling precautions

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
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Approved Automotive Technology Course Sequence Contract required.)	(Approved Automotive Technology Course Sequence Contract required.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2AT	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 099A	AUTO 099A
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
!	Course Status Code	A	No Value
!	Banner Department	AUTO	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236503	No Value
!	Account Code	1320	No Value
!	Program Code	094800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Course hours change to remove lec-lab appr. 11/17/15 (effect. F16).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Course hours change to remove lec-lab appr. 11/17/15 (effect. F16).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	Checklist	No Value	No Value

Summary of Revisions			
Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
!	Outline	No Value	Added course objective(s) Added lab topic(s)
	Other	No Value	No Value

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

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

A-Matrix Form

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

B-Matrix Form

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Changed	Questions	Current Version	Proposed Version
	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	Outline C - Describe how magnetism is used to operate electrical devices. Analyze magnetism, its uses in motors and pumps in the automotive industry.
	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	Outline D - Describe circuit testing and troubleshooting procedures. Practice writing testing procedures to a wide audience from an apprentice to a master technician. Outline I - Describe electrical tools and equipment used to diagnose circuit failures. Practice writing tool and equipment usage with a goal of explaining these tools to a global market where tool manufacturers translate instructions to a worldwide audience.
	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	Outline G - Explain circuit protection devices. Using appropriate grammar, write and explain differing technologies of fuse protection devices from standard blade fuses to JCASE fuses, to the latest positive coefficient devices.

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	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	1. Outline C. Describe how magnetism is used to operate electrical devices. With the use of modern diagnostic tools, the student will employ systematic approaches to diagnose electric motors that operate using principles of magnetism. 2. Outline D - Describe circuit testing and troubleshooting procedures. The student will develop a systematic approach to test and diagnose modern electrical circuit faults. They will focus on modern network circuits and data busses using modern diagnostic tools to aid in diagnosing these circuits.
!	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	Outline A.3. - Laws of circuitry and calculations. The student will study and calculate electrical circuits using Ohm's Law. The student will use oscilloscopes to graphically display voltage, amperage and resistance on many vehicle applications.
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

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

F-Matrix Form

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

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 Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments													
Changed	Questions	Current Version	Proposed Version										
	Stage 2: Department Chair	No Value	No Value										
	Stage 3: Division Curriculum Representative	No Value	No Value										
	Stage 4: Division Dean	No Value	No Value										
!	Stage 5: SLO Coordinator	No Value	<table border="1"> <thead> <tr> <th></th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>2/9/2024</td> <td>Mary Pape - SLO Coordinator</td> <td>Learning Outcomes - CSLO</td> <td>Required</td> <td>Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%27s+taxonomy) word. The words "The student will" are understood. Suggestion: "Perf</td> </tr> </tbody> </table>		Name - Role OR Tab	Part - Field	Type of Edit	Edit	2/9/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO	Required	Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%27s+taxonomy) word. The words "The student will" are understood. Suggestion: "Perf
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!	Stage 7: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>3/14/24</td> <td>Zack Judson</td> <td>Matrix H</td> <td>Required</td> <td>Add "(see attachment)" Upload a copy of the contract under the Basic Course Inform</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	3/14/24	Zack Judson	Matrix H	Required	Add "(see attachment)" Upload a copy of the contract under the Basic Course Inform
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	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

Changed	Field	Current Version
	Curriculum ID	AUTOD099A
	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	CCC000574780



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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	<u>Course Objectives</u>
Learning Outcomes and Objectives	CSLOs
Course Outline	Lab Outline
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
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
Summary of Revisions	Basic Course Information
Summary of Revisions	Outline
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
E-Matrix Form	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.
H-Matrix Form	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Betty Inoue	• Pete Vernazza
	Course ID (CB01A and CB01B)	AUTOD099B	AUTOD099B
	Course Control Number	CCC000574779	CCC000574779
	Course Title (CB02)	Automotive Charging, Ignition and Accessory Systems	Automotive Charging, Ignition and Accessory Systems
	Short Course Title	AUTO CHARG/IGNITN/ACCES	AUTO CHARG/IGNITN/ACCES
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	The fundamentals of automotive electronic devices as they apply to the automotive charging and ignition systems. Emphasis on diagnosis of these systems using test instruments including the oscilloscope. Introduction to automotive accessory systems including wiring and repair techniques. Skill development in the understanding of the electrical wiring diagram networks as provided by manufacturers.	The <u>This course covers the</u> fundamentals of automotive electronic devices as they apply to the automotive charging and ignition systems. Emphasis- <u>There will be an emphasis</u> on diagnosis of these systems using test instruments including the oscilloscope. Introduction- <u>Included in this course will be an introduction</u> to automotive accessory systems including wiring and repair techniques. Skill- <u>There will also be an emphasis on skill</u> development in the understanding of the electrical wiring diagram networks as provided by manufacturers.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of body electrical diagnosis using wiring diagrams and wiring repair, as advised by our industry advisory committee.	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of body electrical diagnosis using wiring diagrams and wiring repair, as advised by our industry advisory committee.

Stand-Alone Statement

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


Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Foothill Equivalency

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


CTE Course

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


Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

Changed	Field	Current Version	Proposed Version
	Grade Options	<ul style="list-style-type: none"> Letter Grade Pass/No Pass 	<ul style="list-style-type: none"> Letter Grade Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version																
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Automotive Engine Performance</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>Automotive Engine Performance</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	Automotive Engine Performance	Award Type	Associate in Science (A.S.) Degree	Associated Program	Automotive Engine Performance	Award Type	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td>Associated Program</td> <td>Automotive Engine Performance</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>Automotive Engine Performance</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	Automotive Engine Performance	Award Type	Associate in Science (A.S.) Degree	Associated Program	Automotive Engine Performance	Award Type	Certificate of Achievement-Advanced (COA-A)
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Associated Program	Automotive Engine Performance																		
Award Type	Certificate of Achievement-Advanced (COA-A)																		

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	9	9
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	252	252
	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	108	108
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	156	156
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	7	7
	Total Credit Units - Maximum Credit Units	7	7

Speciality Hours

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


Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	108	108
	Total Contact Hours per Term	-	0
	Total Credit Units	7	7
	Minimum Credit Units	7	7
	Maximum Credit Units	7	7

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

Specifications			
Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>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</p>
	Assignments	<ol style="list-style-type: none"> 1. Required reading from text and handouts 2. Lab assignments per National Automotive Technology Education Foundation (NATEF) task list including wire repair, parasitic draw testing, charging system identification and diagnosis including individual component testing. 	<ol style="list-style-type: none"> 1. Required reading from text and handouts 2. Lab assignments per National Automotive Technology Education Foundation (NATEF) task list including wire repair, parasitic draw testing, charging system identification and diagnosis including individual component testing.

! Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Multiple-choice quizzes that requires the student to identify proper wire repair and parasitic draw techniques, identify various charging systems, components and the diagnosis of each. 2. Final exam consisting of multiple-choice questions that requires the student to identify proper wire repair and parasitic draw techniques, identify various charging systems, components and the diagnosis of each. 3. Lab assignment completion per NATEF task list 4. Performance Final exam including wire repair, parasitic draw and charging system testing that requires the student to critically analyze and diagnose findings during the exam.

Methods of Evaluation	Methods of Evaluation
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Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Basic tool set and tune-up tool set
- Approved shop clothing, safety shoes and safety glasses

Essential College Facilities:

- Classroom with automotive lab access
- "Alldata" electronic information system at www.alldata.com
- "Mitchell on-demand" electronic information system at www.mitchell1.com

Essential Student Materials:

- Basic tool set and tune-up tool set
- Approved shop clothing, safety shoes and safety glasses

Essential College Facilities:

- Classroom with automotive lab access
- "Alldata" electronic information system at www.alldata.com
- "Mitchell on-demand" electronic information system at www.mitchell1.com

! Examples of Primary Texts and References

Title	No value
Author	Halderman, James D. "Automotive Electrical and Engine Performance." 7th Edition. Prentice Hall, New York 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

No value

Changed	Field	Current Version	Proposed Version
!	Suggested Reading List	<p>Reading List "Alldata" electronic information system at www.alldata.com</p> <p>May include, but are not limited to No value</p> <p>Reading List "Mitchell on demand" electronic information system at www.mitchell1.com</p> <p>May include, but are not limited to No value</p>	No value


Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Test discrete electronic components • Repair wiring harnesses and connections • Demonstrate electrical wiring installation skills • Identify individual electrical circuits from within a comprehensive electrical wiring diagram • Identify the operation of a basic automotive body electrical systems by using only a wiring diagram • Service and rebuild an alternator • Bench-test an electronic voltage regulator • Repair and adjust automotive ignition systems • Test, service, adjust, and install a breaker-point distributor • Test, service, adjust, and install a pulse-generator and a hall-effect switch distributor • Use electronic diagnostic equipment including the oscilloscope to analyze automotive ignition system performance • Testing and repair procedures, electronic ignition systems 	<ul style="list-style-type: none"> • Test discrete electronic components • Repair wiring harnesses and connections • Demonstrate electrical wiring installation skills • Identify individual electrical circuits from within a comprehensive electrical wiring diagram • Identify the operation of a basic automotive body electrical systems by using only a wiring diagram • Service and rebuild an alternator • Bench-test an electronic voltage regulator • Repair and adjust automotive ignition systems • Test, service, adjust, and install a breaker-point distributor • Test, service, adjust, and install a pulse-generator and a hall-effect switch distributor • Use electronic diagnostic equipment including the oscilloscope to analyze automotive ignition system performance • Testing and repair procedures, electronic ignition systems • Demonstrate Hybrid Electric and Electric vehicle (EV) maintenance
!	CSLOs	<p>CSLOs The student will demonstrate the ability to repair a copper strand wire, perform a parasitic draw test, and measure the resistance of various components.</p> <p>Expected SLO Performance 0.0</p>	<p>CSLOs Demonstrate the ability to repair a copper strand wire, perform a parasitic draw test, and measure the resistance of various components.</p> <p>Expected SLO Performance 0.0</p>




Course Outline

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Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Test discrete electronic components <ol style="list-style-type: none"> 1. Diodes - as check valves and rectifiers 2. Transistors - as switches 3. SCR's - as controls 4. Testing and servicing techniques 2. Repair wiring harnesses and connections <ol style="list-style-type: none"> 1. Soldering irons, rosin-core solder 2. Crimping and insulating procedures 3. Testing and servicing techniques 3. Demonstrate electrical wiring installation skills <ol style="list-style-type: none"> 1. Electrical wiring diagrams 2. Common circuit symbols 3. Component identification, location, and operation 4. Identify individual electrical circuits from within a comprehensive electrical wiring diagram <ol style="list-style-type: none"> 1. Lamp circuits <ol style="list-style-type: none"> 1. Park and headlamps 2. Brake lamps 3. Directional and hazard 2. Steering column switches <ol style="list-style-type: none"> 1. Turn signal 2. Cruise control 3. Lamp circuits 3. Troubleshooting system malfunctions 5. Identify the operation of a basic automotive body electrical systems by using only a wiring diagram <ol style="list-style-type: none"> 1. Meter and test-light usage techniques 2. Wiring diagrams and schematic interpretation 6. Service and rebuild an alternator <ol style="list-style-type: none"> 1. Component identification 2. Component operation, test procedures, and specifications 3. Disassembly procedures 4. Cleaning and inspection procedures 5. Repair equipment operating procedures 6. Assembly procedures 7. Bench testing and installation procedures 7. Bench-test an electronic voltage regulator <ol style="list-style-type: none"> 1. Schematic interpretation and circuit development 2. Component identification 8. Repair and adjust automotive ignition systems <ol style="list-style-type: none"> 1. Procedures and precautions 2. Pattern interpretation 9. Test, service, adjust, and install a breaker-point distributor <ol style="list-style-type: none"> 1. Distributors, ignition cables, and spark plugs 2. Meter testing and synchrograph service 3. Manufacturers specifications 10. Test, service, adjust, and install a pulse-generator and a hall-effect switch distributor <ol style="list-style-type: none"> 1. Schematic interpretation and circuit development 2. Component identification 3. Manufacturers specifications 11. Use electronic diagnostic equipment including the oscilloscope to analyze automotive ignition system performance <ol style="list-style-type: none"> 1. Diagnosis 2. Service and repair techniques 3. Manufacturers specifications 12. Testing and repair procedures, electronic ignition systems <ol style="list-style-type: none"> 1. Modules, coils, and wiring 2. Meter testing and synchrograph service 3. Manufacturers specifications 	<ol style="list-style-type: none"> 1. 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Service coolant pump for high voltage (HV) battery

Changed	Field	Current Version	Proposed Version
			4. Check for the latest software updates in HV module
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Test discrete electronic components 2. Repair wiring harnesses and connections 3. Demonstrate electrical wiring installation skills 4. Service and rebuild an alternator 5. Repair and adjust automotive ignition systems	1. Test discrete electronic components 2. Repair wiring harnesses and connections 3. Demonstrate electrical wiring installation skills 4. Service and rebuild an alternator 5. Repair and adjust automotive ignition systems 6. Demonstrate hybrid electric and EV maintenance

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
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Approved Automotive Technology Course Sequence Contract required.)	(Approved Automotive Technology Course Sequence Contract required.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2AT	No Value
	Catalog Term (21-22)	23-24	No Value
	5 Year Revision Year (2021)	2018	No Value
	Effective Quarter	Fall	No Value
	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 099B	AUTO 099B

Changed	Questions	Current Version	Proposed Version
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	AUTO	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236503	No Value
!	Account Code	1320	No Value
!	Program Code	094800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Course hours change to remove lec-lab appr. 11/17/15 (effect. F16).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Course hours change to remove lec-lab appr. 11/17/15 (effect. F16).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc

Changed	Questions	Current Version	Proposed Version
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
!	Outline	No Value	Added course objective(s) Added lab topic(s)
	Other	No Value	No Value

Blue Form

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

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

A-Matrix Form

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

B-Matrix Form

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Changed	Questions	Current Version	Proposed Version
	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	Outline A - Test discrete electronic components. Outline E - Identify the operation of a basic automotive body electrical systems by using only a wiring diagram.
	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	Outline K - Use electronic diagnostic equipment including the oscilloscope to analyze automotive ignition system performance. Outline L - Testing and repair procedures, electronic ignition systems.
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

Blank area for 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	Outline A - Test discrete electronic components. Devise a systematic approach to diagnosing electronic components on a variety of automotive systems. Outline L - Testing and repair procedures, electronic ignition systems. Use a systematic approach and proper procedures for testing, diagnosing and repairing modern ignition systems.
!	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	Outline K - Use electronic diagnostic equipment including the oscilloscope to analyze automotive ignition system performance. Using an oscilloscope, plotting the x and y axis, interpret ignition system waveforms from known good and known bad systems.
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

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

F-Matrix Form

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

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 Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version															
	Stage 2: Department Chair	No Value	No Value															
	Stage 3: Division Curriculum Representative	No Value	No Value															
	Stage 4: Division Dean	No Value	No Value															
!	Stage 5: SLO Coordinator	No Value	<table border="1"> <thead> <tr> <th></th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>2/9/2024</td> <td>Mary Pape - SLO Coordinator</td> <td>Learning Outcomes - CSLO #2</td> <td>Required</td> <td>Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%27s+taxonomy&oeq=bloom%27s+taxonomy) " Demonstrate the ability to repair a copper strand wire, perform a parasitology experiment, and perform a parasitology experiment." The words "Students will" are understood but not stated.</td> </tr> </tbody> </table>		Name - Role OR Tab	Part - Field	Type of Edit	Edit	2/9/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #2	Required	Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%27s+taxonomy&oeq=bloom%27s+taxonomy) " Demonstrate the ability to repair a copper strand wire, perform a parasitology experiment, and perform a parasitology experiment." The words "Students will" are understood but not stated.					
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!	Stage 7: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>3/14/24</td> <td>Zack Judson</td> <td>Matrix H</td> <td>Required</td> <td>under objective 1 add "(see attached)"</td> </tr> <tr> <td>3/14</td> <td>zj</td> <td>Matrix B</td> <td>Required</td> <td>under the Basic Course Information tab, upload a copy of the essays. Please indicate where the essays can be found in the COR</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	3/14/24	Zack Judson	Matrix H	Required	under objective 1 add "(see attached)"	3/14	zj	Matrix B	Required	under the Basic Course Information tab, upload a copy of the essays. Please indicate where the essays can be found in the COR
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	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	AUTOD099B
	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	CCC000574779

Articulation


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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	<u>CSLOs</u>
Course Outline	Lab Outline
Req/Adv	Limitation(s) on Enrollment:
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
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

Section	Changed field
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	Outline
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
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E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
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H-Matrix Form	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Betty Inoue	• Pete Vernazza
	Course ID (CB01A and CB01B)	AUTOD099C	AUTOD099C
	Course Control Number	CCC000574894	CCC000574894
	Course Title (CB02)	Introduction to Engine Performance Systems	Introduction to Engine Performance Systems
	Short Course Title	INTRO ENGIN PERFORM SYSTEMS	INTRO ENGIN PERFORM SYSTEMS
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology

Changed	Field	Current Version	Proposed Version
!	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Electronically controlled automotive systems. Fundamentals of automotive microprocessors and automotive onboard computers. Testing techniques for system input and output devices. Diagnosis, troubleshooting, and repairing the automotive fuel supply system including carburetion and feedback carburetion. Diagnosis, troubleshooting, and repair techniques for no-start conditions. Procedure development for analyzing and repairing common problems of fuel, ignition, electrical and basic engine mechanical systems which affect engine performance of the automobile.	Electronically- This course will cover electronically controlled automotive systems. Fundamentals systems, including fundamentals of automotive microprocessors and automotive onboard computers. Testing <u>An emphasis will be on testing</u> techniques for system input and output devices. Diagnosis; <u>Also included will be diagnosis,</u> troubleshooting, and repairing the automotive fuel supply system including carburetion and feedback carburetion. Diagnosis; <u>Additionally, the student will learn diagnosis,</u> troubleshooting, and repair techniques for no-start conditions. Procedure <u>There will be procedure</u> development for analyzing and repairing common problems of fuel, ignition, electrical and basic engine mechanical systems which affect engine performance of the automobile.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of ignition systems and diagnosis of these systems, as advised by our industry advisory committee.	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of ignition systems and diagnosis of these systems, as advised by our industry advisory committee.

Stand-Alone Statement

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


Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Foothill Equivalency

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


CTE Course

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


Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

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

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Automotive Engine Performance</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Automotive Engine Performance	Award Type	Associate in Science (A.S.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Automotive Engine Performance</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Automotive Engine Performance	Award Type	Associate in Science (A.S.) Degree
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Award Type	Certificate of Achievement-Advanced (COA-A)										
Associated Program	Automotive Engine Performance										
Award Type	Certificate of Achievement-Advanced (COA-A)										

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	9	9

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	252	252
	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	108	108
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	156	156
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	7	7
	Total Credit Units - Maximum Credit Units	7	7

Speciality Hours

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

Credit / Non-Credit Options

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


Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	108	108
	Total Contact Hours per Term	-	0
	Total Credit Units	7	7
	Minimum Credit Units	7	7
	Maximum Credit Units	7	7

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version								
	Methods of Instruction	<table border="1"> <thead> <tr> <th>Methods of Instruction</th> <th>Methods of Instruction</th> </tr> </thead> <tbody> <tr> <td>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</td> <td>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</td> </tr> </tbody> </table>	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	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	<table border="1"> <thead> <tr> <th>Methods of Instruction</th> <th>Methods of Instruction</th> </tr> </thead> <tbody> <tr> <td>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</td> <td>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</td> </tr> </tbody> </table>	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	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
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Assignments

1. Required reading from text and syllabus
2. Lab assignments per National Automotive Technology Education Foundation (NATEF) task list including the ignition system, individual component testing, replacement and diagnosis including distributor installation and timing adjustment.

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2. Lab assignments per National Automotive Technology Education Foundation (NATEF) task list including the ignition system, individual component testing, replacement and diagnosis including distributor installation and timing adjustment.



Methods of Evaluation

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1. Multiple-choice quizzes that requires the student to identify and diagnose primary and secondary ignition systems including component testing, distributor installation and timing adjustment.
2. Final exam consisting of multiple-choice questions that requires the student to identify and diagnose primary and secondary ignition systems, including component testing, distributor installation and timing adjustment.
3. Lab assignment completion per NATEF task list
4. Performance Final exam including ignition system diagnosis, individual component testing, distributor installation and timing adjustment.

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Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Basic tool set and tune-up tool set
- Approved shop clothing, safety shoes and safety glasses

Essential College Facilities:

- Classroom with automotive lab access
- "Alldata" electronic information system at www.alldata.com
- "Mitchell on-demand" electronic information system at www.mitchell1.com

Essential Student Materials:

- Basic tool set and tune-up tool set
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Essential College Facilities:

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- "Mitchell on-demand" electronic information system at www.mitchell1.com



Examples of Primary Texts and References

Title	No value
Author	Halderman, James D. "Automotive Electrical and Engine Performance." 7th Edition. Prentice Hall, New York 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

No value

Changed	Field	Current Version	Proposed Version
!	Suggested Reading List	<p>Reading List "Alldata" electronic information system at www.alldata.com</p> <p>May include, but are not limited to</p> <p>Reading List "Mitchell on demand" electronic information system at www.mitchell1.com</p> <p>May include, but are not limited to</p>	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Explain fuel supply system operation • Explain the theory of carburetion • Develop testing and repair procedures, carburetion • Research electronics and the automotive computer • Identify electronic engine control systems • Describe feedback carburetion • Classify internal combustion engine systems • Diagnose engine mechanical condition • Analyze battery and cranking systems • Analyze and diagnose ignition systems • Diagnose and repair fuel supply systems 	<ul style="list-style-type: none"> • Explain fuel supply system operation • Explain the theory of carburetion • Develop testing and repair procedures, carburetion • Research electronics and the automotive computer • Identify electronic engine control systems • Describe feedback carburetion • Classify internal combustion engine systems • Diagnose engine mechanical condition • Analyze battery and cranking systems • Analyze and diagnose ignition systems • Diagnose and repair fuel supply systems • Diagnose Hybrid Electric and electric vehicle (EV) systems
!	CSLOs	<p>CSLOs The student will be able to demonstrate the ability to properly install a distributor into an engine, install spark plug wires in the proper firing order and set ignition timing to specifications.</p> <p>Expected SLO Performance 0.0</p>	<p>CSLOs Demonstrate the ability to properly install a distributor into an engine, install spark plug wires in the proper firing order and set ignition timing to specifications.</p> <p>Expected SLO Performance 0.0</p>

Course Outline

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Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Explain fuel supply system operation <ol style="list-style-type: none"> 1. Automotive fuel types 2. Fuel pumps 3. Fuel filters 4. Testing and servicing techniques 2. Explain the theory of carburetion <ol style="list-style-type: none"> 1. Venturi operation and dynamic pressures 2. The six basic carburetor circuits 3. Develop testing and repair procedures, carburetion <ol style="list-style-type: none"> 1. Emission standards and specifications 2. Four-gas analyzer operation and test result interpretation 3. Specialty tool and equipment procedures 4. Research electronics and the automotive computer <ol style="list-style-type: none"> 1. Electronic circuits 2. Basic solid-state technology 3. Zener diodes 4. Transistors 5. Microprocessors, computers and logic systems 5. Identify electronic engine control systems <ol style="list-style-type: none"> 1. Computer input sensors and circuits 2. Computer output actuators and circuits 6. Describe feedback carburetion <ol style="list-style-type: none"> 1. Meter diagnosis and adjustment procedures 2. Specialty tool and equipment procedures 7. Classify internal combustion engine systems <ol style="list-style-type: none"> 1. The four-stroke cycle 2. Common engine failure symptoms 8. Diagnose engine mechanical condition <ol style="list-style-type: none"> 1. Compression testing 2. Leakdown testing 3. Testing for correct valve timing 9. Analyze battery and cranking systems <ol style="list-style-type: none"> 1. Battery requirements and testing techniques 2. Cranking circuits and testing techniques 3. Troubleshooting battery and cranking circuit components 10. Analyze and diagnose ignition systems <ol style="list-style-type: none"> 1. Breaker-point ignition systems 2. Electronic ignition systems 3. Basic ignition timing, static timing, dynamic timing Techniques 4. Troubleshooting and repair procedures 11. Diagnose and repair fuel supply systems <ol style="list-style-type: none"> 1. Carbureted systems 2. Component testing procedures 	<ol style="list-style-type: none"> 1. Explain fuel supply system operation <ol style="list-style-type: none"> 1. Automotive fuel types 2. Fuel pumps 3. Fuel filters 4. Testing and servicing techniques 2. Explain the theory of carburetion <ol style="list-style-type: none"> 1. Venturi operation and dynamic pressures 2. The six basic carburetor circuits 3. Develop testing and repair procedures, carburetion <ol style="list-style-type: none"> 1. Emission standards and specifications 2. Four-gas analyzer operation and test result interpretation 3. Specialty tool and equipment procedures 4. Research electronics and the automotive computer <ol style="list-style-type: none"> 1. Electronic circuits 2. Basic solid-state technology 3. Zener diodes 4. Transistors 5. Microprocessors, computers and logic systems 5. Identify electronic engine control systems <ol style="list-style-type: none"> 1. Computer input sensors and circuits 2. Computer output actuators and circuits 6. Describe feedback carburetion <ol style="list-style-type: none"> 1. Meter diagnosis and adjustment procedures 2. Specialty tool and equipment procedures 7. Classify internal combustion engine systems <ol style="list-style-type: none"> 1. The four-stroke cycle 2. Common engine failure symptoms 8. Diagnose engine mechanical condition <ol style="list-style-type: none"> 1. Compression testing 2. Leakdown testing 3. Testing for correct valve timing 9. Analyze battery and cranking systems <ol style="list-style-type: none"> 1. Battery requirements and testing techniques 2. Cranking circuits and testing techniques 3. Troubleshooting battery and cranking circuit components 10. Analyze and diagnose ignition systems <ol style="list-style-type: none"> 1. Breaker-point ignition systems 2. Electronic ignition systems 3. Basic ignition timing, static timing, dynamic timing Techniques 4. Troubleshooting and repair procedures 11. Diagnose and repair fuel supply systems <ol style="list-style-type: none"> 1. Carbureted systems 2. Component testing procedures 12. Diagnose Hybrid Electric and electric vehicle (EV) systems <ol style="list-style-type: none"> 1. Check for diagnostic trouble codes (DTCs) 2. Check for proper operation of high voltage (HV) contactors 3. Insulation checking of HV cables 4. Clearing DTC's to verify HV repairs
	Lab Component in this Course	Yes	Yes

!	Lab Outline	<ol style="list-style-type: none"> 1. Develop testing and repair procedures, carburetion 2. Identify electronic engine control systems 3. Analyze and diagnose ignition systems 4. Diagnose engine mechanical condition 5. Diagnose and repair fuel supply systems 	<ol style="list-style-type: none"> 1. Develop testing and repair procedures, carburetion 2. Identify electronic engine control systems 3. Analyze and diagnose ignition systems 4. Diagnose engine mechanical condition 5. Diagnose and repair fuel supply systems 6. Diagnose Hybrid Electric and electric vehicle (EV) systems
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Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	AUTO D099A	AUTO D099A
	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
	Advisory(ies) - Other:	No Value	No Value
!	Limitation(s) on Enrollment:	No Value	(Approved Automotive Technology Course Sequence Contract required.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2AT	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 099C	AUTO 099C
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	AUTO	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
!	DL Approval Date (MM/DD/YYYY)	11/10/2020	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	DL	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236503	No Value
!	Account Code	1320	No Value
!	Program Code	094800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Course hours change to remove lec-lab appr. 11/17/15 (effect. F16).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Course hours change to remove lec-lab appr. 11/17/15 (effect. F16).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
!	Outline	No Value	Added course objective(s) Added lab topic(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
	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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	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	Outline A - Explain fuel supply system operation. Outline D - Research electronics and the automotive computer.

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Outline K - Diagnose and repair fuel supply systems.
	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	Outline J - Analyze and diagnose ignition systems.

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	1. Outline C.2. Four-gas analyzer operation and test result interpretation. 2. Outline H - Diagnose engine mechanical condition.
!	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	Outline H - Diagnose engine mechanical condition.
	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 not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value

H-Matrix Form

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

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

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
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value

Changed	Questions	Current Version	Proposed Version										
!	Stage 5: SLO Coordinator	No Value	<table border="1"> <thead> <tr> <th></th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>2/9/2024</td> <td>Mary Pape - SLO Coordinator</td> <td>Learning Outcomes - CSLO #2</td> <td>Required</td> <td>Start the outcome with a Bloom's Taxonomy (<a a="" ability="" and="" assess="" href="https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%38) word. Suggestion: Demonstrate the ability to " to="" unc<=""></td> </tr> </tbody> </table>		Name - Role OR Tab	Part - Field	Type of Edit	Edit	2/9/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #2	Required	Start the outcome with a Bloom's Taxonomy (<a a="" ability="" and="" assess="" href="https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%38) word. Suggestion: Demonstrate the ability to " to="" unc<="">
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!	Stage 7: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>3/25/24</td> <td>Zack Judson</td> <td>Matrix B</td> <td>Required</td> <td>Please indicate where these essays can be found in the cour</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	3/25/24	Zack Judson	Matrix B	Required	Please indicate where these essays can be found in the cour
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3/25/24	Zack Judson	Matrix B	Required	Please indicate where these essays can be found in the cour									
!	Stage 8: AVP - Instruction	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>4/4/24</td> <td>Gabriela Nocito for AVPI</td> <td>Basic Information - Proposal Details - Attachments</td> <td>Required</td> <td>Please attach the Cou</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	4/4/24	Gabriela Nocito for AVPI	Basic Information - Proposal Details - Attachments	Required	Please attach the Cou
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit									
4/4/24	Gabriela Nocito for AVPI	Basic Information - Proposal Details - Attachments	Required	Please attach the Cou									
	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	AUTOD099C
	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	CCC000574894

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	

Changed **Field**

Current Version

Course Crosswalk
CRS-NUMBER

De Anza College
Change Report
05/31/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Course Outline	Lab Outline
Req/Adv	Limitation(s) on Enrollment:
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	Basic Course Information
Summary of Revisions	Outline
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.

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

Comments

Stage 5: SLO Coordinator

Comments

Stage 9: Articulation Officer

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

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

• Betty Inoue

• Pete Vernazza

Course ID (CB01A and CB01B)

AUTOD099D

AUTOD099D

Course Control Number

CCC000574893

CCC000574893

Course Title (CB02)

Intermediate Engine Performance Systems

Intermediate Engine Performance Systems

Short Course Title

INTERM ENG PERFRM SYST

INTERM ENG PERFRM SYST

TOP Code (CB03)

0948.00

0948.00 Automotive Technology

Changed	Field	Current Version	Proposed Version
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Electronically controlled engine performance systems. Diagnosing, troubleshooting and repairing the automotive fuel-injection systems of domestic automobiles. Testing techniques for system input and output devices using automotive scanners and oscilloscopes.	Electronically- <u>This course will focus on electronically_</u> controlled engine performance systems. Diagnosing, systems, with an emphasis on diagnosing, troubleshooting and repairing the automotive fuel-injection systems of domestic automobiles. Testing- <u>Included will be testing</u> techniques for system input and output devices using automotive scanners and oscilloscopes.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of fuel injection systems and the diagnosis of these systems, as advised by our industry advisory committee.	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of fuel injection systems and the diagnosis of these systems, as advised by our industry advisory committee.


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

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


Foothill Equivalency			

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

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

Associated Program	Automotive Engine Performance
---------------------------	-------------------------------

Award Type	Associate in Science (A.S.) Degree
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Associated Program	Automotive Engine Performance
---------------------------	-------------------------------

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

Associated Program	Automotive Engine Performance
---------------------------	-------------------------------

Award Type	Associate in Science (A.S.) Degree
-------------------	------------------------------------

Associated Program	Automotive Engine Performance
---------------------------	-------------------------------

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

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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Transfer Status (CB05)

Transferable to CSU only

Transferable to CSU only

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	9	9
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	252	252
	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	108	108
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	156	156
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	7	7
	Total Credit Units - Maximum Credit Units	7	7

Speciality Hours

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

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

	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
--	------------------------------------	----------------------------	----------------------------

	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
--	--	----------------	----------------

	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
--	---------------------------------------	-----------------	-----------------

	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
--	--	--------------------------	--------------------------

	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
--	-------------------------------	--------------------------	--------------------------

Credit Units

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

	Total Lecture Hours per Term	144	144
--	-------------------------------------	-----	-----

Changed	Field	Current Version	Proposed Version
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	Total Laboratory Hours per Term	108	108
--	--	-----	-----

	Total Contact Hours per Term	-	0
--	---	---	---

	Total Credit Units	7	7
--	-------------------------------	---	---

	Minimum Credit Units	7	7
--	---------------------------------	---	---

	Maximum Credit Units	7	7
--	---------------------------------	---	---

SKIP

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

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Collaborative learning and small group exercises

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class
Collaborative learning and small group exercises

Assignments

1. Required reading assignments from text and syllabus
2. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list including engine performance system testing and evaluation

1. Required reading assignments from text and syllabus
2. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list including engine performance system testing and evaluation



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Multiple-choice quizzes that requires the student to identify and diagnose basic fuel systems.
2. Final exam consisting of multiple-choice questions that requires the student to identify and diagnose basic fuel systems.
3. Lab assignment completion per NATEF task list
4. Performance Final exam including fuel system testing that requires the student to critically analyze and diagnose findings during the exam.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Multiple-choice quizzes that requires the student to identify and diagnose basic fuel systems.
2. Final exam consisting of multiple-choice questions that requires the student to identify and diagnose basic fuel systems.
3. Lab assignment completion per NATEF task list
4. Performance Final exam including fuel system testing that requires the student to critically analyze and diagnose findings during the exam.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Basic tool set and tune-up tool set • Approved shop clothing, safety shoes and safety glasses <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Classroom with automotive lab access • "Alldata" electronic information system at www.alldata.com • "Mitchell on-demand" electronic information system at www.mitchell1.com 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Basic tool set and tune-up tool set • Approved shop clothing, safety shoes and safety glasses <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Classroom with automotive lab access • "Alldata" electronic information system at www.alldata.com • "Mitchell on-demand" electronic information system at www.mitchell1.com



Examples of Primary Texts and References

Title	No value
Author	Halderman, James D. "Automotive Electrical and Engine Performance." 7th Edition. Prentice Hall, New York 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

No value

Changed **Field**

Current Version

Proposed Version



**Suggested
Reading List**

No value

Reading List "Alldata" electronic information system at www.alldata.com

May include, but are not limited to No value

Reading List "Mitchell on demand" electronic information system at www.mitchell1.com

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed

Field

Current Version

Proposed Version



Course Objectives

- Describe intermediate electronic engine control systems
- Demonstrate diagnostic equipment and special tools
- Explain On-board diagnostic systems
- Identify electronic fuel injection systems
- Develop testing and repair procedures, fuel injection
- Research electronic test equipment

- Describe intermediate electronic engine control systems
- Demonstrate diagnostic equipment and special tools
- Explain On-board diagnostic systems
- Identify electronic fuel injection systems
- Develop testing and repair procedures, fuel injection
- Research electronic test equipment
- Describe Variable Valve Timing (VVT) systems
- Identify cylinder de-activation systems



CSLOs

CSLOs

The student will be able to examine a vehicle with a no-start condition, and using analytical skills learned in class, be able to deduce the malfunctioning component(s) within 15 minutes.

Expected SLO Performance 0.0

CSLOs

Examine a vehicle with a no-start condition, and using analytical skills learned in class, be able to deduce the malfunctioning component(s) within 15 minutes

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Describe intermediate electronic engine control systems <ol style="list-style-type: none"> 1. Computer input sensors and circuits 2. Computer output actuators and circuits 2. Demonstrate diagnostic equipment and special tools <ol style="list-style-type: none"> 1. Troubleshooting 2. Electrical test equipment 3. Mechanical test equipment 3. Explain On-board diagnostic systems <ol style="list-style-type: none"> 1. Self diagnosing electronic engine controls 2. Non-self diagnosing controls 4. Identify electronic fuel injection systems <ol style="list-style-type: none"> 1. Central fuel injection (TBI) 2. Port fuel injection <ol style="list-style-type: none"> 1. MPFI 2. SFI 5. Develop testing and repair procedures, fuel injection <ol style="list-style-type: none"> 1. Emission standards and specifications 2. Four-gas analyzer operation and test result interpretation 3. Specialty tool and equipment procedures 6. Research electronic test equipment <ol style="list-style-type: none"> 1. DVOM usage 2. Advanced scanner usage 	<ol style="list-style-type: none"> 1. Describe intermediate electronic engine control systems <ol style="list-style-type: none"> 1. Computer input sensors and circuits 2. Computer output actuators and circuits 2. Demonstrate diagnostic equipment and special tools <ol style="list-style-type: none"> 1. Troubleshooting 2. Electrical test equipment 3. Mechanical test equipment 3. Explain On-board diagnostic systems <ol style="list-style-type: none"> 1. Self diagnosing electronic engine controls 2. Non-self diagnosing controls 4. Identify electronic fuel injection systems <ol style="list-style-type: none"> 1. Central fuel injection (TBI) 2. Port fuel injection <ol style="list-style-type: none"> 1. MPFI 2. SFI 5. Develop testing and repair procedures, fuel injection <ol style="list-style-type: none"> 1. Emission standards and specifications 2. Four-gas analyzer operation and test result interpretation 3. Specialty tool and equipment procedures 6. Research electronic test equipment <ol style="list-style-type: none"> 1. DVOM usage 2. Advanced scanner usage 7. Describe Variable Valve Timing (VVT) systems <ol style="list-style-type: none"> 1. Computer controlled VVT phasers 2. Computer controlled VVT oil solenoids

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

- 3. Proper service procedures
- 4. Compare crankshaft position sensor (CKP) vs camshaft position sensor (CMP)
- 8. Identify cylinder de-activation systems
 - 1. Displacement on Demand (DOD)
 - 2. Active Fuel Management (AFM)
 - 3. Valve Lifter Oil Manifold (VLOM)

Lab Component in this Course

Yes

Yes

**Lab Outline**

- 1. Develop testing and repair procedures, fuel injection
- 2. Identify electronic fuel injection systems
- 3. Demonstrate diagnostic equipment and special tools
- 4. Four-gas analyzer operation and test result interpretation
- 5. Advanced scanner usage


- 1. Develop testing and repair procedures, fuel injection
- 2. Identify electronic fuel injection systems
- 3. Demonstrate diagnostic equipment and special tools
- 4. Four-gas analyzer operation and test result interpretation
- 5. Advanced scanner usage
- 6. Demonstrate proper Variable Valve Timing (VVT) system service procedures
- 7. Identify cylinder de-activation systems

Req/Adv**Changed****Questions****Current Version****Proposed Version****Prerequisite(s):** AUTO D099A




AUTO D099A

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	(Approved Automotive Technology Course Sequence Contract required.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2AT	No Value
	Catalog Term (21-22)	23-24	No Value

Changed	Questions	Current Version	Proposed Version
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 099D	AUTO 099D
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	AUTO	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

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

Changed	Questions	Current Version	Proposed Version
!	Organization Code	236503	No Value
!	Account Code	1320	No Value
!	Program Code	094800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Course hours change to remove lec-lab appr. 11/17/15 (effect. F16).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> • Course hours change to remove lec-lab appr. 11/17/15 (effect. F16).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
!	Outline	No Value	Added course objective(s) Added lab topic(s)
	Other	No Value	No Value

Blue Form

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

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value


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

No Value

No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
!	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Outline E - Develop testing and repair procedures, fuel injection. The student will research testing procedures for modern fuel injection systems and write an essay on these test and repair procedures. Outline C - Explain On-board diagnostic systems. Research on-board diagnostic systems from the first generation to the latest and write a short essay.</p>
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	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	Outline F - Research electronic test equipment. The student will research electronic test equipment and write a short essay on their findings using appropriate grammar and mechanics.

C-Matrix Form

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

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

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

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

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
!	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	Outline B - Demonstrate diagnostic equipment and special tools. Using an analytical and systematic approach, demonstrate knowledge of diagnostic equipment focusing on which tool to use at the appropriate time. Outline E - Develop testing and repair procedures, fuel injection. Using an analytical approach, the student will develop testing procedures for fuel injection systems. The focus will be for the student to develop an analytical, step-by-step approach
	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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: 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
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Objective 10:
Investigate,
throughout the
course as
applicable,
how
mathematics
has developed
as a human
activity around
the world.

No Value

No Value

F-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	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

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

G-Matrix Form

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

H-Matrix Form

Changed

Questions

Current Version

Proposed Version



Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Approved Course
Sequence Contract
required

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

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

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

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

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

No Value

No Value

Comments

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

No
Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No
Value

No Value

**Stage 4:
Division Dean**

No
Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
			Date	Name - Role OR Tab	Part - Type of Field Edit	Edit		
!	Stage 5: SLO Coordinator	No Value	2/9/2024	Mary Pape SLO Coordinator	CSLO Required	Start the word with the Bloom's Taxonomy word "Examine a vehicle with a no-start condition, and using analytical skills learned in class, be able to deduce the malfunctioning component(s) within 15 minutes." "Students will" is understood but not stated.	Y	
	Stage 7: Content Review Matrix Liaison	No Value	No Value					
	Stage 8: AVP - Instruction	No Value	No Value					
!	Stage 9: Articulation Officer	No Value	3/7/24	Betty Inoue, AO	Example Textbooks	Required	Please add an updated textbook example	
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
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	Stage 14: Curriculum Committee	No Value	No Value
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	AUTOD099D
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	Distance Education Approved	No
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	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	CCC000574893
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Articulation

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



	Course	
	Crosswalk	
	CRS-NUMBER	

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Course Outline	Lab Outline
Req/Adv	Limitation(s) on Enrollment:
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

Section	Changed field
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	Outline
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
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 2: Explore the function concept algebraically, numerically, verbally and graphically.
H-Matrix Form	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Betty Inoue	• Pete Vernazza
	Course ID (CB01A and CB01B)	AUTOD099E	AUTOD099E
	Course Control Number	CCC000574892	CCC000574892
	Course Title (CB02)	Basic Engine Performance Diagnostic Procedures	Basic Engine Performance Diagnostic Procedures
	Short Course Title	BAS ENG PERFM PROCEDURES	BAS ENG PERFM PROCEDURES
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
	Effective Term	Fall 2023	Fall 2023 2025

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational
	Course Description	Automotive technician training program to include each system which aids in increasing fuel economy and in the reduction of emissions and pollutants from the automobile. Diagnosing and troubleshooting the systems controlling automotive performance and drive-ability.	Automotive- <u>This course focuses on automotive</u> technician training program to include each system which aids in increasing fuel economy and in the reduction of emissions and pollutants from the automobile. Diagnosing- <u>There is an emphasis on diagnosing</u> and troubleshooting the systems controlling automotive performance and drive-ability- <u>drivability</u> .
	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • In person ONLY

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of emissions systems and diagnosis of these systems, as advised by our industry advisory committee.	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of emissions systems and diagnosis of these systems, as advised by our industry advisory committee.

Stand-Alone Statement

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


Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Foothill Equivalency

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


CTE Course

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


Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

Changed	Field	Current Version	Proposed Version
	Grade Options	<ul style="list-style-type: none"> Letter Grade Pass/No Pass 	<ul style="list-style-type: none"> Letter Grade Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Automotive Engine Performance</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Automotive Engine Performance	Award Type	Associate in Science (A.S.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Automotive Engine Performance</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Automotive Engine Performance	Award Type	Associate in Science (A.S.) Degree
Associated Program		Automotive Engine Performance									
Award Type		Associate in Science (A.S.) Degree									
Associated Program		Automotive Engine Performance									
Award Type	Associate in Science (A.S.) Degree										
	<table border="1"> <tr> <td>Associated Program</td> <td>Automotive Engine Performance</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	Automotive Engine Performance	Award Type	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td>Associated Program</td> <td>Automotive Engine Performance</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	Automotive Engine Performance	Award Type	Certificate of Achievement-Advanced (COA-A)	
Associated Program	Automotive Engine Performance										
Award Type	Certificate of Achievement-Advanced (COA-A)										
Associated Program	Automotive Engine Performance										
Award Type	Certificate of Achievement-Advanced (COA-A)										

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	9	9
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	252	252
	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	108	108
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	156	156
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	7	7
	Total Credit Units - Maximum Credit Units	7	7

Speciality Hours

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


Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	108	108
	Total Contact Hours per Term	-	0
	Total Credit Units	7	7
	Minimum Credit Units	7	7
	Maximum Credit Units	7	7

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

Specifications											
Changed	Field	Current Version	Proposed Version								
	Methods of Instruction	<table border="1"> <thead> <tr> <th>Methods of Instruction</th> <th></th> </tr> </thead> <tbody> <tr> <td>Methods of Instruction</td> <td>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</td> </tr> </tbody> </table>	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	<table border="1"> <thead> <tr> <th>Methods of Instruction</th> <th>Methods of Instruction</th> </tr> </thead> <tbody> <tr> <td>Methods of Instruction</td> <td>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</td> </tr> </tbody> </table>	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
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Methods of Instruction	Methods of Instruction										
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	Assignments	<ol style="list-style-type: none"> 1. Required reading from text and handouts 2. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list including the diagnosis and identification of basic emissions systems and components. 	<ol style="list-style-type: none"> 1. Required reading from text and handouts 2. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list including the diagnosis and identification of basic emissions systems and components. 								

! Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Multiple-choice quizzes that requires the student to identify and diagnose basic emissions systems and individual components. 2. Final exam consisting of multiple-choice questions that requires the student to identify and diagnose basic emissions systems and components. 3. Lab assignment completion per NATEF task list 4. Performance Final exam including the identification and diagnosis of basic emissions systems and components.

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Essential Student Materials/Essential College Facilities

- Essential Student Materials:**
- Basic tool set and tune-up tool set
 - Approved shop clothing, safety shoes and safety glasses
- Essential College Facilities:**
- Classroom with automotive lab access
 - "Alldata" electronic information system at www.alldata.com
 - "Mitchell on-demand" electronic information system at www.mitchell1.com

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 - "Mitchell on-demand" electronic information system at www.mitchell1.com

! Examples of Primary Texts and References

Title	No value
Author	Halderman, James D. "Automotive Electrical and Engine Performance." 7th Edition. Prentice Hall, New York 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

No value

! Suggested Reading List

Reading List	"Alldata" electronic information system at www.alldata.com
May include, but are not limited to	No value
Reading List	"Mitchell on demand" electronic information system at www.mitchell1.com
May include, but are not limited to	No value

No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version								
!	Course Objectives	<ul style="list-style-type: none"> • Explain the causes of automotive emissions. • Identify the components that comprise the different emission control systems. • Explain the function of the individual system components. • Diagnose system and component problems. • Adjust or repair system problems. • Identify and inspect emission control systems and individual components using an Emissions Application Manual. • Explain principles of operation of basic automotive performance systems. 	<ul style="list-style-type: none"> • Explain the causes of automotive emissions. • Identify the components that comprise the different emission control systems. • Explain the function of the individual system components. • Diagnose system and component problems. • Adjust or repair system problems. • Identify and inspect emission control systems and individual components using an Emissions Application Manual. • Explain principles of operation of basic automotive performance systems. • Describe gasoline direct injection (GDI) systems • Identify Wide band oxygen sensors 								
!	CSLOs	<table border="1"> <tr> <td>CSLOs</td> <td>The student will be able to demonstrate how to properly retrieve DTC's from a Powertrain Control Module (PCM), retrieve Freeze Frame Data from a PCM, and retrieve Inspection/Maintenance (I/M) Readiness Status from a PCM.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	The student will be able to demonstrate how to properly retrieve DTC's from a Powertrain Control Module (PCM), retrieve Freeze Frame Data from a PCM, and retrieve Inspection/Maintenance (I/M) Readiness Status from a PCM.	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Demonstrate how to properly retrieve DTC's from a Powertrain Control Module (PCM), retrieve Freeze Frame Data from a PCM, and retrieve Inspection/Maintenance (I/M) Readiness Status from a PCM.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Demonstrate how to properly retrieve DTC's from a Powertrain Control Module (PCM), retrieve Freeze Frame Data from a PCM, and retrieve Inspection/Maintenance (I/M) Readiness Status from a PCM.	Expected SLO Performance	0.0
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Expected SLO Performance	0.0										

Course Outline

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Course Content

1. Explain the causes of automotive emissions.
 1. Chemistry of pollution
 2. Sources of automotive emissions
 3. Four-gas analyzers
2. Identify the components that comprise the different emission control systems.
 1. Sources of blowby gases
 2. PCV system principles of operation
 3. Identifying PCV system types
 4. System testing and servicing techniques
3. Explain the function of the individual system components.
 1. Sources of fuel evaporation
 2. Evaporative system principles of operation
 3. Identifying EEC system components
 4. System testing and servicing techniques
4. Diagnose system and component problems.
 1. Sources of exhaust emissions
 2. Exhaust emission system principles of operation
 3. Identifying system components
 4. System testing and servicing techniques
5. Adjust or repair system problems.
 1. Theory of operation
 2. Component identification
 3. Vacuum circuitry
 4. Electrical circuitry
6. Identify and inspect emission control systems and individual components using an Emissions Application Manual.
 1. Using an emissions application manual
 2. Identifying types of emission equipment
7. Explain principles of operation of basic automotive performance systems.
 1. Battery, cranking, and charging systems and components
 2. Ignition systems
 3. Computer systems
 4. Fuel supply systems
 5. Emission control systems

1. Explain the causes of automotive emissions.
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7. Explain principles of operation of basic automotive performance systems.
 1. Battery, cranking, and charging systems and components
 2. Ignition systems
 3. Computer systems
 4. Fuel supply systems
 5. Emission control systems
8. Describe gasoline direct injection (GDI) systems
 1. low pressure fuel pump
 2. high pressure fuel pump
 3. solenoid-type injectors
 4. piezo-type injectors
 5. carbon fouling of intake valves
9. Identify Wide band oxygen sensors
 1. Universal Exhaust Gas Oxygen Sensors (UEGO)
 2. Air Fuel Ratio Sensors (AF/S)
 3. Lean Air Fuel Ratio Sensors (LAF)

Lab Component in this Course Yes

Yes



Lab Outline

1. Identify the components that comprise the different emission control systems
2. Diagnose system and component problems.
3. System testing and servicing techniques
4. Adjust or repair system problems
5. Identify and inspect emission control systems and individual components using an Emissions Application Manual

1. Identify the components that comprise the different emission control systems
2. Diagnose system and component problems.
3. System testing and servicing techniques
4. Adjust or repair system problems
5. Identify and inspect emission control systems and individual components using an Emissions Application Manual
6. Service and repair GDI systems
7. Wide band oxygen sensor testing and repair

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	AUTO D099C	AUTO D099C
	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
	Advisory(ies) - Other:	No Value	No Value
!	Limitation(s) on Enrollment:	No Value	(Approved Automotive Technology Course Sequence Contract required.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

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

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236503	No Value
!	Account Code	1320	No Value
!	Program Code	094800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Course hours change to remove lec-lab appr. 11/17/15 (effect. F16).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Course hours change to remove lec-lab appr. 11/17/15 (effect. F16).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
!	Outline	No Value	Added course objective(s) Added lab topic(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
	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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	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	Outline A.1. - Explain the causes of automotive emissions. 1. Chemistry of pollution. Outline C.1. - Explain the function of the individual system components. 1. Sources of fuel evaporation.

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Outline G.3. - Explain principles of operation of basic automotive performance systems. 3. Computer systems.
	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	Outline F.1. - Identify and inspect emission control systems and individual components using an Emissions Application Manual. 1.Using an emissions application manual.

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	Outline B.4. - Identify the components that comprise the different emission control systems. 4. System testing and servicing techniques. Outline D - Diagnose system and component problems.
!	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	Outline A.3. - Explain the causes of automotive emissions. 3. Four-gas analyzers.
	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 not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value

H-Matrix Form

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

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

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
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value

Changed	Questions	Current Version	Proposed Version															
	Stage 5: SLO Coordinator	No Value	<table border="1"> <thead> <tr> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>2/9/2024 Mary Pape - SLO Coordinator</td> <td>Learning Outcomes - CSLO</td> <td>Required</td> <td>Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%27s+taxonomy&oeq=1) word. The words "The student will be able to" are understood. Sugges</td> </tr> </tbody> </table>	Name - Role OR Tab	Part - Field	Type of Edit	Edit	2/9/2024 Mary Pape - SLO Coordinator	Learning Outcomes - CSLO	Required	Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%27s+taxonomy&oeq=1) word. The words "The student will be able to" are understood. Sugges							
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	Stage 7: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>3/14/24</td> <td>Zack Judson</td> <td>Matrix B</td> <td>Required</td> <td>Please indicate where the listed essays can be found in the C</td> </tr> <tr> <td>3/14</td> <td>zj</td> <td>Matrix E - Objective 1</td> <td>Required</td> <td>Please correctly identify where this falls in the course outline. Can you please clarify how "developing a systematic plan" me</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	3/14/24	Zack Judson	Matrix B	Required	Please indicate where the listed essays can be found in the C	3/14	zj	Matrix E - Objective 1	Required	Please correctly identify where this falls in the course outline. Can you please clarify how "developing a systematic plan" me
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3/14	zj	Matrix E - Objective 1	Required	Please correctly identify where this falls in the course outline. Can you please clarify how "developing a systematic plan" me														
	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	AUTOD099E
	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	CCC000574892

Articulation



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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Course Outline	Lab Outline
Req/Adv	Limitation(s) on Enrollment:
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

Section	Changed field
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	Outline
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 2: Explore the function concept algebraically, numerically, verbally and graphically.
H-Matrix Form	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Betty Inoue	• Pete Vernazza
	Course ID (CB01A and CB01B)	AUTOD099F	AUTOD099F
	Course Control Number	CCC000574891	CCC000574891
	Course Title (CB02)	Intermediate Engine Performance Diagnostic Procedures	Intermediate Engine Performance Diagnostic Procedures
	Short Course Title	INTERM ENG PERF DIAGNOST	INTERM ENG PERF DIAGNOST
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	Performance tuning of automotive gasoline engines. Emphasis on reference material dealing with repair procedures, specifications, and efficient tune-up procedures. Intermediate level for usage of computer scanners and oscilloscopes. Diagnosing, troubleshooting and repairing the systems designed for the control of engine temperature.	Performance- <u>This course focuses on performance</u> tuning of automotive gasoline engines. Emphasis- <u>engines, with an emphasis</u> on reference material dealing with repair procedures, specifications, and efficient tune-up procedures. Intermediate- <u>Included will be intermediate</u> level for usage of computer scanners and oscilloscopes. Diagnosing- <u>These tools will be used for diagnosing</u> , troubleshooting and repairing the systems designed for the control of engine temperature.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of performance tuning and tune-up procedures, as advised by our industry advisory committee.	This CTE, CSU transferable course belongs on the Certificate of Achievement-Advanced and AS degree in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of performance tuning and tune-up procedures, as advised by our industry advisory committee.

Stand-Alone Statement

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


Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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


CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

Changed	Field	Current Version	Proposed Version
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Automotive Engine Performance</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Automotive Engine Performance	Award Type	Associate in Science (A.S.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Automotive Engine Performance</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Automotive Engine Performance	Award Type	Associate in Science (A.S.) Degree
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Associated Program	Automotive Engine Performance										
Award Type	Certificate of Achievement-Advanced (COA-A)										
Associated Program	Automotive Engine Performance										
Award Type	Certificate of Achievement-Advanced (COA-A)										

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	9	9
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	252	252
	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	108	108
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	156	156
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	7	7
	Total Credit Units - Maximum Credit Units	7	7

Speciality Hours

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


Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	108	108
	Total Contact Hours per Term	-	0
	Total Credit Units	7	7
	Minimum Credit Units	7	7
	Maximum Credit Units	7	7

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

Specifications			
Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>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</p>
	Assignments	<ol style="list-style-type: none"> 1. Required reading from text and handouts 2. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list including the usage of scan tools and oscilloscopes to diagnose engine performance systems. 	<ol style="list-style-type: none"> 1. Required reading from text and handouts 2. Lab assignments per expanded National Automotive Technology Education Foundation (NATEF) task list including the usage of scan tools and oscilloscopes to diagnose engine performance systems.

! Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Multiple-choice quizzes that requires the student to diagnose engine performance systems using scan tools and oscilloscopes. 2. Final exam consisting of multiple-choice questions that requires the student to diagnose engine performance systems using scan tools and oscilloscopes. 3. Lab assignment completion per NATEF task list 4. Performance Final exam including the usage of scan tools and oscilloscopes to diagnose engine performance systems. In addition, the student will perform a complete CA Smog Inspection.

Methods of Evaluation	Methods of Evaluation
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Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Basic tool set and tune-up tool set
- Approved shop clothing, safety shoes and safety glasses

Essential College Facilities:

- Classroom with automotive lab access
- "Alldata" electronic information system at www.alldata.com
- "Mitchell on-demand" electronic information system at www.mitchell1.com

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- Basic tool set and tune-up tool set
- Approved shop clothing, safety shoes and safety glasses

Essential College Facilities:

- Classroom with automotive lab access
- "Alldata" electronic information system at www.alldata.com
- "Mitchell on-demand" electronic information system at www.mitchell1.com

! Examples of Primary Texts and References

Title	No value
Author	Halderman, James D. "Automotive Electrical and Engine Performance." 7th Edition. Prentice Hall, New York 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

No value

Changed	Field	Current Version	Proposed Version
!	Suggested Reading List	<p>Reading List "Alldata" electronic information system at www.alldata.com</p> <p>May include, but are not limited to No value</p> <p>Reading List "Mitchell on demand" electronic information system at www.mitchell1.com</p> <p>May include, but are not limited to No value</p>	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> Describe the operation of performance systems and components Demonstrate skills in diagnostic strategies and tune-up procedures Develop tune-up procedures to diagnose engine performance problems Recognize and identify the components that comprise a basic automotive cooling system Research technical information using various media 	<ul style="list-style-type: none"> Describe the operation of performance systems and components Demonstrate skills in diagnostic strategies and tune-up procedures Develop tune-up procedures to diagnose engine performance problems Recognize and identify the components that comprise a basic automotive cooling system Research technical information using various media Identify various automotive computer networks Identify common failures of automotive computer networks
!	CSLOs	<p>CSLOs The student will be able to perform a Smog Inspection (Acceleration Simulation Mode), a visual inspection and functional inspection per CA State guidelines.</p> <p>Expected SLO Performance 0.0</p>	<p>CSLOs Perform a Smog Inspection (Acceleration Simulation Mode), a visual inspection and functional inspection per CA State guidelines</p> <p>Expected SLO Performance 0.0</p>

Course Outline

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Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Describe the operation of performance systems and components <ol style="list-style-type: none"> 1. Battery, cranking, and charging systems and components 2. Ignition systems 3. Computer systems 4. Fuel supply systems 5. Emission control systems 2. Demonstrate skills in diagnostic strategies and tune-up procedures <ol style="list-style-type: none"> 1. Equipment capabilities 2. Equipment operation 3. Component identification, location 4. Component testing 5. Intermediate computer scanner training 6. Intermediate oscilloscope training 3. Develop tune-up procedures to diagnose engine performance problems <ol style="list-style-type: none"> 1. Driveability complaints 2. Testing procedure organization 3. Service and repair strategies 4. Recognize and identify the components that comprise a basic automotive cooling system <ol style="list-style-type: none"> 1. Theory of operation 2. Component identification 3. System testing, servicing, and repairing techniques 5. Research technical information using various media <ol style="list-style-type: none"> 1. Reference manuals 2. Specification manuals 3. Wiring diagrams 4. Troubleshooting charts 5. Electronic retrieval systems 	<ol style="list-style-type: none"> 1. Describe the operation of performance systems and components <ol style="list-style-type: none"> 1. Battery, cranking, and charging systems and components 2. Ignition systems 3. Computer systems 4. Fuel supply systems 5. Emission control systems 2. Demonstrate skills in diagnostic strategies and tune-up procedures <ol style="list-style-type: none"> 1. Equipment capabilities 2. Equipment operation 3. Component identification, location 4. Component testing 5. Intermediate computer scanner training 6. Intermediate oscilloscope training 3. Develop tune-up procedures to diagnose engine performance problems <ol style="list-style-type: none"> 1. Driveability complaints 2. Testing procedure organization 3. Service and repair strategies 4. Recognize and identify the components that comprise a basic automotive cooling system <ol style="list-style-type: none"> 1. Theory of operation 2. Component identification 3. System testing, servicing, and repairing techniques 5. Research technical information using various media <ol style="list-style-type: none"> 1. Reference manuals 2. Specification manuals 3. Wiring diagrams 4. Troubleshooting charts 5. Electronic retrieval systems 6. Identify various automotive computer networks <ol style="list-style-type: none"> 1. Controller Area Network (CAN) 2. Class 2 3. Local Interconnect (LIN) 4. Local Area network (LAN) 5. Media Oriented Systems Transport (MOST Bus) 7. Identify common failures of automotive computer networks <ol style="list-style-type: none"> 1. No communication between scan tool and network 2. Engine will not start 3. Engine computer will not recognize remote entry smart key 4. Dash warning lights on
	Lab Component in this Course	Yes	Yes

!	Lab Outline	<ol style="list-style-type: none"> 1. Demonstrate skills in diagnostic strategies and tune-up procedures 2. Develop tune-up procedures to diagnose engine performance problems 3. Recognize and identify the components that comprise a basic automotive cooling system 4. System testing, servicing, and repairing techniques 5. Testing procedure organization 	<ol style="list-style-type: none"> 1. Demonstrate skills in diagnostic strategies and tune-up procedures 2. Develop tune-up procedures to diagnose engine performance problems 3. Recognize and identify the components that comprise a basic automotive cooling system 4. System testing, servicing, and repairing techniques 5. Testing procedure organization 6. Recognize automotive computer networks 7. Demonstrate skills in diagnosing common failures of automotive computer networks
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Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	AUTO D099C	AUTO D099C
	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
	Advisory(ies) - Other:	No Value	No Value
!	Limitation(s) on Enrollment:	No Value	(Approved Automotive Technology Course Sequence Contract required.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

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

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	236503	No Value
!	Account Code	1320	No Value
!	Program Code	094800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Course hours change to remove lec-lab appr. 11/17/15 (effect. F16).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Course hours change to remove lec-lab appr. 11/17/15 (effect. F16).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
!	Outline	No Value	Added course objective(s) Added lab topic(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
	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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	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	Outline B.5. - Demonstrate skills in diagnostic strategies and tune-up procedures. 5. Intermediate computer scanner training. Outline B. 6. - Demonstrate skills in diagnostic strategies and tune-up procedures. 6. Intermediate oscilloscope training.

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

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	Outline B.5. Demonstrate skills in diagnostic strategies and tune-up procedures. 5. Intermediate computer scanner training. Outline B.6. Demonstrate skills in diagnostic strategies and tune-up procedures. 6. Intermediate oscilloscope training.
!	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	Outline B.6. Demonstrate skills in diagnostic strategies and tune-up procedures. 6. Intermediate oscilloscope training.
	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 not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value

H-Matrix Form

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

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

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
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value

Changed	Questions	Current Version	Proposed Version				
!	Stage 5: SLO Coordinator	No Value		Name - Role OR Tab	Part - Field	Type of Edit	Edit
			2/9/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO	Required	Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%278) word. The words "Students will" are understood. Suggestion: "Perform a
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit
			3/7/24	Zack Judson - Content Review Liaison	Matrix B	Required	Please indicate where these essays can be found in the cur
	Stage 8: AVP - Instruction	No Value					
	Stage 9: Articulation Officer	No Value					
	Stage 11: ESGC Faculty Coordinator	No Value					
	Stage 14: Curriculum Committee	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	AUTOD099F
	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	CCC000574891

Articulation

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

De Anza College
Change Report
07/02/2024


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	Discipline 3
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
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.

Section	Changed field
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
Comments	Stage 3: Division Curriculum Representative
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Huafu Liu	• William Roeder
	Course ID (CB01A and CB01B)	E SD056.	E SD056.
	Course Control Number	CCC000501321	CCC000501321
	Course Title (CB02)	Introduction to Environmental Health	Introduction to Environmental Health
	Short Course Title	INTRO ENVIRON HLTH	INTRO ENVIRON HLTH

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	0303.00	0303.00 Environmental Technology
	CIP Code	Hazardous Materials Management and Waste Technology/Technician	15.0508 Hazardous Materials Management and Waste Technology/Technician
	Department	E S - Environmental Studies	E S - Environmental Studies
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	An introduction to the field of environmental health, a branch of public health that deals with the effects that environmental hazards – such as air and water pollution, industrial and hazardous wastes, noise and radiation, food and waterborne diseases, vectors (disease-carrying organisms), and pesticides and other toxic chemical-containing products, including consumer products – have on human health. Investigates the laws, regulations, standards and policies governing environmental and occupational exposures, and the means (principles and practices) used to reduce human health risks from such exposures. Explores associated job and career opportunities in the field.	An introduction- <u>Introduction to Environmental Health is an introductory course in</u> the field of environmental health, health- a branch of public health that deals- dealing with the effects that of environmental hazards — such as hazards. <u>Topics covered in this course include:</u> air and water pollution, industrial and hazardous wastes,- waste, noise and radiation, food and waterborne diseases, <u>and</u> vectors (disease-carrying organisms), and <u>organisms</u>). <u>The course examines toxic chemicals found in</u> pesticides and other toxic chemical-containing products, including- consumer products – <u>Including the impact they</u> have on human health. Investigates- <u>This course also investigates</u> the laws, regulations, standards and policies governing environmental and occupational exposures, exposures and the means (principles- principles and practices) <u>practices</u> used to reduce human health risks from such exposures. Explores <u>risks</u> . <u>The course also explores</u> associated job and career opportunities in the this <u>environmental</u> field.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> • Online • Hybrid 	<ul style="list-style-type: none"> • Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	<ul style="list-style-type: none">Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
❗	Discipline 2	No value	<ul style="list-style-type: none">Biological Sciences
❗	Discipline 3	No value	<ul style="list-style-type: none">Ecology
❗	FSA	No value	<ul style="list-style-type: none">FHDA FSA - BIOLOGICAL SCIENCES

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 CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about the principles and practices used in the vocational field of environmental health.	This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about the principles and practices used in the vocational field of environmental health.

Stand-Alone Statement

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

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

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

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

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

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

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

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program Environmental Resource Management and Pollution Prevention	Associated Program Environmental Resource Management and Pollution Prevention
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis)	Associated Program Liberal Arts (Science, Math and Engineering Emphasis)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis)	Associated Program Liberal Arts (Science, Math and Engineering Emphasis)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis)	Associated Program Liberal Arts (Science, Math and Engineering Emphasis)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
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	Total Credit Units - Maximum Credit Units	4	4
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Speciality Hours

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

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

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

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Methods of Instruction

Methods of Instruction	
Methods of Instruction	<p>Lecture and visual aids</p> <p>Discussion of assigned reading</p> <p>Discussion and problem solving performed in class</p> <p>In-class exploration of Internet sites</p> <p>Quiz and examination review performed in class</p> <p>Homework and extended projects</p> <p>Field observation and field trips</p> <p>Guest speakers</p> <p>Collaborative learning and small group exercises</p>

Methods of Instruction	Methods of Instruction
Methods of Instruction	<p>Lecture and visual aids</p> <p>Discussion of assigned reading</p> <p>Discussion and problem solving performed in class</p> <p>In-class exploration of Internet sites</p> <p>Quiz and examination review performed in class</p> <p>Homework and extended projects</p> <p>Field observation and field trips</p> <p>Guest speakers</p> <p>Collaborative learning and small group exercises</p>

Assignments

1. Reading assignments from the text and other assigned sources.
2. Writing assignments involving summary, synthesis and critical analysis of data and information

1. Reading assignments from the text and other assigned sources.
2. Writing assignments involving summary, synthesis and critical analysis of data and information



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Quizzes to evaluate student comprehension of course concepts and principles and their application. 2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application. 3. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.

Methods of Evaluation	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Quizzes to evaluate student comprehension of course concepts and principles and their application. 2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application. 3. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.
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Changed Field

Current Version

Proposed Version



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- Kirsch Center for Environmental Studies
- (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station)

Essential Student Materials:

- None

Essential College Facilities:

- Kirsch Center for Environmental Studies
- (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station)



Examples of Primary Texts and References

Title	No value
Author	Friis, Robert. "Essentials of Environmental Health." 2nd Edition. Jones and Barlett. 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Moeller, D.W. "Environmental Health." 4th Ed. Harvard University Press, Cambridge Mass., 2011.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Essentials of Environmental Health
Author	Friis, Robert
Publisher	Jones and Bartlett Learning
Date/Edition	March 2018, 3rd Edition
ISBN	9781284123975

Title	Environmental Health
Author	Moeller, D.W. "Environmental Health." 4th Ed. Harvard University Press, Cambridge Mass., 2011.
Publisher	Harvard University Press
Date/Edition	June 2011, 4th Edition
ISBN	0674047400



Suggested Reading List

No value

Reading List Kathryn Hilgenkamp. "Environmental Health: Ecological Perspectives." Jones and Bartlett Publishing Company, 2006.

May include, but are not limited to No value

Reading List World Health Organization (WHO) website (www.who.int)

May include, but are not limited to No value

Reading List National Center for Environmental Health (Centers for Disease Control and Prevention) website (www.cdc.gov/nceh)

May include, but are not limited to No value

Reading List National Institute of Environmental Health Sciences (National Institutes of Health, U.S. Dept of Health and Human Services) website (www.niehs.nih.gov)

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List National Environmental Health Association (NEHA) website (www.neha.org)

May include, but are not limited to No value

Reading List Center for Environmental Health, California Dept of Public Health website (www.cdph.ca.gov)

May include, but are not limited to No value

Reading List Santa Clara County Dept of Environmental Health website (www.sccgov.org/SITES/DEH)

May include, but are not limited to No value

Learning Outcomes and Objectives

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

- Review and assess the historical background of the Environmental Health field
- Examine the overall structure and major systems and organs of the human body, their functions and the potential negative impacts/effects of environmental agents.
- Examine the basic "tools of the trade" used in the Environmental Health field
- Investigate harmful environmental agents (biological, chemical and physical agents).
- Explore real-world applications of environmental health
- Explore job and career opportunities in the Environmental Health field

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CSLOs**CSLOs**

Demonstrate the ability to communicate the elements, principles and practices utilized in the field of environmental health.

Expected SLO Performance 0.0

CSLOs

Demonstrate the ability to communicate the elements, principles and practices utilized in the field of environmental health.

Expected SLO Performance 0.0

Course Outline

Changed Field**Current Version****Proposed Version****Course
Content**

1. Review and assess the historical background of the Environmental Health field
 1. Review and assess ancient history (Greeks and Romans)
 2. Review and assess the pre-World War II Era (1840-1940)
 3. Review and assess the post-World War II Era (1945-1970)
 4. Review and assess the Modern Environmental Era (1970-present)
 2. Examine the overall structure and major systems and organs of the human body, their functions and the potential negative impacts/effects of environmental agents.
 1. Examine human body organization and structure
 2. Examine the major systems and associated organs of the human body and their function.
 3. Examine the potential negative impacts/effects of environmental agents on the human body (cancer, reproductive harm, neurological damage, blindness, etc.)
 3. Examine the basic “tools of the trade” used in the Environmental Health field
 1. Examine Environmental Epidemiology (the study and analysis of the patterns, causes, and effects of environmentally-related health and disease conditions in defined populations)
 2. Examine Toxicology (the study and analysis of the adverse effects of chemicals on living organisms)
1. Review and assess the historical background of the Environmental Health field
 1. Review and assess ancient history (Greeks and Romans)
 2. Review and assess the pre-World War II Era (1840-1940)
 3. Review and assess the post-World War II Era (1945-1970)
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 2. Examine the overall structure and major systems and organs of the human body, their functions and the potential negative impacts/effects of environmental agents.
 1. Examine human body organization and structure
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 3. Examine the basic “tools of the trade” used in the Environmental Health field
 1. Examine Environmental Epidemiology (the study and analysis of the patterns, causes, and effects of environmentally-related health and disease conditions in defined populations)
 2. Examine Toxicology (the study and analysis of the adverse effects of chemicals on living organisms)

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

-
- | | |
|--|--|
| <ul style="list-style-type: none">3. Examine Environmental Exposure Science (the study and analysis of human exposure to environmental contaminants)4. Examine the Risk Assessment and Risk Management processes.5. Examine major Environmental Health-related Laws, Regulations and Policies.6. Examine monitoring and assessment technologies, systems and devices employed in Environmental Health.4. Investigate harmful environmental agents (biological, chemical and physical agents).<ul style="list-style-type: none">1. Investigate biological agents (bacteria, viruses, mold, vectors, etc.)2. Investigate chemical agents (pesticides, toxic heavy metals, synthetic organic compounds, etc.)3. Investigate physical agents (noise, ionizing and non-ionizing radiation, heat and cold, etc.)5. Explore real-world applications of environmental health<ul style="list-style-type: none">1. Explore water quality applications2. Explore air quality applications3. Explore waste management applications (solid, industrial, medical and hazardous wastes)4. Explore food safety applications5. Explore general sanitation applications.6. Explore vector control7. Explore consumer product applications | <ul style="list-style-type: none">3. Examine Environmental Exposure Science (the study and analysis of human exposure to environmental contaminants)4. Examine the Risk Assessment and Risk Management processes.5. Examine major Environmental Health-related Laws, Regulations and Policies.6. Examine monitoring and assessment technologies, systems and devices employed in Environmental Health.4. Investigate harmful environmental agents (biological, chemical and physical agents).<ul style="list-style-type: none">1. Investigate biological agents (bacteria, viruses, mold, vectors, etc.)2. Investigate chemical agents (pesticides, toxic heavy metals, synthetic organic compounds, etc.)3. Investigate physical agents (noise, ionizing and non-ionizing radiation, heat and cold, etc.)5. Explore real-world applications of environmental health<ul style="list-style-type: none">1. Explore water quality applications2. Explore air quality applications3. Explore waste management applications (solid, industrial, medical and hazardous wastes)4. Explore food safety applications5. Explore general sanitation applications.6. Explore vector control7. Explore consumer product applications |
|--|--|

Changed	Field	Current Version	Proposed Version
		8. Explore occupational (workplace) applications 6. Explore job and career opportunities in the Environmental Health field 1. Explore job and career opportunities with government agencies (federal, state and local). 2. Explore job and career opportunities with non-governmental organizations (NGOs). 3. Explore job and career opportunities with business/industry.	8. Explore occupational (workplace) applications 6. Explore job and career opportunities in the Environmental Health field 1. Explore job and career opportunities with government agencies (federal, state and local). 2. Explore job and career opportunities with non-governmental organizations (NGOs). 3. Explore job and career opportunities with business/industry.
	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

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

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

!	Effective Year (2021)	2023	No Value
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	Sort ID (00 < 10; 0 < 100)	E S 056	E S 056
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	Course Status	Non-substantial	Non-substantial
--	----------------------	-----------------	-----------------

!	Course Status Code	A	No Value
---	---------------------------	---	----------

!	Banner Department	E S	No Value
---	--------------------------	-----	----------

!	Course Level	DU	No Value
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!	College Code	DA	No Value
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	Course Characteristics	CTE	CTE
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Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
!	DL Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
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Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)

N

No Value



Noncredit Enhanced Funding Indicator

N

No Value



In Service Indicator

N

No Value



Sports/Physical Education Course Indicator

N

No Value



COA Code

C

No Value



Fund Code

114000

No Value



Organization Code

237005

No Value



Account Code

1320

No Value



Program Code

030200

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
❗	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	<p>Assignments: A. Reading assignments from the text and other assigned sources; Method Of Evaluation: B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.</p>
❗	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Assignments: A Reading assignments from the text and other assigned sources; Method Of Evaluation B Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.. .</p>
❗	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	<p>Assignments: A .Reading assignments from the text and other assigned sources; Method Of Evaluation: A.Quizzes to evaluate student comprehension of course concepts and principles and their application.</p>
❗	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	<p>Assignments: A. Reading assignments from the text and other assigned sources. Method Of Evaluation; B- Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.</p>

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

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

No Value

Assignments :A. Reading assignments from the text and other assigned sources.; Method Of Evaluation: B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.



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

No Value

Assignments: A: Reading assignments from the text and other assigned sources.Method of Evaluation: B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.



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

No Value

Assignments: A. Reading assignments from the text and other assigned sources; B Method Of Evaluation :B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.



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

No Value

Assignments A. Reading assignments from the text and other assigned sources; Method Of Evaluation: B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.



Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

Assignments: A.Reading assignments from the text and other assigned sources; Method Of Evaluation: B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.

C-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 5:
Use systems of two linear equations to solve real world problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 10:
Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

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

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
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	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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F-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

Objective 4:
Solve problems involving operations with signed numbers.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE - ESGC Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<p>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.</p>	No Value	No Value
	<p>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</p>	No Value	No Value
	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
!	Stage 3: Division Curriculum Representative	No Value	<p>3/27Req/Adv</p> <p>Basic Info Course Description. Req.</p> <p>Specifications Examples of Texts Req,</p> <p>Specifications Suggested reading Req,</p> <p>6/11- BK - Please remove reference to specific course title/ID</p> <p>6/11- Where? Under what tab? The course description?</p>
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Please complete B matrix for your Required advisories

6/11- Bill Roeder-Done Please use complete sentences

6/11- Bill Roeder-Done Please use individual fields to enter author, title, etc.
6/11- Bill Roeder-Done Please remove all entries from this field
6/11- Bill Roeder-Done

Changed	Questions	Current Version	Proposed Version
	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 ID	E SD056.
	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	CCC000501321

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
07/02/2024


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	Discipline 3
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	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
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.

Section	Changed field
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Huafu Liu 	<ul style="list-style-type: none"> William Roeder
	Course ID (CB01A and CB01B)	E SD061A	E SD061A
	Course Control Number	CCC000592413	CCC000592413
	Course Title (CB02)	Environmental Resource Management and Pollution Prevention: Air, Water and Land	Environmental Resource Management and Pollution Prevention: Air, Water and Land
	Short Course Title	ENV RES MGMT & POL PREV: AIR	ENV RES MGMT & POL PREV: AIR
	TOP Code (CB03)	0303.00	0303.00 Environmental Technology
	CIP Code	Hazardous Materials Management and Waste Technology/Technician	15.0508 Hazardous Materials Management and Waste Technology/Technician

Changed	Field	Current Version	Proposed Version
	Department	E S - Environmental Studies	E S - Environmental Studies
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	<p>Explores environmental protection (pollution control and prevention) and resource management, focusing on our air, water and land resources. Examines the scientific, legal, technical and practical management aspects involved in protecting and sustainably using/managing such resources. Explores associated job and career opportunities in these areas.</p>	<p>Explores <u>This course explores</u> environmental protection (pollution control and prevention) and resource management, focusing on our air, water and land resources. Examines <u>Focus areas of the course include</u> the scientific, legal, technical and practical management aspects involved in protecting and sustainably using/managing such resources. Explores <u>This course also explores</u> associated job and career opportunities in these areas.</p>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Environmental Technologies (Environmental hazardous material technology, hazardous material abate- ment, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
!	Discipline 2	No value	<ul style="list-style-type: none"> Biological Sciences

Changed	Field	Current Version	Proposed Version
!	Discipline 3	No value	<ul style="list-style-type: none"> Ecology
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about sustainable use and management of our basic environmental resources - air, water and land.</p>	<p>This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about sustainable use and management of our basic environmental resources - air, water and land.</p>

Stand-Alone Statement

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

Course Philosophy

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

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

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


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

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

Cross-listed Course

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

More Options

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program Environmental Resource Management and Pollution Prevention	Associated Program Environmental Resource Management and Pollution Prevention
		Award Type Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)
		Associated Program Environmental Resource Management and Pollution Prevention	Associated Program Environmental Resource Management and Pollution Prevention
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Environmental Resource Management and Pollution Prevention	Associated Program Environmental Resource Management and Pollution Prevention
		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 CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y

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	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

Changed	Field	Current Version	Proposed Version
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96

Changed	Field	Current Version	Proposed Version
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	Total Credit Units - Minimum Credit Units	4	4
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	Total Credit Units - Maximum Credit Units	4	4
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Speciality Hours

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

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

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications



Methods of Instruction

Methods of Instruction	
Methods of Instruction	<p>Lecture and visual aids</p> <p>Discussion of assigned reading</p> <p>Discussion and problem solving performed in class</p> <p>In-class exploration of Internet sites</p> <p>Quiz and examination review performed in class</p> <p>Homework and extended projects</p> <p>Field observation and field trips</p> <p>Guest speakers</p> <p>Collaborative learning and small group exercises</p>

Methods of Instruction	Methods of Instruction
Methods of Instruction	<p>Lecture and visual aids</p> <p>Discussion of assigned reading</p> <p>Discussion and problem solving performed in class</p> <p>In-class exploration of Internet sites</p> <p>Quiz and examination review performed in class</p> <p>Homework and extended projects</p> <p>Field observation and field trips</p> <p>Guest speakers</p> <p>Collaborative learning and small group exercises</p>

Assignments

1. Reading assignments from the text and other assigned sources.
2. Writing assignments involving summary, synthesis and critical analysis of data and information.

1. Reading assignments from the text and other assigned sources.
2. Writing assignments involving summary, synthesis and critical analysis of data and information.

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Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of
Evaluation

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

1. Quizzes to evaluate student comprehension of course concepts and principles and their application.
2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
3. Written Exploration Reports that require students to demonstrate the ability to summarize and critically analyze current topics and issues regarding our Air, Water, and Land Resources.
4. A comprehensive Final Exam to evaluate student comprehension of course concepts and

**Methods
of
Evaluation**

1. Quizzes to evaluate student comprehension of course concepts and principles and their application.
2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
3. Written Exploration Reports that require students to demonstrate the ability to summarize and critically analyze current topics and issues regarding our Air, Water, and Land Resources.
4. A comprehensive Final Exam to evaluate student comprehension of course concepts and

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Proposed Version

principles and their application.

principles and their application.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- Kirsch Center for Environmental Studies
- (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station)

Essential Student Materials:

- None

Essential College Facilities:

- Kirsch Center for Environmental Studies
- (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station)

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Examples of Primary Texts and References

Title	No value
Author	Miller and Spoolman. "Sustaining The Earth." 11th Edition. Brooks-Cole. 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Herson, Albert and Gary Lucks, "California Environmental Law and Policy," Solano Press. 2nd Edition. 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Jerry A. Nathanson. "Basic Environmental Technology: Water Supply, Waste Management & Pollution Control" 6th Ed. Prentice Hall. 2014.
Publisher	No value
Date/Edition	No value

Title	Sustaining the Earth
Author	Miller and Spoolman
Publisher	Brooks-Cole
Date/Edition	11th Edition 2019
ISBN	9353503116

Title	Basic Environmental Technology: Water Supply, Waste Management, amnd Pollution Control
Author	Jerry A. Nathanson
Publisher	Prentice-Hall
Date/Edition	6th Edition 2014
ISBN	0132840146

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ISBN No value



Suggested Reading List

No value

Reading List Kubasek, Nancy K. & Gary S. Silverman, "Environmental Law," 8th Ed., Prentice Hall, 2013.

May include, but are not limited to

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<p>Course Objectives</p>	<ul style="list-style-type: none"> • Explore and examine the scientific, legal, technical and practical management aspects involved in protecting and sustainably using/managing our air resources. • Explore and examine the scientific, legal, technical and practical management aspects involved in protecting and sustainably using/managing our water resources. • Explore and examine the scientific, legal, technical and practical management aspects involved in protecting and sustainably using/managing our land resources. • Explore and examine the interactions and trade-offs involved in protecting and sustainably using/managing these interconnected resources. • Explore potential job and career opportunities in environmental protection and resource management that involve our air, water or land resources. • Examine relevant monitoring and assessment technologies, systems & tools employed in protecting and sustainably using/managing our air, water, and land resources 	<ul style="list-style-type: none"> • Explore and examine the scientific, legal, technical and practical management aspects involved in protecting and sustainably using/managing our air resources. • Explore and examine the scientific, legal, technical and practical management aspects involved in protecting and sustainably using/managing our water resources. • Explore and examine the scientific, legal, technical and practical management aspects involved in protecting and sustainably using/managing our land resources. • Explore and examine the interactions and trade-offs involved in protecting and sustainably using/managing these interconnected resources. • Explore potential job and career opportunities in environmental protection and resource management that involve our air, water or land resources. • Examine relevant monitoring and assessment technologies, systems & tools employed in protecting and sustainably using/managing our air, water, and land resources

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

Demonstrate the ability to communicate the elements, principles and practices involved with Environmental Resource Management and Pollution Prevention as it specifically relates to our basic air, water and land resources.

Expected SLO Performance 0.0

CSLOs

Demonstrate the ability to communicate the elements, principles and practices involved with Environmental Resource Management and Pollution Prevention as it specifically relates to our basic air, water and land resources.

Expected SLO Performance 0.0

Course Outline

Changed Field**Current Version****Proposed Version****Course
Content**

1. Explore and examine the scientific, legal, technical and practical management aspects involved in protecting and sustainably using/managing our air resources.

1. Examine the scientific aspects involved in protecting and sustainably using/managing air resources.
 1. Examine the basic science of air pollution (ex: smog formation).
 2. Examine the potential health effects of air pollution.
2. Examine the legal aspects involved in protecting and sustainably using/managing air resources.

1. Examine applicable federal and state laws governing air resources (ex: federal Clean Air Act, California Clean Air Act)
2. Examine major federal and state regulatory programs governing air resources (ex: Criteria Air Pollutants Program, Air Toxics Program)
3. Examine enforcement of federal and state laws and regulations governing air resources.
4. Examine federal and state regulatory agencies overseeing air resources (ex:

1. Explore and examine the scientific, legal, technical and practical management aspects involved in protecting and sustainably using/managing our air resources.

1. Examine the scientific aspects involved in protecting and sustainably using/managing air resources.
 1. Examine the basic science of air pollution (ex: smog formation).
 2. Examine the potential health effects of air pollution.
2. Examine the legal aspects involved in protecting and sustainably using/managing air resources.

1. Examine applicable federal and state laws governing air resources (ex: federal Clean Air Act, California Clean Air Act)
2. Examine major federal and state regulatory programs governing air resources (ex: Criteria Air Pollutants Program, Air Toxics Program)
3. Examine enforcement of federal and state laws and regulations governing air resources.
4. Examine federal and state regulatory agencies overseeing air resources (ex:

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

Changed Field	Current Version	Proposed Version
	<p>USEPA, California Air Resources Board)</p> <p>3. Examine the technical aspects involved in protecting and sustainably using/managing air resources.</p> <ol style="list-style-type: none">1. Examine air quality monitoring and assessment technologies.2. Examine common air pollution control and prevention equipment technologies. <p>4. Examine the practical management aspects involved in protecting and sustainably using/managing air resources (ex: How clean is clean?).</p> <p>2. Explore and examine the scientific, legal, technical and practical management aspects involved in protecting and sustainably using/managing our water resources.</p> <ol style="list-style-type: none">1. Examine the scientific aspects involved in protecting and sustainably using/managing water resources.<ol style="list-style-type: none">1. Examine the basic science of water pollution (ex: oxygen depletion in rivers due to the Biological Oxygen Demand [BOD] of wastewater).2. Examine the potential health effects of water pollution.2. Examine the legal aspects involved in protecting and sustainably using/managing water resources.<ol style="list-style-type: none">1. Examine applicable federal and state	<p>USEPA, California Air Resources Board)</p> <p>3. Examine the technical aspects involved in protecting and sustainably using/managing air resources.</p> <ol style="list-style-type: none">1. Examine air quality monitoring and assessment technologies.2. Examine common air pollution control and prevention equipment technologies. <p>4. Examine the practical management aspects involved in protecting and sustainably using/managing air resources (ex: How clean is clean?).</p> <p>2. Explore and examine the scientific, legal, technical and practical management aspects involved in protecting and sustainably using/managing our water resources.</p> <ol style="list-style-type: none">1. Examine the scientific aspects involved in protecting and sustainably using/managing water resources.<ol style="list-style-type: none">1. Examine the basic science of water pollution (ex: oxygen depletion in rivers due to the Biological Oxygen Demand [BOD] of wastewater).2. Examine the potential health effects of water pollution.2. Examine the legal aspects involved in protecting and sustainably using/managing water resources.<ol style="list-style-type: none">1. Examine applicable federal and state

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

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | laws governing water resources (ex: federal Clean Water Act, California Porter-Cologne Act) | laws governing water resources (ex: federal Clean Water Act, California Porter-Cologne Act) |
| | 2. Examine major federal and state regulatory programs governing water resources (ex: Point Source Control Program, Stormwater Control Program) | 2. Examine major federal and state regulatory programs governing water resources (ex: Point Source Control Program, Stormwater Control Program) |
| | 3. Examine enforcement of federal and state laws and regulations governing water resources. | 3. Examine enforcement of federal and state laws and regulations governing water resources. |
| | 4. Examine federal and state regulatory agencies overseeing water resources (ex: USEPA, California State Water Resources Control Board) | 4. Examine federal and state regulatory agencies overseeing water resources (ex: USEPA, California State Water Resources Control Board) |
| | 3. Examine the technical aspects involved in protecting and sustainably using/managing water resources. | 3. Examine the technical aspects involved in protecting and sustainably using/managing water resources. |
| | 1. Examine water quality monitoring and assessment technologies. | 1. Examine water quality monitoring and assessment technologies. |
| | 2. Examine common water pollution control and prevention equipment technologies. | 2. Examine common water pollution control and prevention equipment technologies. |
| | 3. Examine common water treatment equipment technologies. | 3. Examine common water treatment equipment technologies. |
| | 4. Examine the practical management aspects involved in protecting and sustainably using/managing | 4. Examine the practical management aspects involved in protecting and sustainably using/managing |

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- water resources (ex: How clean is clean?).
3. Explore and examine the scientific, legal, technical and practical management aspects involved in protecting and sustainably using/managing our land resources.
 1. Examine the scientific aspects involved in protecting and sustainably using/managing land resources.
 1. Examine the basic science of land pollution (ex: soil absorption/adsorption of contaminants).
 2. Examine the potential health effects of land pollution.
 2. Examine the legal aspects involved in protecting and sustainably using/managing land resources.
 1. Examine applicable federal and state laws governing land resources (ex: federal CERCLA Site Cleanup Law, California HSAA Cleanup Law)
 2. Examine major federal and state regulatory programs governing land resources (ex: federal and state "brownfields" programs)
 3. Examine enforcement of federal and state laws and regulations governing land resources.
 4. Examine federal and state regulatory

- water resources (ex: How clean is clean?).
3. Explore and examine the scientific, legal, technical and practical management aspects involved in protecting and sustainably using/managing our land resources.
 1. Examine the scientific aspects involved in protecting and sustainably using/managing land resources.
 1. Examine the basic science of land pollution (ex: soil absorption/adsorption of contaminants).
 2. Examine the potential health effects of land pollution.
 2. Examine the legal aspects involved in protecting and sustainably using/managing land resources.
 1. Examine applicable federal and state laws governing land resources (ex: federal CERCLA Site Cleanup Law, California HSAA Cleanup Law)
 2. Examine major federal and state regulatory programs governing land resources (ex: federal and state "brownfields" programs)
 3. Examine enforcement of federal and state laws and regulations governing land resources.
 4. Examine federal and state regulatory

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	agencies overseeing land resources (ex: USEPA, California Dept of Toxic Substances Control)	agencies overseeing land resources (ex: USEPA, California Dept of Toxic Substances Control)
3. Examine the technical aspects involved in protecting and sustainably using/managing land resources.	3. Examine the technical aspects involved in protecting and sustainably using/managing land resources.	3. Examine the technical aspects involved in protecting and sustainably using/managing land resources.
1. Examine land quality monitoring and assessment technologies, including the standardized Environmental Site Assessment (ESA) process.	1. Examine land quality monitoring and assessment technologies, including the standardized Environmental Site Assessment (ESA) process.	1. Examine land quality monitoring and assessment technologies, including the standardized Environmental Site Assessment (ESA) process.
2. Examine common land pollution control and cleanup equipment technologies.	2. Examine common land pollution control and cleanup equipment technologies.	2. Examine common land pollution control and cleanup equipment technologies.
4. Examine the practical management aspects involved in protecting and sustainably using/managing land resources (ex: How clean is clean?).	4. Examine the practical management aspects involved in protecting and sustainably using/managing land resources (ex: How clean is clean?).	4. Examine the practical management aspects involved in protecting and sustainably using/managing land resources (ex: How clean is clean?).
4. Explore and examine the interactions and trade-offs involved in protecting and sustainably using/managing these interconnected resources.	4. Explore and examine the interactions and trade-offs involved in protecting and sustainably using/managing these interconnected resources.	4. Explore and examine the interactions and trade-offs involved in protecting and sustainably using/managing these interconnected resources.
1. Examine air-water linkages (ex: water treatment processes that release pollutants into the air).	1. Examine air-water linkages (ex: water treatment processes that release pollutants into the air).	1. Examine air-water linkages (ex: water treatment processes that release pollutants into the air).
2. Examine water-land linkages (ex: land-based sources of water pollution).	2. Examine water-land linkages (ex: land-based sources of water pollution).	2. Examine water-land linkages (ex: land-based sources of water pollution).
3. Examine air-land linkages (ex: acid rain falling on the land).	3. Examine air-land linkages (ex: acid rain falling on the land).	3. Examine air-land linkages (ex: acid rain falling on the land).
4. Examine holistic approaches (considering air, water and land concurrently) to	4. Examine holistic approaches (considering air, water and land concurrently) to	4. Examine holistic approaches (considering air, water and land concurrently) to

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| | <p>environmental resource management and pollution prevention.</p> <p>5. Explore potential job and career opportunities in environmental protection and resource management that involve our air, water or land resources.</p> <ol style="list-style-type: none"> 1. Explore job and career opportunities at government agencies. 2. Explore job and career opportunities at non-profit organizations. 3. Explore job and career opportunities with business/industry. <p>6. Examine relevant monitoring and assessment technologies, systems & tools employed in protecting and sustainably using/managing our air, water, and land resources</p> <ol style="list-style-type: none"> 1. Examine monitoring and assessment technologies, systems & tools employed in protecting and sustainably using/managing our air resources. 2. Examine monitoring and assessment technologies, systems & tools employed in protecting and sustainably using/managing our water resources 3. Examine monitoring and assessment technologies, systems & tools employed in protecting and sustainably using/managing our land/soil resources. | <p>environmental resource management and pollution prevention.</p> <p>5. Explore potential job and career opportunities in environmental protection and resource management that involve our air, water or land resources.</p> <ol style="list-style-type: none"> 1. Explore job and career opportunities at government agencies. 2. Explore job and career opportunities at non-profit organizations. 3. Explore job and career opportunities with business/industry. <p>6. Examine relevant monitoring and assessment technologies, systems & tools employed in protecting and sustainably using/managing our air, water, and land resources</p> <ol style="list-style-type: none"> 1. Examine monitoring and assessment technologies, systems & tools employed in protecting and sustainably using/managing our air resources. 2. Examine monitoring and assessment technologies, systems & tools employed in protecting and sustainably using/managing our water resources 3. Examine monitoring and assessment technologies, systems & tools employed in protecting and sustainably using/managing our land/soil resources. |
|--|--|--|

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:	E S D050.	E S 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	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2BH	No Value
	Catalog Term (21-22)	23-24	No Value

Changed	Questions	Current Version	Proposed Version
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	E S 061A	E S 061A
	Course Status	Substantial	Substantial
!	Course Status Code	A	No Value
!	Banner Department	E S	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
!	DL Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Emergency Approval	No	No Value

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

Changed	Questions	Current Version	Proposed Version
!	Organization Code	237005	No Value
!	Account Code	1320	No Value
!	Program Code	030200	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

Blue Form content area (empty).

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
--	--	----------	----------

	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
--	---	----------	----------

	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value
--	--	----------	----------

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
!	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	<p>Assignments: A.Reading assignments from the text and other assigned sources.; Methods of Evaluation: C.Written Exploration Reports that require students to demonstrate the ability to summarize and critically analyze current topics and issues regarding our Air, Water, and Land Resources.</p>
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
!	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	<p>Assignments: A.Reading assignments from the text and other assigned sources.; Method of Evaluation:B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.</p>
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	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	Assignment: A.Reading assignments from the text and other assigned sources.; Method of Evaluation: B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
!	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Assignment: A.Reading assignments from the text and other assigned sources.; Method of Evaluation: B.Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 3:
Produce
written work
using a
cyclical
process of
multiples
drafts and
revisions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9:
Develop quadratic function models to solve problems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
--	---	----------	----------

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

E-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
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Objective 2:
Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

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

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
--	---	----------	----------

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

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

De Anza GE - ESGC Form

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

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

Comments

Changed	Questions	Current Version	Proposed Version
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	Stage 2: Department Chair	No Value	No Value
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Changed	Questions	Current Version	Proposed Version						
!	Stage 3: Division Curriculum Representative	No Value		Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/27	Req/Adv			Required	Please complete B and G matrices for your advisories 6/11- Bill Roeder- Matrix B complete. Per description for Matrix G- Matrix G is not needed if requisite falls under Matrix B Please use complete sentences 6/11- Bill Roeder- Done Please use individual fields to enter author, title, etc. 6/11 Bill Roeder- Done Please remove all entries from this field 6/11 Bill Roeder- Done	
					Basic Info	Course Description.	Req.		
					Specifications	Examples of Texts	Req,		
					Specifications	Suggested reading	Req,		
	Stage 4: Division Dean	No Value	No Value						
	Stage 5: SLO Coordinator	No Value	No Value						

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed
	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit		
			6/20/24	Basic Course Information	Attachments	Required	Complete and upload Matrix G for your ES 50 advisory		
			6/20- Bill Roeder-G Martix for ES 50 advisory uploaded						
	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
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	Curriculum ID	E SD061A
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	Distance Education Approved	Yes
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Changed	Field	Current Version
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	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	CCC000592413
--	------------------------------	--------------

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
07/02/2024

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	Discipline 3
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)

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	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
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.

Section**Changed field**

B-Matrix Form

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

B-Matrix Form

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

B-Matrix Form

Objective 9: Demonstrate appropriate grammar usage and mechanics.

Comments

Stage 3: Division Curriculum Representative

Comments

Stage 7: Content Review Matrix Liaison

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Huafu Liu	• William Roeder
	Course ID (CB01A and CB01B)	E SD061B	E SD061B
	Course Control Number	CCC000592410	CCC000592410
	Course Title (CB02)	Environmental Resource Management and Pollution Prevention: Energy, Chemicals and Waste	Environmental Resource Management and Pollution Prevention: Energy, Chemicals and Waste
	Short Course Title	ENV RES MGMT & POL PREV: ENERG	ENV RES MGMT & POL PREV: ENERG
	TOP Code (CB03)	0303.00	0303.00 Environmental Technology

Changed	Field	Current Version	Proposed Version
	CIP Code	Hazardous Materials Management and Waste Technology/Technician	15.0508 Hazardous Materials Management and Waste Technology/Technician
	Department	E S - Environmental Studies	E S - Environmental Studies
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	Explores environmental protection (pollution control and prevention) and resource management, focusing on: 1) energy and chemical production and use and 2) prevention and management of solid and hazardous waste. Examines the scientific, legal, technical and practical management aspects involved in: 1) producing and using energy and chemicals/chemical products, 2) recovering resources from waste materials and 3) disposing of non-recoverable waste materials. Explores associated job and career opportunities in these areas.	Explores- This course explores environmental protection (pollution control and prevention) and resource management, focusing on: 1) on energy and chemical production and use its use, and 2) the prevention and management of solid and hazardous waste. Examines- The <u>course examines</u> the scientific, legal, technical and practical management aspects involved in: 1) producing and using energy and chemicals/chemical products, 2) recovering resources from waste materials and 3) disposing <u>the disposal</u> of non-recoverable waste materials. Explores-associated job <u>The course will also explore</u> and <u>examine</u> career opportunities in these areas- <u>fields.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
!	Discipline 2	No value	<ul style="list-style-type: none"> Biological Sciences
!	Discipline 3	No value	<ul style="list-style-type: none"> Ecology
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Empty area for Course Justification.

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about: 1) the impacts of our energy and chemical production and use (and how to lessen those impacts) and 2) prevention and management of solid and hazardous waste.	This course is CSU transferable and is a requirement for the CTE Certificate and Degree in Environmental Resource Management and Pollution Prevention. The course meets a student identified need to learn about: 1) the impacts of our energy and chemical production and use (and how to lessen those impacts) and 2) prevention and management of solid and hazardous waste.

Stand-Alone Statement

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


Course Philosophy


Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Foothill Equivalency

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

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

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

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

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

Cross-listed Course			

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

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

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

Associated Program Environmental Resource Management and Pollution Prevention

Award Type Certificate of Achievement (COA)

Associated Program Environmental Resource Management and Pollution Prevention

Award Type Certificate of Achievement (COA)

Associated Program Environmental Resource Management and Pollution Prevention

Award Type Associate in Arts (A.A.) Degree

Associated Program Environmental Resource Management and Pollution Prevention

Award Type Associate in Arts (A.A.) Degree

Associated Program Environmental Resource Management and Pollution Prevention

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

Associated Program Environmental Resource Management and Pollution Prevention

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

Associated Program Energy Management and Building Science

Award Type Associate in Science (A.S.) Degree

Associated Program Energy Management and Building Science

Award Type Associate in Science (A.S.) Degree

Associated Program Energy Management and Building Science

Award Type Associate in Science (A.S.) Degree

Associated Program Energy Management and Building Science

Award Type Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

--	--	--	--

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

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
In-class exploration of Internet sites
Quiz and examination review performed in class
Homework and extended projects
Field observation and field trips
Guest speakers
Collaborative learning and small group exercises

Methods of Instruction

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Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
In-class exploration of Internet sites
Quiz and examination review performed in class
Homework and extended projects
Field observation and field trips
Guest speakers
Collaborative learning and small group exercises

Assignments

1. Reading assignments from the text and other assigned sources.
2. Writing assignments involving summary, synthesis and critical analysis of data and information.

1. Reading assignments from the text and other assigned sources.
2. Writing assignments involving summary, synthesis and critical analysis of data and information.

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of
Evaluation

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

1. Quizzes to evaluate student comprehension of course concepts and principles and their application.
2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
3. Written Exploration Reports that require students to demonstrate the ability to summarize and critically analyze current topics and issues regarding Energy, Chemicals, and Waste.
4. A comprehensive Final Exam to evaluate student comprehension of course concepts and

**Methods
of
Evaluation**

1. Quizzes to evaluate student comprehension of course concepts and principles and their application.
2. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
3. Written Exploration Reports that require students to demonstrate the ability to summarize and critically analyze current topics and issues regarding Energy, Chemicals, and Waste.
4. A comprehensive Final Exam to evaluate student comprehension of course concepts and

Changed Field

Current Version

Proposed Version

principles and their application.

principles and their application.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- Kirsch Center for Environmental Studies
- (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station)

Essential Student Materials:

- None

Essential College Facilities:

- Kirsch Center for Environmental Studies
- (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station)



Examples of Primary Texts and References

Title	No value
Author	Miller and Spoolman. "Sustaining The Earth." 11th Edition. Brooks-Cole. 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Sustaining the Earth
Author	Miller and Spoolman.
Publisher	Cengage Learning
Date/Edition	January 2014, 11th Edition
ISBN	978-1285769493

Title	No value
Author	Herson, Albert and Gary Lucks, "California Environmental Law and Policy," 2nd. Edition. Solano Press. 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	California Environmental Law and Policy
Author	Herson, Albert and Gary Lucks
Publisher	Solano Press
Date/Edition	June 2018, 2nd Edition
ISBN	1938166159

Title	No value
Author	Jerry A. Nathanson. "Basic Environmental Technology: Water Supply, Waste Management & Pollution Control" 6th Ed. Prentice Hall. 2014.
Publisher	No value
Date/Edition	No value

Title	Basic Environmental Technology: WaterSupply, Waste Management , and Pollution Control
Author	Jerry A. Nathanson. "Basic Environmental Technology: Water Supply, Waste Management & Pollution Control" 6th Ed. Prentice Hall. 2014.
Publisher	Pearson

Changed Field**Current Version****Proposed Version****ISBN** No value**Date/Edition** January 2014, 6th Edition**ISBN** 0132840146**Suggested Reading List****Reading List** Kubasek, Nancy K. & Gary S. Silverman, "Environmental Law," 8th Ed., Prentice Hall, 2013.**May include, but are not limited to** No value

No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Explore and examine the scientific, legal, technical and practical management aspects involved in producing and sustainably using/managing energy supplies. • Explore and examine the scientific, legal, technical and practical management aspects involved in manufacturing and sustainably using/managing chemicals and chemical products. • Explore and examine the life-cycle impacts of the production and use of energy and chemicals/chemical products on our air, water and land resources. • Explore and examine the scientific, legal, technical and practical management aspects involved in recovering resources from waste materials. • Explore and examine the impacts (both positive and negative) on our air, water, land, energy and material resources resulting from the recovery of resources from waste materials. • Explore and examine the scientific, legal, technical and practical management aspects involved in disposing of non-recoverable waste materials. • Explore potential job and career opportunities in environmental protection and resource management that involve energy or chemical production and use or recovery of resources from waste materials. • Examine monitoring and assessment technologies, systems & tools employed related to the environmental impacts associated with energy and chemical production and 	<ul style="list-style-type: none"> • Explore and examine the scientific, legal, technical and practical management aspects involved in producing and sustainably using/managing energy supplies. • Explore and examine the scientific, legal, technical and practical management aspects involved in manufacturing and sustainably using/managing chemicals and chemical products. • Explore and examine the life-cycle impacts of the production and use of energy and chemicals/chemical products on our air, water and land resources. • Explore and examine the scientific, legal, technical and practical management aspects involved in recovering resources from waste materials. • Explore and examine the impacts (both positive and negative) on our air, water, land, energy and material resources resulting from the recovery of resources from waste materials. • Explore and examine the scientific, legal, technical and practical management aspects involved in disposing of non-recoverable waste materials. • Explore potential job and career opportunities in environmental protection and resource management that involve energy or chemical production and use or recovery of resources from waste materials. • Examine monitoring and assessment technologies, systems & tools employed related to the environmental impacts associated with energy and chemical production and

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

use and the generation and management of solid and hazardous waste.

use and the generation and management of solid and hazardous waste.

CSLOs**CSLOs**

Demonstrate the ability to communicate the elements, principles and practices involved with Environmental Resource Management and Pollution Prevention as it specifically relates to 1) our energy and chemical production and use and 2) prevention and management of our solid and hazardous waste.

Expected SLO Performance 0.0

CSLOs

Demonstrate the ability to communicate the elements, principles and practices involved with Environmental Resource Management and Pollution Prevention as it specifically relates to 1) our energy and chemical production and use and 2) prevention and management of our solid and hazardous waste.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Explore and examine the scientific, legal, technical and practical management aspects involved in producing and sustainably using/managing energy supplies.</p> <ol style="list-style-type: none"> 1. Examine the scientific aspects involved. <ol style="list-style-type: none"> 1. Examine the basic science of energy generation (ex: electricity generation). 2. Examine the potential health impacts of energy generation (ex: smog formation). 2. Examine the legal and regulatory aspects involved. <ol style="list-style-type: none"> 1. Examine applicable federal and state laws (ex: Federal Energy Policy Act) 2. Examine federal and state agencies involved (U.S. Dept of Energy, California Energy Commission, etc.) 3. Examine the technical aspects involved. <ol style="list-style-type: none"> 1. Examine the technology involved in energy generation (ex: nuclear power plant, wind turbines, etc.). 2. Examine the technology involved in controlling/preventing pollution from energy generation (ex: air pollution control devices, etc.) 4. Examine the practical management aspects involved (ex: need for a “smart” electricity grid system). <p>2. Explore and examine the scientific, legal, technical and practical</p>	<p>1. Explore and examine the scientific, legal, technical and practical management aspects involved in producing and sustainably using/managing energy supplies.</p> <ol style="list-style-type: none"> 1. Examine the scientific aspects involved. <ol style="list-style-type: none"> 1. Examine the basic science of energy generation (ex: electricity generation). 2. Examine the potential health impacts of energy generation (ex: smog formation). 2. Examine the legal and regulatory aspects involved. <ol style="list-style-type: none"> 1. Examine applicable federal and state laws (ex: Federal Energy Policy Act) 2. Examine federal and state agencies involved (U.S. Dept of Energy, California Energy Commission, etc.) 3. Examine the technical aspects involved. <ol style="list-style-type: none"> 1. Examine the technology involved in energy generation (ex: nuclear power plant, wind turbines, etc.). 2. Examine the technology involved in controlling/preventing pollution from energy generation (ex: air pollution control devices, etc.) 4. Examine the practical management aspects involved (ex: need for a “smart” electricity grid system). <p>2. Explore and examine the scientific, legal, technical and practical</p>

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

management aspects involved in manufacturing and sustainably using/managing chemicals and chemical products.

1. Examine the scientific aspects involved
 1. Examine the basic science of chemicals & chemical products (i.e., the basic types of chemicals/chemical products out there and their associated chemical/physical properties).
 2. Examine the potential health impacts of chemicals and chemical products (cancer, etc.).
2. Examine the legal and regulatory aspects involved.
 1. Examine applicable federal and state laws (ex: federal Toxic Substances Control Act)
 2. Examine federal and state agencies involved (USEPA, California Dept of Toxic Substances Control, etc.)
3. Examine the technical aspects involved
 1. Examine the technology involved in chemical and chemical product manufacturing (ex: a typical chemical manufacturing facility).
 2. Examine the technology involved in controlling/preventing pollution from chemical and chemical product manufacturing (ex: air

management aspects involved in manufacturing and sustainably using/managing chemicals and chemical products.

1. Examine the scientific aspects involved
 1. Examine the basic science of chemicals & chemical products (i.e., the basic types of chemicals/chemical products out there and their associated chemical/physical properties).
 2. Examine the potential health impacts of chemicals and chemical products (cancer, etc.).
2. Examine the legal and regulatory aspects involved.
 1. Examine applicable federal and state laws (ex: federal Toxic Substances Control Act)
 2. Examine federal and state agencies involved (USEPA, California Dept of Toxic Substances Control, etc.)
3. Examine the technical aspects involved
 1. Examine the technology involved in chemical and chemical product manufacturing (ex: a typical chemical manufacturing facility).
 2. Examine the technology involved in controlling/preventing pollution from chemical and chemical product manufacturing (ex: air

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

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| pollution control devices, etc.)
4. Examine the practical management aspects involved (ex: safeguards in manufacturing, use and disposal of chemicals).
3. Explore and examine the life-cycle impacts of the production and use of energy and chemicals/chemical products on our air, water and land resources.
1. Examine the impacts on our air resources (ex: air pollution from coal-fired electricity plants and chemical production facilities).
2. Examine the impacts on our water resources (ex: water use for energy production, wastewater generated from chemical production facilities).
3. Examine the impacts on our land resources (ex: mountain-top mining of coal, land contamination from old chemical plants).
4. Explore and examine the scientific, legal, technical and practical management aspects involved in recovering resources from waste materials.
1. Examine the scientific aspects involved.
1. Examine the basic science of waste (i.e., basic waste types and their associated chemical/physical properties)
2. Examine the potential health impacts of waste materials.
2. Examine the legal and regulatory aspects involved.
1. Examine applicable federal and state laws | pollution control devices, etc.)
4. Examine the practical management aspects involved (ex: safeguards in manufacturing, use and disposal of chemicals).
3. Explore and examine the life-cycle impacts of the production and use of energy and chemicals/chemical products on our air, water and land resources.
1. Examine the impacts on our air resources (ex: air pollution from coal-fired electricity plants and chemical production facilities).
2. Examine the impacts on our water resources (ex: water use for energy production, wastewater generated from chemical production facilities).
3. Examine the impacts on our land resources (ex: mountain-top mining of coal, land contamination from old chemical plants).
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1. Examine the scientific aspects involved.
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2. Examine the legal and regulatory aspects involved.
1. Examine applicable federal and state laws | pollution control devices, etc.)
4. Examine the practical management aspects involved (ex: safeguards in manufacturing, use and disposal of chemicals).
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1. Examine the impacts on our air resources (ex: air pollution from coal-fired electricity plants and chemical production facilities).
2. Examine the impacts on our water resources (ex: water use for energy production, wastewater generated from chemical production facilities).
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1. Examine the scientific aspects involved.
1. Examine the basic science of waste (i.e., basic waste types and their associated chemical/physical properties)
2. Examine the potential health impacts of waste materials.
2. Examine the legal and regulatory aspects involved.
1. Examine applicable federal and state laws |
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|---|---|
| (ex: federal Resource Recovery and Conservation Act) | (ex: federal Resource Recovery and Conservation Act) |
| 2. Examine federal and state agencies involved (USEPA, California Dept of Toxic Substances Control, etc.) | 2. Examine federal and state agencies involved (USEPA, California Dept of Toxic Substances Control, etc.) |
| 3. Examine the technical aspects involved. | 3. Examine the technical aspects involved. |
| 1. Examine recycling equipment and methods. | 1. Examine recycling equipment and methods. |
| 2. Examine recovery and reuse equipment and methods. | 2. Examine recovery and reuse equipment and methods. |
| 4. Examine the practical management aspects involved (ex: recovered product re-use/sale). | 4. Examine the practical management aspects involved (ex: recovered product re-use/sale). |
| 5. Explore and examine the impacts (both positive and negative) on our air, water, land, energy and material resources resulting from the recovery of resources from waste materials. | 5. Explore and examine the impacts (both positive and negative) on our air, water, land, energy and material resources resulting from the recovery of resources from waste materials. |
| 1. Examine the positive impacts (ex: reduced use of virgin materials). | 1. Examine the positive impacts (ex: reduced use of virgin materials). |
| 2. Examine the negative impacts (ex: air pollution from trash-to-energy plants). | 2. Examine the negative impacts (ex: air pollution from trash-to-energy plants). |
| 6. Explore and examine the scientific, legal, technical and practical management aspects involved in disposing of non-recoverable waste materials. | 6. Explore and examine the scientific, legal, technical and practical management aspects involved in disposing of non-recoverable waste materials. |
| 1. Examine the scientific aspects involved. | 1. Examine the scientific aspects involved. |
| 1. Examine the basic science of waste (i.e., basic waste types and their associated chemical/physical properties) | 1. Examine the basic science of waste (i.e., basic waste types and their associated chemical/physical properties) |
| 2. Examine the potential health impacts of | 2. Examine the potential health impacts of |

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

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| waste materials.
2. Examine the legal and regulatory aspects involved.
1. Examine applicable federal and state laws (ex: federal Resource Recovery and Conservation Act)
2. Examine federal and state agencies involved (USEPA, California Dept of Toxic Substances Control, etc.)
3. Examine the technical aspects involved
1. Examine treatment and disposal equipment and methods for non-recoverable non-hazardous waste.
2. Examine treatment and disposal equipment and methods for non-recoverable hazardous waste.
4. Examine the practical management aspects involved (ex: difficulty in siting new landfills).
7. Explore potential job and career opportunities in environmental protection and resource management that involve energy or chemical production and use or recovery of resources from waste materials.
1. Explore job and career opportunities at government agencies.
2. Explore job and career opportunities at non-profit organizations.
3. Explore job and career opportunities with business/industry. | waste materials.
2. Examine the legal and regulatory aspects involved.
1. Examine applicable federal and state laws (ex: federal Resource Recovery and Conservation Act)
2. Examine federal and state agencies involved (USEPA, California Dept of Toxic Substances Control, etc.)
3. Examine the technical aspects involved
1. Examine treatment and disposal equipment and methods for non-recoverable non-hazardous waste.
2. Examine treatment and disposal equipment and methods for non-recoverable hazardous waste.
4. Examine the practical management aspects involved (ex: difficulty in siting new landfills).
7. Explore potential job and career opportunities in environmental protection and resource management that involve energy or chemical production and use or recovery of resources from waste materials.
1. Explore job and career opportunities at government agencies.
2. Explore job and career opportunities at non-profit organizations.
3. Explore job and career opportunities with business/industry. |
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Changed Field**Current Version****Proposed Version**

8. Examine monitoring and assessment technologies, systems & tools employed related to the environmental impacts associated with energy and chemical production and use and the generation and management of solid and hazardous waste.

1. Examine monitoring and assessment technologies, systems & tools employed in Environmental Resource Management and Pollution Prevention aimed at Energy Use and Conservation.

2. Examine monitoring and assessment technologies, systems & tools employed in Environmental Resource Management and Pollution Prevention aimed at Chemical Hazard/Toxicity Assessment and Reduction.

3. Examine monitoring and assessment technologies, systems & tools employed in Environmental Resource Management and Pollution Prevention aimed at Waste Identification/Characterization and Reduction/Prevention.

8. Examine monitoring and assessment technologies, systems & tools employed related to the environmental impacts associated with energy and chemical production and use and the generation and management of solid and hazardous waste.

1. Examine monitoring and assessment technologies, systems & tools employed in Environmental Resource Management and Pollution Prevention aimed at Energy Use and Conservation.

2. Examine monitoring and assessment technologies, systems & tools employed in Environmental Resource Management and Pollution Prevention aimed at Chemical Hazard/Toxicity Assessment and Reduction.

3. Examine monitoring and assessment technologies, systems & tools employed in Environmental Resource Management and Pollution Prevention aimed at Waste Identification/Characterization and Reduction/Prevention.

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






Changed	Questions	Current Version	Proposed Version
	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:	E S D050.	E S 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	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2BH	No Value
	Catalog Term (21-22)	23-24	No Value

Changed	Questions	Current Version	Proposed Version
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	E S 061B	E S 061B
	Course Status	Substantial	Substantial
!	Course Status Code	A	No Value
!	Banner Department	E S	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
!	DL Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	05/30/2017	No Value
!	Emergency Approval	No	No Value

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

Changed	Questions	Current Version	Proposed Version
	Organization Code	237005	No Value
	Account Code	1320	No Value
	Program Code	030200	No Value
	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
!	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	<p>Assignments: B. Writing assignments involving summary, synthesis and critical analysis of data and information; Method of Evaluation: B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.</p>
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	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	Assignments: B. Writing assignments involving summary, synthesis and critical analysis of data and information; Method of Evaluation: B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.
	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	Assignments: B. Writing assignments involving summary, synthesis and critical analysis of data and information; Method of Evaluation: C. Written Exploration Reports that require students to demonstrate the ability to summarize and critically analyze current topics and issues regarding Energy, Chemicals, and Waste.
	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	Assignments: B. Writing assignments involving summary, synthesis and critical analysis of data and information; Method of Evaluation: B. Written homework assignments that require students to demonstrate the ability to summarize, integrate and critically analyze course concepts and principles and their application.

C-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

Objective 3:
Explore functions.

No Value

No Value

Objective 4:
Develop linear function models.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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	<p>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</p>	No Value	No Value
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	<p>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
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	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
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De Anza GE Form

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

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

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

Changed	Questions	Current Version	Proposed Version
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	Stage 2: Department Chair	No Value	No Value
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Changed	Questions	Current Version	Proposed Version					
	Stage 3: Division Curriculum Representative	No Value	3/27 Req/Adv			Please complete B and G matrices for your advisories		
			Basic Info	Course Description.	Req.	Required6/11- Bill Roeder- B Matrix completed.; G Matrix not required i requisite falls under Matrix B Please use complete sentences		
			Basic Info	Mode of Delivery	Req.	6/11- Bill Roeder- Done Please complete online form		
			Specifications	Suggested reading	Req,	6/11- Bill Roeder- Done Please remove all entries from this field		
			6/11- Bill Roeder Done					
	Stage 4: Division Dean	No Value	No Value					
	Stage 5: SLO Coordinator	No Value	No Value					
	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			6/20/24	Basic Course Information	Attachments	Required	Upload a pdf of Matrix G for your ES 50 advisory	
			6/20- Bill Roeder- G Matrix uploaded for ES 50 advisory					
	Stage 8: AVP - Instruction	No Value	No Value					

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

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

Changed	Field	Current Version
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	Curriculum ID	E SD061B
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	Distance Education Approved	Yes
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	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	CCC000592410
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
06/28/2024


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	Discipline 3
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)

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
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

Section	Changed field
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
Comments	Stage 3: Division Curriculum Representative
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Huafu Liu 	<ul style="list-style-type: none"> William Roeder
	Course ID (CB01A and CB01B)	E SD061L	E SD061L
	Course Control Number	CCC000592166	CCC000592166
	Course Title (CB02)	Environmental Resource Management and Pollution Prevention Laboratory	Environmental Resource Management and Pollution Prevention Laboratory
	Short Course Title	ENV RES MGMT & POLLUT PREV LAB	ENV RES MGMT & POLLUT PREV LAB
	TOP Code (CB03)	0303.00	0303.00 Environmental Technology
	CIP Code	Hazardous Materials Management and Waste Technology/Technician	15.0508 Hazardous Materials Management and Waste Technology/Technician
	Department	E S - Environmental Studies	E S - Environmental Studies

Changed	Field	Current Version	Proposed Version
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	This is a laboratory course focused on using environmental sampling, monitoring and assessment devices and equipment, and analytical tools to detect and quantify environmental contaminants present in the air, water, and soil, and to assess the overall quality of those basic environmental resources.	This is a laboratory course focused <u>focuses</u> on using environmental sampling, monitoring and assessment devices and equipment, and analytical tools to detect and quantify environmental contaminants present in the air, water, and soil, and to assess the overall quality of those basic environmental resources.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Environmental Technologies (Environmental hazardous material technology, hazardous material abate- ment, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)
!	Discipline 2	No value	<ul style="list-style-type: none"> Biological Sciences
!	Discipline 3	No value	<ul style="list-style-type: none"> Ecology
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

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

Changed	Field	Current Version	Proposed Version
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	Course Justification	his course is CSU transferable and is a requirement for the CTE certificate and degree in Environmental Resource Management and Pollution Prevention. The course meets a student-identified need by providing students the opportunity to learn environmental monitoring and assessment techniques.	his <u>This</u> course is CSU transferable and is a requirement for the CTE certificate and degree in Environmental Resource Management and Pollution Prevention. The course meets a student-identified need by providing students the opportunity to learn environmental monitoring and assessment techniques.
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Stand-Alone Statement

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


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

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed	Field	Current Version	Proposed Version
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	Course is part of a program		
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Associated Program	Environmental Resource Management and Pollution Prevention
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Award Type	Associate in Arts (A.A.) Degree
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Associated Program	Environmental Resource Management and Pollution Prevention
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Award Type	Associate in Arts (A.A.) Degree
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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	Transfer Status (CB05)		
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		Transferable to CSU only	
--	--	--------------------------	--

			Transferable to CSU only
--	--	--	--------------------------

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

		Y	
--	--	---	--

			Y
--	--	--	---

	Transfer Status		
--	------------------------	--	--

		Approved	
--	--	----------	--

			Approved
--	--	--	----------

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

			No value
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Weekly Student Hours - Profile Name: Default Profile

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

		0	
--	--	---	--

			0
--	--	--	---

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

		0	
--	--	---	--

			0
--	--	--	---

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 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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

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

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

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

Methods of Instruction Laboratory experience which involve students in formal exercises of data collection and analysis
 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class exploration of Internet sites
 Quiz and examination review performed in class
 Field observation and field trips
 Collaborative learning and small group exercises

Methods of Instruction

Methods of Instruction

Methods of Instruction Laboratory experience which involve students in formal exercises of data collection and analysis
 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class exploration of Internet sites
 Quiz and examination review performed in class
 Field observation and field trips
 Collaborative learning and small group exercises

Assignments

1. Reading assignments from the lab text and other assigned sources.
2. Written lab reports involving summary, synthesis, and critical analysis of data and information.

1. Reading assignments from the lab text and other assigned sources.
2. Written lab reports involving summary, synthesis, and critical analysis of data and information.



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Quizzes to evaluate student comprehension of course concepts and principles and their application. 2. Graded evaluation of completed lab assignments and associated lab journal/reports that analyze, interpret, and discuss topics relating to subject matter covered in lab. 3. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Quizzes to evaluate student comprehension of course concepts and principles and their application. 2. Graded evaluation of completed lab assignments and associated lab journal/reports that analyze, interpret, and discuss topics relating to subject matter covered in lab. 3. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None. <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies • (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station) 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies • (Special Purpose Facilities: 1) LEED Platinum-rated green building designed to showcase and teach about effective energy management, efficient environmental resource use, and pollution prevention, 2) Equipment Demonstration/Computer Lab (KC 239), 3) Natural Science Lab (KC 120) 4) Open Teaching Classroom/Lab (ESA Building), 5) Rooftop Air Pollution Monitoring Station)

! **Examples of Primary Texts and References**

Title	No value
Author	ES 61L Lab Manual, to be written by De Anza Environmental Studies faculty and made available either electronically (PDF file) or as a printed manual through the De Anza bookstore
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	ERM/PP Lab Manual- Available via download (PDF) on Canvas
Author	De Anza College Environmental Resource Management and Pollution Prevention staff
Publisher	De Anza Coilege
Date/Edition	2022
ISBN	None



Suggested Reading List

No value

Reading List	Wells, Edward. "Lab Manual for Environmental Science". Brooks-Cole. 2008.
May include, but are not limited to	No value

Reading List	Wagner and Sanford. "Environmental Science: Active Learning Laboratories and Applied Problem Sets." 2nd Edition. Wiley. 2010.
May include, but are not limited to	No value

Reading List	Roa, Michael. "Environmental Science Activities Kit: Ready-to-Use Lessons, Labs, and Worksheets." 2nd Edition. Jossey-Bass. 2008.
May include, but are not limited to	No value

Changed	Field	Current Version	Proposed Version
		<p>Reading List Operating manuals for the environmental sampling, monitoring and assessment devices and equipment and analytical tools used in the lab.</p>	
		<p>May include, but are not limited to No value</p>	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Examine applicable legal (regulatory) limits and human health guidelines for environmental contaminants present in environmental media. • Examine the operating principles of various common environmental sampling, monitoring and assessment devices and equipment and analytical tools. • Learn proper operation and use of various common environmental sampling, monitoring and assessment devices and equipment and analytical tools. • Explore potential job and career opportunities in environmental quality sampling, monitoring and assessment. 	<ul style="list-style-type: none"> • Examine applicable legal (regulatory) limits and human health guidelines for environmental contaminants present in environmental media. • Examine the operating principles of various common environmental sampling, monitoring and assessment devices and equipment and analytical tools. • Learn proper operation and use of various common environmental sampling, monitoring and assessment devices and equipment and analytical tools. • Explore potential job and career opportunities in environmental quality sampling, monitoring and assessment.

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

Demonstrate the ability to effectively utilize environmental sampling, monitoring and assessment devices and equipment and analytical tools to detect and quantify environmental pollutants/contaminants present in air, water and soil, as well as assess the overall quality of those basic environmental resources.

Expected SLO Performance 0.0

CSLOs

Demonstrate the ability to effectively utilize environmental sampling, monitoring and assessment devices and equipment and analytical tools to detect and quantify environmental pollutants/contaminants present in air, water and soil, as well as assess the overall quality of those basic environmental resources.

Expected SLO Performance 0.0

Course Outline

Changed Field**Current Version****Proposed Version****Course
Content**

- | | |
|--|--|
| <ol style="list-style-type: none">1. Examine applicable legal (regulatory) limits and human health guidelines for environmental contaminants present in environmental media.<ol style="list-style-type: none">1. Examine applicable legal (regulatory) limits and human health guidelines for air.2. Examine applicable legal (regulatory) limits and human health guidelines for water.3. Examine applicable legal (regulatory) limits and human health guidelines for soil.2. Examine the operating principles of various common environmental sampling, monitoring and assessment devices, and equipment and analytical tools.<ol style="list-style-type: none">1. Examine the operating principles of common air sampling, monitoring and assessment devices, and equipment and analytical tools.2. Examine the operating principles of common water sampling, monitoring and assessment devices, and equipment and analytical tools.3. Examine the operating principles of common soil sampling, monitoring and assessment devices, and equipment and analytical tools.3. Demonstrate proper operation and use of various common environmental sampling, monitoring and assessment devices, and equipment and analytical tools. | <ol style="list-style-type: none">1. Examine applicable legal (regulatory) limits and human health guidelines for environmental contaminants present in environmental media.<ol style="list-style-type: none">1. Examine applicable legal (regulatory) limits and human health guidelines for air.2. Examine applicable legal (regulatory) limits and human health guidelines for water.3. Examine applicable legal (regulatory) limits and human health guidelines for soil.2. Examine the operating principles of various common environmental sampling, monitoring and assessment devices, and equipment and analytical tools.<ol style="list-style-type: none">1. Examine the operating principles of common air sampling, monitoring and assessment devices, and equipment and analytical tools.2. Examine the operating principles of common water sampling, monitoring and assessment devices, and equipment and analytical tools.3. Examine the operating principles of common soil sampling, monitoring and assessment devices, and equipment and analytical tools.3. Demonstrate proper operation and use of various common environmental sampling, monitoring and assessment devices, and equipment and analytical tools. |
|--|--|



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

- | Changed Field | Current Version | Proposed Version |
|-------------------------------------|--|--|
| | <ol style="list-style-type: none"> 1. Demonstrate proper operation and use of common air sampling, monitoring and assessment devices and equipment, and analytical tools. 2. Demonstrate proper operation and use of common water sampling, monitoring and assessment devices and equipment, and analytical tools. 3. Demonstrate proper operation and use of common soil sampling, monitoring and assessment devices, and equipment and analytical tools. 4. Explore potential job and career opportunities in environmental quality sampling, monitoring, and assessment. <ol style="list-style-type: none"> 1. Explore potential job and career opportunities in air quality sampling, monitoring, and assessment. 2. Explore potential job and career opportunities in water quality sampling, monitoring, and assessment. 3. Explore potential job and career opportunities in soil quality sampling, monitoring, and assessment. | <ol style="list-style-type: none"> 1. Demonstrate proper operation and use of common air sampling, monitoring and assessment devices and equipment, and analytical tools. 2. Demonstrate proper operation and use of common water sampling, monitoring and assessment devices and equipment, and analytical tools. 3. Demonstrate proper operation and use of common soil sampling, monitoring and assessment devices, and equipment and analytical tools. 4. Explore potential job and career opportunities in environmental quality sampling, monitoring, and assessment. <ol style="list-style-type: none"> 1. Explore potential job and career opportunities in air quality sampling, monitoring, and assessment. 2. Explore potential job and career opportunities in water quality sampling, monitoring, and assessment. 3. Explore potential job and career opportunities in soil quality sampling, monitoring, and assessment. |
| 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):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202222	No Value
	Banner Division	2BH	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	E S 061L	E S 061L
	Course Status	New	New
!	Course Status Code	A	No Value
!	Banner Department	E S	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237005	No Value
!	Account Code	1320	No Value
!	Program Code	030200	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

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

Blue Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
--	---	----------	----------

	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
--	--	----------	----------

	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
--	---	----------	----------

	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value
--	--	----------	----------

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
!	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	<p>Assignments: A. Reading assignments from the lab text and other assigned sources.; Method of Evaluation C. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.</p>
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
!	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	<p>Assignments: B. Written lab reports involving summary, synthesis, and critical analysis of data and information. Method of Evaluation: B. Graded evaluation of completed lab assignments and associated lab journal/reports that analyze, interpret, and discuss topics relating to subject matter covered in lab.</p>

Changed	Questions	Current Version	Proposed Version
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Assignment: A.Reading assignments from the lab text and other assigned sources.; Method of Evaluation: A. Quizzes to evaluate student comprehension of course concepts and principles and their application.
	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	Assignment: A.Reading assignments from the lab text and other assigned sources.; Method of Evaluation: C. A comprehensive Final Exam to evaluate student comprehension of course concepts and principles and their application.
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>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.</p>	No Value	No Value
--	---	----------	----------

H-Matrix Form

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

	<p>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</p>	No Value	No Value
--	---	----------	----------

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

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

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

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

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

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

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

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

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



**Stage 3:
Division
Curriculum
Representative**

No Value

3/27Req/Adv

Required

Please complete B matrix
6/12- Bill Roeder-Completed

Basic Info

Course Justification. Req.

First word of first sentence id misspelled

6/12- Bill Roeder-Corrected and changed

Please select mode of delivery-

Basic Info

Mode of Delivery Req

6/12- Bill Roeder-Added Mode of delivery-online-uploaded online education form

Specifications

Examples of Texts Req,

Please use individual fields to enter author, title, etc.

6/12- Bill Roeder-Done

Changed	Questions	Current Version	Proposed Version
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Specifications Suggested Req,
reading

Please
remove all
entries
from this
field

6/12- Bill
Roeder-
Done

**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

**Stage 9:
Articulation
Officer**

No Value

No Value

**Stage 11:
ESGC Faculty
Coordinator**

No Value

No Value

**Stage 14:
Curriculum
Committee**

No Value

No Value

Course Administration Codes

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

Changed	Field	Current Version
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Curriculum ID

E SD061L

**Distance
Education
Approved**

No

Changed	Field	Current Version
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	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	CCC000592166
--	------------------------------	--------------

Articulation

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

	Course Crosswalk CRS-NUMBER	
--	------------------------------------	--

De Anza College
Change Report
 06/17/2024


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	Discipline 3
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Req/Adv	Prerequisite(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

Section	Changed field
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
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
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

Section	Changed field
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
Comments	Stage 4: Division Dean
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Course Justification	Course Justification
Course Philosophy	Course Philosophy
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
Stand-Alone Statement	Stand-Alone Statement

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> eLumenData, eLumenData 	<ul style="list-style-type: none"> Veronica Acevedo Avila Sartwell, Julie
	Course ID (CB01A and CB01B)	LARTD250.	LARTD250.
	Course Control Number	CCC000603003	CCC000603003
	Course Title (CB02)	Academic Reading and Writing	Academic Reading and Writing

Changed	Field	Current Version	Proposed Version
	Short Course Title	ACADEMIC READING AND WRITING	ACADEMIC READING AND WRITING
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	LART - Language Arts	LART - Language Arts
!	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	Integration of reading and writing skills necessary for success in EWRT 1A or EWRT 1AH. Emphasis on evaluation, analysis, synthesis, questioning, and critical inquiry of assigned readings and in essays in this course and in the target course, EWRT 1A or EWRT 1AH. Immersion in the reading and writing process with opportunities for just-in-time instruction on strategies and skills to succeed in transfer-level curriculum.	Integration of reading and writing skills necessary for success in EWRT 1A or EWRT 1AH. Emphasis on evaluation, analysis, synthesis, questioning, and critical inquiry of assigned readings and in essays in this course and in the target course, EWRT 1A or EWRT 1AH. Immersion <u>Concurrent immersion</u> in the reading and writing process with opportunities for just-in-time instruction on <u>provides foundational</u> strategies and skills to succeed in transfer-level curriculum.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

Changed Field

Current Version

Proposed Version



FSA

No value

- FHDA FSA - ENGLISH

Course Justification

Changed Field

Current Version

Proposed Version

Course Justification

In response to the AB 705 mandate, this corequisite course will be offered for students who need additional help in their EWRT D001A or EWRT D01AH course. It is a stand-alone course.

In response to the AB 705 mandate, this corequisite course will be offered for students who need additional ~~help~~ support in their EWRT D001A or EWRT D01AH course. It is a stand-alone course.

Foothill Equivalency

Changed

Field

Current Version

Proposed Version

Does the course have a Foothill equivalent?

No

No

Foothill Faculty Consultation Name

No value

Foothill Course ID


No value

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	Integrated reading and writing is the most successful way for students to improve their academic reading and writing skills; this course will be fully integrated and connected to the EWRT 1A or EWRT 1AH curriculum. It will also emphasize metacognitive awareness, reflection, revision and the reading and writing processes. An emphasis on culturally responsive curriculum will be the cornerstone of the class.	Integrated reading and writing is the most successful way for students to improve their academic <u>collegiate</u> reading and writing skills; this course will be fully integrated and connected to the EWRT 1A or EWRT 1AH curriculum. It will also emphasize metacognitive awareness, reflection, revision and the reading and writing processes. An emphasis on culturally responsive curriculum will be the cornerstone of the class.

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

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

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

Honors/Non-honors Course			

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

No value

No

Mirrored Credit/Noncredit Course

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

No value

No

Cross-listed Course

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



Is this a cross-listed course?

No value

No

More Options

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

Basic Skill Status (CB08)

Course is a basic skills course.

Course is a basic skills course.

Course Prior To College Level

One level below transfer.

One level below transfer.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is a support course

Course is a support course

Repeat Limit

0

0

Grade Options

- Pass/No Pass

- Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Stand-Alone Statement

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

Associated Programs

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

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable

Changed	Field	Current Version	Proposed Version												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Not transferable	Not transferable												
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> 2SUE - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> 2SUE - Approved. 	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> 2SUE - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> 2SUE - Approved. 	-	No value
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none"> 2SUE - Approved. 														
-	No value														
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none"> 2SUE - Approved. 														
-	No value														

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

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

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

Credit / Non-Credit Options

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

Credit Units

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

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Discussion of assigned reading
Homework and extended projects
Collaborative learning and small group exercises
Collaborative projects
In-class essays
Discussion and problem solving performed in class
In-class exploration of Internet sites
Other: Between 4-6 hours per week of tutorial, instructor or workshop support depending on needs

Methods of Instruction

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Homework and extended projects
Collaborative learning and small group exercises
Collaborative projects
In-class essays
Discussion and problem solving performed in class
In-class exploration of Internet sites
Between 4-6 hours per week of tutorial, instructor or workshop support depending on needs



Assignments

1. Read culturally and rhetorically diverse texts, such as:
 1. selected narrative and expository essays and articles from authors of diverse backgrounds
 2. Shared book-length work(s) with EWRT 1A course
 3. a student packet with guides to grammar, sentence structure, rhetorical devices, reading and writing strategies
 4. a variety of fiction--poetry and short stories with a culturally-responsive framework
2. Writing assignments of varying purposes and lengths, such as:
 1. Summaries of readings
 2. Triple-Entry Journals for close examination of readings
 3. Critical freewrites and responses to writing prompts.
 4. Journal entries, focused paragraphs, prewriting
 5. Practice in using new vocabulary words from transfer-level English course in writing
 6. Reflective writing, including essay for final portfolio
 7. Self evaluation in response to own writing process
 8. Final portfolio which includes a EWRT 1A reflective essay along with one EWRT 1A in-class essay and one EWRT 1A revised essay both of which demonstrate textual analysis, close reading and integration of quotes with proper MLA format.

1. Read culturally and rhetorically diverse texts, such as:
 1. selected narrative and expository essays and articles from authors of diverse backgrounds
 2. Shared book-length work(s) with EWRT 1A course
 3. student packet with guides to grammar, sentence structure, rhetorical devices, reading and writing strategies
 4. a variety of fiction--poetry and short stories with a culturally-responsive framework
2. Writing assignments of varying purposes and lengths, such as:
 1. Summaries and paraphrases of readings
 2. Triple-Entry Journals strategies for critical analysis of readings
 3. Critical freewrites and responses to writing prompts.
 4. Journal entries, focused paragraphs, prewriting
 5. Practice in the learning and application of vocabulary words from transfer-level English course
 6. Reflective writing including a formal self-evaluation
 7. Revised essay or assignment which demonstrate textual analysis, close reading and integration of quotes with proper MLA format. Revised essay or assignment should show evidence of a developing sentence structure, correct grammar, and an

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

The revised essay should show evidence of a developing sentence structure and correct grammar. A summary of a reading, and vocabulary usage along with evidence of an understanding of the reading and writing processes should be included in the essays or in 1-2 separate assignments.

understanding of the reading and writing processes.

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

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

1. Reading responses, including triple-entry journals and difficulty paper formats, to assess students' comprehension, analysis and application of texts in preparation for essay writing, presentations, or other projects in which a strong understanding of textual material is necessary.
2. Completion of homework assignments thoroughly as preparation for participation in discussion / informal reading tests
3. Quizzes assessing vocabulary understanding and usage, distinguishing main idea and supporting details, interpreting figures of speech and making valid inferences, and applying those skills to readings with a 70% pass rate

**Methods
of
Evaluation**

1. Reading responses, including triple-entry journals and difficulty paper formats, to assess students' comprehension, analysis and application of texts in preparation for essay writing, presentations, or other projects in which a strong understanding of textual material is necessary.
2. Completion of homework assignments as preparation for participation in discussion / informal reading tests
3. Quizzes assessing vocabulary understanding and usage, distinguishing main idea and supporting details, interpreting figures of speech and making valid inferences, and applying those skills to readings with a 70% pass rate

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

4. Support for EWRT 1A Paper written outside of class that adheres to the assignment prompt and grading rubric
5. Support for EWRT 1A paper written in class that adheres to assignment guidelines and rubric
6. Self-assessment throughout the quarter and in the reflective essay which will assess their reading, writing, metacognitive awareness and studenthood practices
7. Final portfolio that demonstrates their understanding and application of the reading and writing processes, close reading through quote integration and revision.

4. Support for EWRT 1A essay written outside of class that adheres to the assignment prompt and grading rubric
5. Support for EWRT 1A essay written in class that adheres to assignment guidelines and rubric
6. Self-assessment throughout the quarter and in the reflective essay which will assess reading, writing, metacognitive awareness, and studenthood practices
7. Final essay or assignment that demonstrates understanding and application of the reading and writing process including critical analysis substantiated with quote integration and keen revision.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Barnet, Sylvan and Hugo Bedau, "Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings. 11th Edition. Boston: Bedford Books of St. Martin's Press, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	George, Diana, and John Trimbur. "Reading Culture: Contexts for Critical Reading and Writing." 8th Edition. New York: Longman, 2011.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Gillespie, Sheena. Literature Across Cultures. 5th ed. Longman Publishing Group, 2008
Publisher	No value

Title	They Say/I Say: The Moves that Matter in Academic Writing with Readings
Author	Graff, Gerald
Publisher	WW. Norton & Company
Date/Edition	July 15, 2021 5th ed.
ISBN	978-0393538700

Title	Reading Critically Writing Well: A Reader Guide
Author	Rise B. Axelrod, Charles R. Cooper, Ellen C. Carillo
Publisher	Bedford St. Martin's
Date/Edition	Oct. 7, 2022
ISBN	978-1319332297

Changed Field**Current Version****Proposed Version****Date/Edition** No value**ISBN** No value**Title** No value**Author** Goshgarian, Gary.
The Contemporary
Reader. 11th ed.
Longman
Publishers, 2012.**Publisher** No value**Date/Edition** No value**ISBN** No value**Title** No value**Author** Lunsford, Andrea A.
"Easy Writer." 6th
Edition. New York:
Bedford/St. Martin's
Press, 2017.**Publisher** No value**Date/Edition** No value**ISBN** No value



Suggested Reading List

Reading List Alexie, Sherman. "Flight." New York: Grove Atlantic, 2007.

May include, but are not limited to No value

Reading List Erdich, Louise. "The Round House: A Novel." New York: Harper Collins, 2013.

May include, but are not limited to No value

Reading List Graff, Gerald. "They Say / I Say: The Moves that Matter in Academic Writing with Readings." 3rd Edition. New York: WW.Norton & Company, 2014.

May include, but are not limited to No value

Reading List Lamott, Anne. "Bird by Bird: Some Instructions on the Writing Life." Anchor Books, 1995

Reading List Vuong, Ocean. On Earth We're Briefly Gorgeous." New York: Penguin Books, 2021.

May include, but are not limited to No value

Reading List Campoverde, Alejandra. "First Gen: A Memoir." New York: Grand Central Publishing, 2023.

May include, but are not limited to No value

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

May include, but are not limited to No value

Reading List Hosseini, Khaled. "And the Mountains Echoed." New York: Harcourt Brace, 2014.

May include, but are not limited to No value

Reading List Jin Ha. "Nanjing Requiem: A Novel." New York: Vintage, 2012

May include, but are not limited to No value

Reading List Kuusisto, Stephen. "Have Dog, Will Travel: A Poet's Journey." New York: Simon & Shuster, 2018.

May include, but are not limited to No value

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

Reading List Lahiri, Jhumpa. "The Namesake." New York: First Mariner Books, 2004

May include, but are not limited to No value

Reading List Ngozi Adichie, Chimamanda. "Half of a Yellow Sun: A Novel." New York: Anchor Books, 2006.

May include, but are not limited to No value

Reading List Noah, Trevor. "Born a Crime: Stories from a South African Childhood." New York: Random House, 2016.

May include, but are not limited to No value

Reading List Tenorio, Lysley. "Monstress: stories." New York: Harper Collins, 2012.

Changed Field	Current Version	Proposed Version
	<p>May No value include, but are not limited to</p>	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Determine and evaluate controlling and supporting ideas in reading and writing both paragraphs and essays. • Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction. • Demonstrate acquisition and usage of academic words in college-level, culturally diverse texts • Identify purpose and coherence in analytical, expository and persuasive reading and writing • Engage in writing process to develop organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and revised for sentence level errors. 	<ul style="list-style-type: none"> • Determine and evaluate controlling and supportive ideas in reading and writing both paragraphs and essays. • Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally diverse nonfiction and fiction. • Demonstrate acquisition and usage of academic words in college-level, culturally diverse texts. • Identify purpose and coherence in analytical, expository, and persuasive reading and writing • Engage in writing process to develop organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and demonstrated revision.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Demonstrate the reading and writing process and metacognitive awareness in a combined reading and writing portfolio of their strongest work.

Expected SLO Performance 0.0

CSLOs Demonstrate post-secondary reading and writing processes through metacognitive awareness as illustrated in students' most accomplished assignments.

Expected SLO Performance 0.0

CSLOs Engage in analysis and composition of culturally diverse texts fostering literacy skills that illustrate the importance of equitable access for systemically and disproportionately excluded communities.

Expected SLO Performance 0.0

Course Outline




**Course
Content**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Determine and evaluate controlling and supporting ideas in reading and writing both paragraphs and essays. <ol style="list-style-type: none"> 1. Identify main ideas and supporting details 2. Map main idea and supporting details 3. Distinguish topic and thesis 4. Express an author's thesis coherently. 5. Express agreement or disagreement with author's ideas and rationale 6. Identify and understand different rhetorical styles in college-level texts and discourse 2. Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction. <ol style="list-style-type: none"> 1. Distinguish facts and opinions in readings 2. Interpret denotative, connotative, figurative language 3. Identify author's tone and purpose and apply understanding to own writings 4. Make inferences 5. Write analytical responses to readings and integrate textual support in essays 3. Demonstrate acquisition and usage of academic words in college-level, culturally diverse texts <ol style="list-style-type: none"> 1. Use context and word structure to understand vocabulary 2. Demonstrate understanding of passive vocabulary knowledge and active knowledge of vocabulary in reading and writing | <ol style="list-style-type: none"> 1. Determine and evaluate controlling and supporting ideas in reading and writing both paragraphs and essays. <ol style="list-style-type: none"> 1. Identify main ideas and supporting details 2. Map main idea and supporting details 3. Distinguish topic and thesis 4. Express an author's thesis coherently. 5. Express agreement or disagreement with author's ideas and rationale 6. Identify and understand different rhetorical styles in college-level texts and discourse 2. Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction. <ol style="list-style-type: none"> 1. Distinguish facts and opinions in readings 2. Interpret denotative, connotative, figurative language 3. Identify author's tone and purpose and apply understanding to own writings 4. Make inferences 5. Write analytical responses to readings and integrate textual support in essays 3. Demonstrate acquisition and usage of academic words in college-level, culturally diverse texts <ol style="list-style-type: none"> 1. Use context and word structure to understand vocabulary 2. Demonstrate understanding of passive vocabulary knowledge and active knowledge of vocabulary in reading and writing |
|--|--|

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

-
- | | | |
|---|---|---|
| 3. Collect personal vocabulary lists of words from academic texts | 4. Use new academic words from texts in own writing | 4. Identify purpose and coherence in analytical, expository and persuasive reading and writing |
| 1. Analyze texts and demonstrate understanding of main ideas and supporting details | 2. Evaluate and synthesize main ideas from several texts in reading and writing | 3. Comprehend main ideas and criticize intentions in texts |
| 5. Engage in writing process to develop organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and revised for sentence level errors. | 1. Demonstrate understanding of texts through summary writing | 2. Brainstorm on topic, thesis statement and supporting evidence for essay |
| 2. Brainstorm on topic, thesis statement and supporting evidence for essay | 3. Use outlines to plan for academic writing | 4. Practice the writing process through prewriting, drafting, peer review, proofreading and revision |
| 4. Practice the writing process through prewriting, drafting, peer review, proofreading and revision | 5. Receive regular instructor evaluation of writing with explicit comments on strengths and weaknesses and suggestions for revision, such as errors in syntax, diction, punctuation, spelling and other areas | 6. Receive just-in-time instruction to troubleshoot student needs, such as grammar workshops, |
| 6. Receive just-in-time instruction to troubleshoot student needs, such as grammar workshops, | 3. Collect personal vocabulary lists of words from academic texts | 4. Use new academic words from texts in own writing |
| 4. Identify purpose and coherence in analytical, expository and persuasive reading and writing | 1. Analyze texts and demonstrate understanding of main ideas and supporting details | 2. Evaluate and synthesize main ideas from several texts in reading and writing |
| 1. Analyze texts and demonstrate understanding of main ideas and supporting details | 2. Evaluate and synthesize main ideas from several texts in reading and writing | 3. Comprehend main ideas and criticize intentions in texts |
| 5. Engage in writing process to develop organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and revised for sentence level errors. | 6. Engage in writing process to develop organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and revised for sentence level errors. | 1. Demonstrate understanding of texts through summary writing |
| 1. Demonstrate understanding of texts through summary writing | 2. Brainstorm on topic, thesis statement and supporting evidence for essay | 3. Use outlines to plan for academic writing |
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| 3. Use outlines to plan for academic writing | 4. Practice the writing process through prewriting, drafting, peer review, proofreading and revision | 5. Receive regular instructor evaluation of writing with explicit comments on strengths and weaknesses and suggestions for revision, such as errors in syntax, diction, punctuation, spelling and other areas |
| 4. Practice the writing process through prewriting, drafting, peer review, proofreading and revision | 5. Receive regular instructor evaluation of writing with explicit comments on strengths and weaknesses and suggestions for revision, such as errors in syntax, diction, punctuation, spelling and other areas | 6. Receive instruction to troubleshoot student needs, such as grammar workshops, paragraph |
| 5. Receive regular instructor evaluation of writing with explicit comments on strengths and weaknesses and suggestions for revision, such as errors in syntax, diction, punctuation, spelling and other areas | 6. Receive instruction to troubleshoot student needs, such as grammar workshops, paragraph | |

Changed	Field	Current Version	Proposed Version
		paragraph development exercises, integration of quotes, close reading and the reading and writing processes.	development exercises, integration of quotes, close reading and the reading and writing processes.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	A qualifying placement result.	None
	Corequisite(s):	EWRT D001A or EWRT D01AH	EWRT D001A or EWRT D01AH
	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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2LA	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	LART 250	LART 250
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	LART	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p>! Hybrid Approval Date (MM/DD/YYYY)</p>	10/27/2020	No Value
	<p>! Emergency Approval</p>	No	No Value
	<p>! Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)</p>	N	No Value
	<p>! Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</p>	N	No Value
	<p>! Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</p>	Three hours lecture (36 hours total per quarter).	No Value

Changed	Questions	Current Version	Proposed Version
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	238002	No Value
!	Account Code	1320	No Value
!	Program Code	150100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Summary of Revisions

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

Blue Form**Changed****Questions****Current Version****Proposed Version**

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value



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

No Value

B. Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction.



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

No Value

A. Determine and evaluate controlling and supporting ideas in reading and writing both paragraphs and essays.

Changed	Questions	Current Version	Proposed Version
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	E. Engage in writing process to develop organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and revised for sentence level errors.
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	E. Engage in writing process to develop organized and analytical essays drawn from personal experience and assigned texts with a developed thesis and revised for sentence level errors.
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	B. Apply critical thinking skills to read, analyze, criticize, synthesize and write about culturally and rhetorically diverse nonfiction and fiction.

B-Matrix Form

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

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

No Value

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

Objective 3:
Explore functions.

No Value

No Value

Objective 4:
Develop linear function models.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

E-Matrix Form

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 8:
Use inequalities to solve real world problems.**

No Value

No Value

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

F-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 4:
Solve problems
involving
operations with
signed
numbers.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

**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 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

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

De Anza GE - ESGC Form

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

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

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

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

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

No Value

No Value

Comments

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

No
Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No
Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
		No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
!	Stage 4: Division Dean		3/27/24	Thomas Ray - Dean	Online/Hybrid Request Forms	Required	Hybrid and Online modalities are requested, but the forms are not attached. Please complete the forms, which can be found in the "Reference Materials" in eLumen, and resubmit with them attached. Thank you, - thomas	Y

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



Stage 5: SLO
Coordinator

No
Value

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
4/27/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1	Required	<p>Apostrophe missing: Demonstrate post-secondary reading and writing processes through metacognitive awareness as illustrated in student's most accomplished assignments.</p> <p>OR</p> <p>Demonstrate post-secondary reading and writing processes through metacognitive awareness as illustrated in students' most accomplished assignments.</p>	Y

Stage 5: SLO Coordinator

Changed	Questions	Current Version	Proposed Version																		
!	Stage 7: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/9/24</td> <td>Zack Judson</td> <td>Req/Adv tab</td> <td>Required</td> <td>Remove the prerequisite as per our email conversation</td> <td>Y - this course should not have any prerequisites or advisories.</td> </tr> <tr> <td>6/10/24</td> <td>Zack Judson</td> <td>Matrix A and/or Req/Adv tab</td> <td>Required</td> <td> <p>You currently have EWRT 1A listed as a corequisite. If that is the case you need to fill out matrix A for your corequisite. If you are removing this corequisite, under Matrix A in the first box you need to explain why this corequisite is no longer necessary.</p> <p>At a casual glance, your current course still seems to retain many references to EWRT 1A, as such I am not sure how the corequisite could be removed. I know you spoke with Erik and I am sure that there must have been an adequate explanation given in that meeting, I just need to know what it is and be certain that it is reflected in the curricular changes.</p> </td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	5/9/24	Zack Judson	Req/Adv tab	Required	Remove the prerequisite as per our email conversation	Y - this course should not have any prerequisites or advisories.	6/10/24	Zack Judson	Matrix A and/or Req/Adv tab	Required	<p>You currently have EWRT 1A listed as a corequisite. If that is the case you need to fill out matrix A for your corequisite. If you are removing this corequisite, under Matrix A in the first box you need to explain why this corequisite is no longer necessary.</p> <p>At a casual glance, your current course still seems to retain many references to EWRT 1A, as such I am not sure how the corequisite could be removed. I know you spoke with Erik and I am sure that there must have been an adequate explanation given in that meeting, I just need to know what it is and be certain that it is reflected in the curricular changes.</p>	
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed																
5/9/24	Zack Judson	Req/Adv tab	Required	Remove the prerequisite as per our email conversation	Y - this course should not have any prerequisites or advisories.																
6/10/24	Zack Judson	Matrix A and/or Req/Adv tab	Required	<p>You currently have EWRT 1A listed as a corequisite. If that is the case you need to fill out matrix A for your corequisite. If you are removing this corequisite, under Matrix A in the first box you need to explain why this corequisite is no longer necessary.</p> <p>At a casual glance, your current course still seems to retain many references to EWRT 1A, as such I am not sure how the corequisite could be removed. I know you spoke with Erik and I am sure that there must have been an adequate explanation given in that meeting, I just need to know what it is and be certain that it is reflected in the curricular changes.</p>																	
	Stage 8: AVP - Instruction	No Value	No Value																		
	Stage 9: Articulation Officer	No Value	No Value																		

Changed	Questions	Current Version	Proposed Version
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	Stage 11: ESGC Faculty Coordinator	No Value	No Value
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	Stage 14: Curriculum Committee	No Value	No Value
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	LARTD250.
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Aug 31, 2023 12:00:00 AM
--	--------------------------------	--------------------------

	External Review Approval Date	Sep 1, 2018 12:00:00 AM
--	--	-------------------------

	Course Control Number	CCC000603003
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Articulation

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

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
 06/17/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Req/Adv	Prerequisite(s):
Req/Adv	Advisory(ies):
Req/Adv	Limitation(s) on Enrollment - Other:
B-Matrix Form	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

Section**Changed field**

E-Matrix Form

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

H-Matrix Form

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.

Comments

Stage 2: Department Chair

Comments

Stage 7: Content Review Matrix Liaison

Curriculum Office

Hybrid Approval Date (MM/DD/YYYY)

Summary of Revisions

Basic Course Information

Summary of Revisions

Specifications



Summary of Revisions

Outline

Course Justification

Course Justification

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Mary Clark Tillman 	<ul style="list-style-type: none"> Cheryl Balm Ganeshalingam, Usha
	Course ID (CB01A and CB01B)	MATHD114.	MATHD114.
	Course Control Number	CCC000303911	CCC000303911
	Course Title (CB02)	College Math Preparation Level 3: Intermediate Algebra	College Math Preparation Level 3: Intermediate Algebra
	Short Course Title	MATH PREP LEVEL 3:INTERMED ALG	MATH PREP LEVEL 3:INTERMED ALG
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General

Changed	Field	Current Version	Proposed Version
	Department	MATH - Mathematics	MATH - Mathematics
!	Effective Term	Fall 2024	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	Application of exponential, logarithmic, and rational functions. Emphasis on the development of models of real-world applications and interpretation of their characteristics. MATH 114 Course Eligibility: This course is exclusively designed for students pursuing local De Anza degrees with specific program requirements. It is not suitable for students intending to transfer. If you are uncertain about your educational goals, we strongly advise meeting with a counselor before enrolling in this course. Please note that exceptions will not be made for students outside the specified degree program.	Application of exponential, logarithmic, linear functions, quadratic functions, and rational <u>exponential</u> functions. Emphasis on the development of models of real-world applications and interpretation of their characteristics. MATH 114 Course Eligibility: This course is exclusively designed for students pursuing local De Anza degrees with specific program requirements. It is not suitable for students intending to transfer. If you are uncertain about your educational goals, we strongly advise meeting with a counselor before enrolling in this course. Please note that exceptions will not be made for students outside the specified degree program.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course satisfies the mathematics proficiency requirement for the De Anza AA/AS degree. This course is a prerequisite to transfer-level mathematics courses that satisfy transfer requirements. This course covers exponential and logarithmic functions and rational functions and their applications to real-world problems.	This course satisfies the mathematics proficiency requirement for the De Anza AA/AS degree. This course is a prerequisite to transfer-level mathematics courses that satisfy transfer requirements. <u>This course covers focuses on the application of linear functions, quadratic functions, and exponential and logarithmic functions and rational functions and their applications to problems with an emphasis on the development of models of real-world problems. applications and interpretation of their characteristics.</u>

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	Yes	Yes
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	MATH F105., MATH F108.	MATH F105., MATH F108.

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	One level below transfer.	One level below transfer.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> Letter Grade Pass/No Pass 	<ul style="list-style-type: none"> Letter Grade Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program LVN Transition to RN

Award Type Associate in Science (A.S.) Degree

Associated Program LVN Transition to RN

Award Type Associate in Science (A.S.) Degree

Associated Program LVN Transition to RN

Award Type Associate in Science (A.S.) Degree

Associated Program LVN Transition to RN

Award Type Associate in Science (A.S.) Degree

Associated Program Registered Nurse (RN)

Award Type Associate in Science (A.S.) Degree

Associated Program Registered Nurse (RN)

Award Type Associate in Science (A.S.) Degree

Associated Program Registered Nurse (RN)

Award Type Associate in Science (A.S.) Degree

Associated Program Registered Nurse (RN)

Award Type Associate in Science (A.S.) Degree

Associated Program Energy Management and Building Science (In Development)

Award Type Associate in Science (A.S.) Degree

Associated Program Energy Management and Building Science (In Development)

Award Type Associate in Science (A.S.) Degree

Associated Program Registered Nurse (RN) (In Development)

Award Type Associate in Science (A.S.) Degree

Associated Program Registered Nurse (RN) (In Development)

Award Type Associate in Science (A.S.) Degree

Associated Program LVN Transition to RN (In Development)

Award Type Associate in Science (A.S.) Degree

Associated Program LVN Transition to RN (In Development)

Award Type Associate in Science (A.S.) Degree

Changed	Field	Current Version	Proposed Version								
		<table border="1"> <tr> <td>Associated Program</td> <td>Energy Management and Building Science</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Energy Management and Building Science	Award Type	Associate in Science (A.S.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Energy Management and Building Science</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Energy Management and Building Science	Award Type	Associate in Science (A.S.) Degree
Associated Program	Energy Management and Building Science										
Award Type	Associate in Science (A.S.) Degree										
Associated Program	Energy Management and Building Science										
Award Type	Associate in Science (A.S.) Degree										

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Not transferable	Not transferable												
	Course General Education Status (CB25)	C	C												
	Transfer Status	Not transferable	Not transferable												
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GEM - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GEM - Approved.	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2GEM - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2GEM - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	• 2GEM - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	• 2GEM - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	5	5
	Lecture Hours - Out of Class	10	10

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable

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

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	180	180
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP

Changed Field

Current Version

Proposed Version

SKIP

No Value

No Value

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion and problem solving performed in class
Quiz and examination review performed in class
Collaborative learning and small group exercises
Computer lab assignments

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion and problem solving performed in class
Quiz and examination review performed in class
Collaborative learning and small group exercises
Computer lab assignments

Assignments

1. Reading of text explanations and examples
2. Written assignments which may include
 1. Problem solving
 2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary
 3. Projects such as labs or "big problems" that require research or data collection
 4. Problem journals
 5. Portfolios
3. Class Participation which may include
 1. Collaborative activities
 2. Oral presentations

1. Reading of text explanations and examples
2. Written assignments which may include
 1. Problem solving
 2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary
 3. Projects such as labs or "big problems" that require research or data collection
 4. Problem journals
 5. Portfolios
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 1. Collaborative activities
 2. Oral presentations

Changed Field

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

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

1. Periodic quizzes and/or problem assignments from the text which will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format.
2. Examinations will be composed of both computational and concept-based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
3. Portfolios evaluated by a rubric created by the instructor

**Methods
of
Evaluation**

1. Periodic quizzes and/or problem assignments from the text which will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format.
2. Examinations will be composed of both computational and concept-based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
3. Other written assessments (optional) which may include

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

4. Problem-solving journals assessed on completeness and accuracy of notation
5. Projects/activities, group or individual, that include written descriptions of methods and results, and justification of conclusions. Projects/activities may be based upon real, simulated, or collected data, or other methods. They will be assessed on proper use of methods and accuracy of results.
6. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.

- projects/activities, group or individual, that include written descriptions of methods and results, and justification of conclusions. Projects/activities may be based upon real, simulated, or collected data, or other methods: portfolios, problem solving journals, supplemental software assessments.
4. Two hour comprehensive final examination.

Changed Field

Current Version

Proposed Version



**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- Scientific or graphing calculator
(optional)

Essential College Facilities:

- None

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

Title	No value
Author	Intermediate Algebra 7th Ed.; Blitzer, Prentice Hall, 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Lehmann, Jay. "Elementary and Intermediate Algebra, Functions and Authentic Applications". 2nd Ed. Pearson Education Inc. 2014
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	College Math Preparation Level 3: Intermediate Algebra, Student Workbook; Developed by Doli Bambhania, 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Title	Intermediate Algebra
Author	Blitzer
Publisher	Pearson
Date/Edition	8th ed, 2021
ISBN	No value

Title	Elementary and Intermediate Algebra, Functions and Authentic Applications
Author	Lehmann, Jay
Publisher	Pearson
Date/Edition	3rd ed, 2019
ISBN	No value

Title	Intermediate Algebra
Author	Clark and Anfinson
Publisher	Cengage
Date/Edition	2nd ed, 2019
ISBN	No value

Changed Field

Current Version

Proposed Version

Author	Intermediate Algebra 2nd Ed.; Clark and Anfinson, Cengage 2017.
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Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Suggested Reading List

No value

Reading List Bunt, Lucas, N. H., et. al., "The Historical Roots of Elementary Mathematics." 1988, Dover Publications, New York.

May include, but are not limited to No value

Reading List Crump, Thomas, "The Anthropology of Numbers." 1990, Cambridge University Press.

May include, but are not limited to No value

Reading List Gerdes, Paulus, "Geometry from Africa, Mathematical and Educational Explorations." MAA 1999

May include, but are not limited to No value

Reading List Gerdes, Paulus, "Women, Art and Geometry in Southern Africa." 1998, Africa World Press.

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

May include, but are not limited to No value

Reading List Gillings, Richard J., "Mathematics in the Time of the Pharaohs." 1982, Dover Publications.

May include, but are not limited to No value

Reading List Joseph, George Gheverghese, "The Crest of the Peacock: Non-European Roots of Mathematics." 2010, Princeton University Press.

May include, but are not limited to No value

Reading List Lumpkin, Beatrice, "Algebra Activities from Many Cultures." 1997, Walch Education

May include, but are not limited to No value

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

Reading List McLeish, John, "Number, the History of Numbers and How They Shape Our Lives." 1991, Fawcett Columbine.

May include, but are not limited to No value

Reading List Moses, Robert P and Cobb Jr., Charles E.; "Radical Equations, Math Literacy and Civil Rights." 2001, Beacon Press.

May include, but are not limited to No value

Reading List Nahin, Paul, "An Imaginary Tale, The Story of $\sqrt{-1}$." 1998, Princeton University Press.

May include, but are not limited to No value

Reading List Secada, Walter G. ed., "Changing Faces of Mathematics, Perspectives on Multiculturalism and Gender Equity." 2000, NCTM.

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

May include, but are not limited to No value

Reading List Voolich, Erica Dakin, "A Peek into Math of the Past, Mathematical and Historical Investigations for Middle School and Pre-Algebra Students." 2001, Dale Seymour Publications.

May include, but are not limited to No value

Reading List Zaslavsky, Claudia, "The Multicultural Math Classroom." 1996, Heinemann Publishers.

May include, but are not limited to No value

Reading List ALEKS Assesment & Learning System. Aleks Corporation, 2013.

May include, but are not limited to No value

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

Reading List See multicultural link(s) on the department resources page

May include, but are not limited to No value

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Develop, throughout the course as applicable, systematic problem-solving methods • Investigate the characteristics of rational expressions • Develop rational function models to solve problems • Explore the concepts of inverse relation and inverse function • Investigate the graphical and numerical characteristics of exponential relationships and describe their meaning in the context of a problem • Explore logarithmic functions • Develop exponential and logarithmic function models to solve problems • Investigate distances on a number line and in a plane and develop the equation of a circle • Explore exponents • Explore sequences and series • Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world | <ul style="list-style-type: none"> • Investigate the use of mathematics in real world • Investigate the characteristics of fractions and other rational expressions • Develop skills to work with square roots • Explore functions • Develop linear function models • Use linear inequalities in one variable to solve real world problems • Examine exponential expressions and develop exponential function models • Develop quadratic function models to solve problems |
|--|--|

Changed Field

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CSLOs

CSLOs Evaluate real-world situations and distinguish between and apply exponential, logarithmic, rational, and discrete function models appropriately.

Expected SLO Performance 0.0

CSLOs Analyze, interpret, and communicate results of exponential, logarithmic, and rational models in a logical manner from four points of view - visual, formula, numerical, and written.

Expected SLO Performance 0.0

CSLOs Evaluate real-world situations by applying linear, quadratic and exponential function models appropriately.

Expected SLO Performance 0.0

CSLOs Analyze, interpret, and communicate results of exponential, logarithmic, and rational models in a logical manner from four points of view - visual, formula, numerical, and written.

Expected SLO Performance 0.0

CSLOs Manipulate and apply algebraic expressions

Expected SLO Performance 0.0

CSLOs Distinguish between and manipulate linear, quadratic and exponential models

Expected SLO Performance 0.0

Course Outline



**Course
Content**

1. Develop, throughout the course as applicable, systematic problem-solving methods
 1. Devise a strategy or plan
 2. Organize information, including identification and definition of known and unknown quantities
 3. Translate verbal expressions into mathematical format
 4. Apply mathematical tools to formulate a solution
 5. Clearly communicate the solution
2. Investigate the characteristics of rational expressions
 1. Identify domain restrictions on the variable
 2. Reduce to lowest terms
 3. Simplify rational expressions involving arithmetic operations by using the least common denominator
 4. Explore negative exponents and their connection to rational expressions
3. Develop rational function models to solve problems
 1. Develop solutions to application problems
 2. Solve rational equations and check answers for reasonableness
 3. Interpret the results in the context of the problem
4. Explore the concepts of inverse relation and inverse function
 1. Explore the intuitive concept of inverse relations
 2. Identify when an inverse relation is an inverse function
 3. Explore the relationship with a function and its inverse through function composition (optional)

1. Investigate the use of mathematics in real world
 1. Percentages and proportions
 2. Percent growth and decay
 3. Unit and dimensional analysis, including unit conversion
 4. Estimation and rounding
2. Investigate the characteristics of fractions and other rational expressions
 1. Add, subtract, multiply and divide fractions
 2. Reduce to lowest terms
 3. Simplify rational expressions involving arithmetic operations
 4. Convert between fractions, decimals and percents
3. Develop skills to work with square roots
 1. Simplify, add, subtract, multiply, and divide expressions containing square roots
 2. Rationalize denominators of fractions containing square roots
4. Explore functions
 1. Function notation
 2. Represent and identify functions
 1. Verbally
 2. Graphically
 3. Algebraically
 4. Numerically
 3. Identify the domain and range of a function
 4. Identify horizontal and vertical intercepts and their connections to applications
5. Develop linear function models
 1. The slope
 1. definition as the ratio of the change in the dependent variable to the change in the independent variable
 2. meaning as a constant rate of change

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

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- | | |
|--|--|
| 5. Investigate the graphical and numerical characteristics of exponential relationships and describe their meaning in the context of a problem <ol style="list-style-type: none">1. Graph exponential relationships2. Identify the main characteristics of exponential functions including<ol style="list-style-type: none">1. its algebraic form2. the shape of its graph3. the base as it relates to whether the function is increasing or decreasing4. the vertical intercept5. the asymptote6. comparison to properties of linear functions3. Determine domain and range of an exponential function 6. Explore logarithmic functions <ol style="list-style-type: none">1. Define a logarithmic function as the inverse of an exponential function2. Determine the domain and range of a logarithmic function3. Identify the main characteristics of logarithmic functions including<ol style="list-style-type: none">1. its algebraic form2. the shape of its graph3. the base as it relates to whether the function is increasing or decreasing4. the horizontal intercept5. the asymptote | <ol style="list-style-type: none">3. use in determining whether a linear function is increasing or decreasing4. slopes of vertical and horizontal lines 2. Forms <ol style="list-style-type: none">1. Slope-Intercept Form2. Point-slope form3. Standard form 3. Develop the equation of a linear function <ol style="list-style-type: none">1. numerically from tables of values2. graphically by determining the slope and vertical intercept from a graph3. algebraically by determining the slope and vertical intercept from two points4. algebraically from a parallel and/or perpendicular line and a point5. verbally from the description of a problem situation 4. Solving linear equations |
| | 5. Applications of linear models |
| | 6. Use linear inequalities in one variable to solve real world problems <ol style="list-style-type: none">1. utilize inequality notation2. find solutions to linear inequalities using the properties of addition and multiplication3. identify solutions of linear inequalities graphically on a number line4. use to express domain and range algebraically |
| | 7. Examine exponential expressions and develop exponential function models <ol style="list-style-type: none">1. Utilize the properties of exponents |

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

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|---|---|
| 4. Apply the laws of logarithmic functions | 1. apply the laws of exponents to expressions containing integer exponents |
| 5. Explore natural exponential and logarithmic functions | 2. negative exponents |
| 7. Develop exponential and logarithmic function models to solve problems | 2. Graph exponential relationships |
| 1. Determine the equation of an exponential function that passes through two points | 3. Identify the main characteristics of exponential functions including |
| 2. Find values of the dependent variable by substitution | 1. its algebraic form |
| 3. Solve exponential and logarithmic equations to find values of the independent variable | 2. the shape of its graph |
| 4. Interpret the results in the context of the problem | 3. domain and range |
| 8. Investigate distances on a number line and in a plane and develop the equation of a circle | 4. numerically |
| 1. Solve compound inequalities | 5. the base as it relates to whether the function is increasing or decreasing |
| 1. express solutions in interval notation | 6. the vertical intercept |
| 2. graph solutions on the real number line | 7. the asymptote |
| 2. Define the absolute value of a number as its distance from the origin | 8. comparison to properties of linear functions |
| 3. Solve absolute value equations and inequalities | 4. Explore natural exponential function |
| 1. express solutions in interval notation | 5. Applications of exponential functions |
| 2. graph solutions on the real number line | 8. Develop quadratic function models to solve problems |
| 4. Use the Pythagorean Theorem to develop the distance formula | 1. Distinguish between linear and quadratic functions |
| 1. find the distance between points in a plane | 2. Graph quadratic relationships |
| 2. solve applications involving Pythagorean Theorem and/or the distance formula | 1. in standard form |
| | 1. recognize that the graph of a quadratic function has a parabolic shape |
| | 2. graph by plotting ordered pairs from tables |
| | 3. graph by using the vertex and the intercepts |
| | 2. in vertex form |
| | 3. Identify the main characteristics of quadratic |

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

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- | | |
|--|--|
| 5. Explore circles in a plane | functions |
| 1. define a circle as the set of points in a plane equidistant from a fixed point | 1. the vertex as the maximum or minimum point on the graph of the function |
| 2. identify the connection between the center and radius of a circle and its formula | 2. the intercept(s), if they exist |
| 3. graph a circle | 3. the domain and range |
| 4. whether the graph opens up or down | 4. Factor quadratic expressions in one variable |
| 9. Explore exponents | 1. Greatest common factor |
| 1. Explore expressions with exponents | 2. Difference of squares |
| 1. define integer exponents | 3. Factoring general quadratic expressions |
| 2. utilize the properties of exponents with non-negative exponents | 5. Find the real zeros, if they exist, of a quadratic function |
| 2. Utilize integer exponents | 1. graphically as horizontal intercepts |
| 1. define negative exponents | 2. algebraically |
| 2. apply the laws of exponents to expressions involving integer exponents | 1. by factoring |
| 3. explore scientific notation expressions including converting between scientific and standard form | 2. by using the quadratic formula |
| 3. Utilize properties of exponents | 3. by extracting roots (optional) |
| 1. define fractional exponents and their connection to radical expressions | 4. by completing the square (optional) |
| 2. apply the laws of exponents to expressions containing fractional exponents | 6. Use quadratic models to solve problems |
| 4. Utilize radical expressions | 1. obtain values and solutions |
| 1. simplify radical expressions | 1. of the dependent variable by substitution |
| 2. perform operations on radical | 2. of the independent variable by solving a quadratic equation |
| | 2. find maximum or minimum values of a quadratic function |
| | 7. Interpret the results of a quadratic model in the |

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

	expressions	context of a problem
	3. solve radical equations	1. obtained values
10. Explore sequences and series		2. maximum or minimum values
	1. Investigate sequences as discrete function models	3. the intercepts
	2. Explore the numerical and algebraic characteristics of geometric sequences	
	1. recognize patterns and the connections to exponential functions	
	2. determine the formula for the general term	
	3. Define geometric series	
	1. determine the sum of the first n terms	
	2. explore infinite geometric series and their potential sum as a limit (optional)	
11. Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world		
	1. The use and development of algebraic concepts throughout history. Some possibilities are:	
	1. explore the development and use of the number e	
	2. investigate the development of algebra, especially as it relates to exponential, logarithmic and rational functions, in earlier times and by various cultures such as those of Egypt, India, the Arabic cultures, China and Europe	

Changed Field

Current Version

Proposed Version

2. Algebraic applications that are of historical and/or contemporary interest.

Some possibilities are:

1. investigate the uses of exponential, logarithmic and rational functions in various disciplines such as the physical and biological sciences, finance and the social sciences

2. investigate the uses of exponential and logarithmic functions in every day life, e.g. compound interest, spread of viral diseases, depreciation, radioactive decay, earthquakes and the Richter scale, decibels

3. investigate the uses of rational functions in every day life, e.g. proportions, inverse variation

Lab Component in this Course

No

No

Lab Outline

No value

No value

Blue Form

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

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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
!	Prerequisite(s):	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	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.	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
!	Limitation(s) on Enrollment - Other:	No Value	This course is exclusively designed for students pursuing local De Anza degrees with specific program requirements. It is not suitable for students intending to transfer. If you are uncertain about your educational goals, we strongly advise meeting with a counselor before enrolling in this course. Please note that exceptions will not be made for students outside the specified degree program.
	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
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	General Course Statement(s) - Other:	No Value	No Value
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A-Matrix Form

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

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

We are removing this as an advisory. We have completely overhauled this curriculum post-AB705 to make this course accessible for all incoming students, regardless of their background or proficiency in either math or English.

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
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Objective 2: Develop analytical ideas and topics for essays.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 5:
Use systems of
two linear
equations to
solve real world
problems.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 10:
Investigate the
characteristics
of rational
expressions.**

No Value


No Value

**Objective 11:
Develop skills
to work with
radical
expressions.**

No Value

No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	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	We are removing this as an prerequisite. We have completely overhauled this curriculum post-AB705 to make this course accessible for all incoming students, regardless of their background or proficiency in either math or English.
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

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

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

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

F-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 4:
Solve problems involving operations with signed numbers.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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	Does a requisite exist that does not fall under an A- F Matrix? If yes, click on the help text for instructions. If no, skip to next tab.	No Value	No Value
--	--	----------	----------

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value



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

AB705 regulation

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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	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
	<p>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.</p>	No Value	No Value
	<p>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</p>	No Value	No Value
	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value

Comments



Changed	Questions	Current Version	Proposed Version										
!	Stage 2: Department Chair	No Value	Can you change the mode of delivery to "Online" and "Hybrid". In the Examples of Primary Texts and References, "Title", "Author", "Edition", ... needs to be written in their own cells.										
	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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/7/24</td> <td>Zack Judson</td> <td>Matrix B and Matrix E</td> <td>Required Please provide an explanation for why these advisories are being removed</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	5/7/24	Zack Judson	Matrix B and Matrix E	Required Please provide an explanation for why these advisories are being removed	
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed									
5/7/24	Zack Judson	Matrix B and Matrix E	Required Please provide an explanation for why these advisories are being removed										
	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										

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Checklist	No Value	No Value
	Sort ID (00 < 10; 0 < 100)	MATH 114	MATH 114
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Technical change to course description appr, 1/16/24 (effect. F24).-mkct 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Technical change to course description appr, 1/16/24 (effect. F24).-mkct

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Title update Description update Course justification update
	Units and Hours	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Specifications	No Value	Updated methods of instruction to reflect how course content is taught Aligned methods of evaluation with SLO's and/or course objectives Updated textbooks and references to reflect current publications
	Outline	No Value	Deleted course objective(s) Added course objective(s) Added content within course objectives(s) to address changes within the course and/or discipline Aligned content within course objective(s) to more clearly address SLO's
	Other	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	MATHD114.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Jan 16, 2024 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000303911

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
06/17/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Req/Adv	Advisory(ies):
Req/Adv	Limitation(s) on Enrollment - Other:
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter

Section	Changed field
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
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline

Section**Changed field**

E-Matrix Form

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

H-Matrix Form

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.

Comments

Stage 2: Department Chair

Course Justification

Course Justification

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Mi Chang	• Cheryl Balm
	Course ID (CB01A and CB01B)	MATHD314.	MATHD314.
	Course Control Number	No value	
❗	Course Title (CB02)	College Math Preparation Level 3: Intermediate Algebra	College Math Preparation Level 3: Intermediate Algebra
	Short Course Title	MATH PREP LEVEL 3:INTERMED ALG	MATH PREP LEVEL 3:INTERMED ALG
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, Other	27.0199 Mathematics, Other
	Department	MATH - Mathematics	MATH - Mathematics

Changed	Field	Current Version	Proposed Version
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	This course covers the application of exponential, logarithmic and rational functions, with emphasis on the development of models of real-world applications and interpretation of their characteristics.	This course covers the application of exponential, logarithmic and rational functions, with emphasis on the development of models of real-world applications and interpretation of their characteristics. <u>Application of exponential, logarithmic linear functions, quadratic functions, and rational functions, with emphasis on exponential functions. Emphasis on the development of models of real-world applications and interpretation of their characteristics. Course Eligibility: This course is exclusively designed for students pursuing local De Anza degrees with specific program requirements. It is not suitable for students intending to transfer. If you are uncertain about your educational goals, we strongly advise meeting with a counselor before enrolling in this course. Please note that exceptions will not be made for students outside the specified degree program.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	No value	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

Formerly Statement

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

Changed	Field	Current Version	Proposed Version
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	Course Justification	This is a noncredit enhance course and is a prerequisite to transfer-level mathematics courses that satisfy transfer requirements. This course covers exponential and logarithmic functions and rational functions and their applications to real-world problems.	This is a a <u>an enhanced</u> noncredit enhance course and is a prerequisite to transfer-level mathematics courses that satisfy transfer requirements. <u>part of the Math Basic Skills Noncredit Certificate of Competency.</u> This course covers <u>exponential</u> exponential <u>focuses on the application of linear functions, quadratic functions, and logarithmic</u> exponential <u>functions and rational functions and their applications</u> to problems with an emphasis on the development of models of real-world problems. <u>applications and interpretation of their characteristics.</u>
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Stand-Alone Statement

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

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

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

99

99

Grade Options

• Pass/No Pass

• Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

(No limit on student re-enrollment for 0 unit courses.)

Associated Programs

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

Associated Program Math Basic Skills

Award Type Certificate of Competency

Associated Program Math Basic Skills

Award Type Certificate of Competency

Associated Program Math Basic Skills

Award Type Certificate of Competency

Associated Program Math Basic Skills

Award Type Certificate of Competency

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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Transfer Status (CB05) Not transferable

Not transferable

Course General Education Status (CB25) Y

Y

Transfer Status Not transferable

Not transferable

GE Information No value

No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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Lecture Hours - In Class 5

5

Lecture Hours - Out of Class 10

10

Laboratory Hours - In Class 0

0

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	60	60
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	0	0
	Total Credit Units - Maximum Credit Units	0	0

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Other Non-Credit Enhanced Funding.	Other Non-Credit Enhanced Funding.
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	Elementary and Secondary Basic Skills.	Elementary and Secondary Basic Skills.

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

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	60	60
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

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

Specifications			
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Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion and problem solving performed in class
 Quiz and examination review performed in class
 Collaborative learning and small group exercises
 Computer lab assignments

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion and problem solving performed in class
 Quiz and examination review performed in class
 Collaborative learning and small group exercises
 Computer lab assignments

Assignments

1. Reading of text explanations and examples
2. Written assignments which may include
 1. Problem solving
 2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary
 3. Projects such as labs or "big problems" that require research or data collection
 4. Problem journals
 5. Portfolios
3. Class Participation which may include
 1. Collaborative activities
 2. Oral presentations

1. Reading of text explanations and examples
2. Written assignments which may include
 1. Problem solving
 2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary
 3. Projects such as labs or "big problems" that require research or data collection
 4. Problem journals
 5. Portfolios
3. Class Participation which may include
 1. Collaborative activities
 2. Oral presentations

Changed Field

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

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

1. Periodic quizzes and/or problem assignments from the text which will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in the lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format.
2. Examinations will be composed of both computational and concept-based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
3. Portfolios evaluated by a rubric created by the instructor

**Methods
of
Evaluation**

1. Periodic quizzes and/or problem assignments from the text which will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in the lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format.
2. Examinations will be composed of both computational and concept-based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
3. Other written assessments (optional) which may include

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

4. Problem-solving journals assessed on completeness and accuracy of notation
5. Projects/activities, group or individual, that include written descriptions of methods and results, and justification of conclusions. Projects/activities may be based upon real, simulated, or collected data, or other methods. They will be assessed on the proper use of methods and accuracy of results.
6. Two-hour comprehensive final examination composed of both computational and concept-based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.

- projects/activities, group or individual, that include written descriptions of methods and results, and justification of conclusions. Projects/activities may be based upon real, simulated, or collected data, or other methods: portfolios, problem solving journals, supplemental software assessments
4. Two-hour comprehensive final examination.

Changed Field

Current Version

Proposed Version



**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- Scientific or graphing calculator (optional).

Essential College Facilities:

- None

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

Title	No value
Author	Intermediate Algebra 7th Ed.; Blitzer, Prentice Hall, 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Lehmann, Jay. "Elementary and Intermediate Algebra, Functions and Authentic Applications". 2nd Ed. Pearson Education Inc. 2014
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	College Math Preparation Level 3: Intermediate Algebra, Student Workbook; Developed by Doli Bambhania, 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Title	Intermediate Algebra for College Students
Author	Blitzer
Publisher	Pearson
Date/Edition	8th ed, 2021
ISBN	No value

Title	Elementary and Intermediate Algebra, Functions and Authentic Applications
Author	Lehmann, Jay
Publisher	Pearson
Date/Edition	3rd ed, 2019
ISBN	No value

Title	Intermediate Algebra
Author	Clark and Anfinson
Publisher	Cengage
Date/Edition	2nd ed, 2019
ISBN	No value

Changed Field

Current Version

Proposed Version

Author	Intermediate Algebra 2nd Ed.; Clark and Anfinson, Cengage 2017.
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Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Suggested Reading List

No value

Reading List Bunt, Lucas, N. H., et. al., "The Historical Roots of Elementary Mathematics." 1988, Dover Publications, New York.

May include, but are not limited to No value

Reading List Crump, Thomas, "The Anthropology of Numbers." 1990, Cambridge University Press.

May include, but are not limited to No value

Reading List Gerdes, Paulus, "Geometry from Africa, Mathematical and Educational Explorations." MAA 1999

May include, but are not limited to No value

Reading List Gerdes, Paulus, "Women, Art and Geometry in Southern Africa." 1998, Africa World Press.

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

May include, but are not limited to No value

Reading List Gillings, Richard J., "Mathematics in the Time of the Pharaohs." 1982, Dover Publications.

May include, but are not limited to No value

Reading List Joseph, George Gheverghese, "The Crest of the Peacock: Non-European Roots of Mathematics." 2010, Princeton University Press.

May include, but are not limited to No value

Reading List Lumpkin, Beatrice, "Algebra Activities from Many Cultures." 1997, Walch Education

May include, but are not limited to No value

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

Reading List McLeish, John, "Number, the History of Numbers and How They Shape Our Lives." 1991, Fawcett Columbine.

May include, but are not limited to No value

Reading List Moses, Robert P and Cobb Jr., Charles E.; "Radical Equations, Math Literacy and Civil Rights." 2001, Beacon Press.

May include, but are not limited to No value

Reading List Nahin, Paul, "An Imaginary Tale, The Story of $\sqrt{-1}$." 1998, Princeton University Press.

May include, but are not limited to No value

Reading List Secada, Walter G. ed., "Changing Faces of Mathematics, Perspectives on Multiculturalism and Gender Equity." 2000, NCTM.

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

May include, but are not limited to No value

Reading List Voolich, Erica Dakin, "A Peek into Math of the Past, Mathematical and Historical Investigations for Middle School and Pre-Algebra Students." 2001, Dale Seymour Publications.

May include, but are not limited to No value

Reading List Zaslavsky, Claudia, "The Multicultural Math Classroom." 1996, Heinemann Publishers.

May include, but are not limited to No value

Reading List ALEKS Assesment & Learning System. Aleks Corporation, 2013.

May include, but are not limited to No value

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

Reading List See multicultural link(s) on the department resources page

May include, but are not limited to

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Develop, throughout the course as applicable, systematic problem-solving methods • Investigate the characteristics of rational expressions • Develop rational function models to solve problems • Explore the concepts of inverse relation and inverse function • Investigate the graphical and numerical characteristics of exponential relationships and describe their meaning in the context of a problem • Explore logarithmic functions • Develop exponential and logarithmic function models to solve problems • Investigate distances on a number line and in a plane and develop the equation of a circle • Explore exponents • Explore sequences and series • Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world | <ul style="list-style-type: none"> • Investigate the use of mathematics in real world • Investigate the characteristics of fractions and other rational expressions • Develop skills to work with square roots • Explore functions • Develop linear function models • Use linear inequalities in one variable to solve real world problems • Examine exponential expressions and develop exponential function models • Develop quadratic function models to solve problems |
|--|--|



CSLOs

CSLOs	Evaluate real-world situations and distinguish between and apply linear and exponential function models appropriately.
Expected SLO Performance	0.0

CSLOs	Analyze, interpret, and communicate results of linear and exponential models in a logical manner.
Expected SLO Performance	0.0

CSLOs	Organize sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.
Expected SLO Performance	0.0

CSLOs	Evaluate real-world situations by applying linear, quadratic and exponential function models appropriately
Expected SLO Performance	0.0

CSLOs	Analyze, interpret, and communicate results of linear and exponential models in a logical manner.
Expected SLO Performance	0.0

CSLOs	Organize sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.
Expected SLO Performance	0.0

CSLOs	Manipulate and apply algebraic expressions
Expected SLO Performance	0.0

CSLOs	Distinguish between and manipulate linear, quadratic and exponential models
Expected SLO Performance	

Changed Field

Current Version

Proposed Version

Expected SLO Performance 0.0

Course Outline



**Course
Content**

1. Develop, throughout the course as applicable, systematic problem-solving methods
 1. Devise a strategy or plan
 2. Organize information, including identification and definition of known and unknown quantities
 3. Translate verbal expressions into a mathematical format
 4. Apply mathematical tools to formulate a solution
 5. Clearly communicate the solution
2. Investigate the characteristics of rational expressions
 1. Identify domain restrictions on the variable
 2. Reduce to lowest terms
 3. Simplify rational expressions involving arithmetic operations by using the least common denominator
 4. Explore negative exponents and their connection to rational expressions
3. Develop rational function models to solve problems
 1. Develop solutions to application problems
 2. Solve rational equations and check answers for reasonableness
 3. Interpret the results in the context of the problem
4. Explore the concepts of inverse relation and inverse function
 1. Explore the intuitive concept of inverse relations
 2. Identify when an inverse relation is an inverse function
 3. Explore the relationship with a function and its inverse through function composition (optional)

1. Investigate the use of mathematics in real world
 1. Percentages and proportions
 2. Percent growth and decay
 3. Unit and dimensional analysis, including unit conversion
 4. Estimation and rounding
2. Investigate the characteristics of fractions and other rational expressions
 1. Add, subtract, multiply and divide fractions
 2. Reduce to lowest terms
 3. Simplify rational expressions involving arithmetic operations
 4. Convert between fractions, decimals and percents
3. Develop skills to work with square roots
 1. Simplify, add, subtract, multiply, and divide expressions containing square roots
 2. Rationalize denominators of fractions containing square roots
4. Explore functions
 1. Function notation
 2. Represent and identify functions
 1. Verbally
 2. Graphically
 3. Algebraically
 4. Numerically
 3. Identify the domain and range of a function
 4. Identify horizontal and vertical intercepts and their connections to applications
5. Develop linear function models
 1. The slope
 1. definition as the ratio of the change in the dependent variable to the change in the independent variable
 2. meaning as a constant rate of change

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

5. Investigate the graphical and numerical characteristics of exponential relationships and describe their meaning in the context of a problem

1. Graph exponential relationships

2. Identify the main characteristics of exponential functions including

1. its algebraic form

2. the shape of its graph

3. the base as it relates to whether the function is increasing or decreasing

4. the vertical intercept

5. the asymptote

6. comparison to properties of linear functions

3. Determine domain and range of an exponential function

6. Explore logarithmic functions

1. Define a logarithmic function as the inverse of an exponential function

2. Determine the domain and range of a logarithmic function

3. Identify the main characteristics of logarithmic functions including

1. its algebraic form

2. the shape of its graph

3. the base as it relates to whether the function is increasing or decreasing

4. the horizontal intercept

5. the asymptote

3. use in determining whether a linear function is increasing or decreasing

4. slopes of vertical and horizontal lines

2. Forms

1. Slope-Intercept Form

2. Point-slope form

3. Standard form

3. Develop the equation of a linear function

1. numerically from tables of values

2. graphically by determining the slope and vertical intercept from a graph

3. algebraically by determining the slope and vertical intercept from two points

4. algebraically from a parallel and/or perpendicular line and a point

5. verbally from the description of a problem situation

4. Solving linear equations

5. Applications of linear models

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

1. utilize inequality notation

2. find solutions to linear inequalities using the properties of addition and multiplication

3. identify solutions of linear inequalities graphically on a number line

4. use to express domain and range algebraically

7. Examine exponential expressions and develop exponential function models

1. Utilize the properties of exponents

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

-
- | | |
|---|---|
| 4. Apply the laws of logarithmic functions | 1. apply the laws of exponents to expressions containing integer exponents |
| 5. Explore natural exponential and logarithmic functions | 2. negative exponents |
| 7. Develop exponential and logarithmic function models to solve problems | 2. Graph exponential relationships |
| 1. Determine the equation of an exponential function that passes through two points | 3. Identify the main characteristics of exponential functions including |
| 2. Find values of the dependent variable by substitution | 1. its algebraic form |
| 3. Solve exponential and logarithmic equations to find values of the independent variable | 2. the shape of its graph |
| 4. Interpret the results in the context of the problem | 3. domain and range |
| 8. Investigate distances on a number line and in a plane and develop the equation of a circle | 4. numerically |
| 1. Solve compound inequalities | 5. the base as it relates to whether the function is increasing or decreasing |
| 1. express solutions in interval notation | 6. the vertical intercept |
| 2. graph solutions on the real number line | 7. the asymptote |
| 2. Define the absolute value of a number as its distance from the origin | 8. comparison to properties of linear functions |
| 3. Solve absolute value equations and inequalities | 4. Explore natural exponential function |
| 1. express solutions in interval notation | 5. Applications of exponential functions |
| 2. graph solutions on the real number line | 8. Develop quadratic function models to solve problems |
| 4. Use the Pythagorean Theorem to develop the distance formula | 1. Distinguish between linear and quadratic functions |
| 1. find the distance between points in a plane | 2. Graph quadratic relationships |
| 2. solve applications involving Pythagorean Theorem and/or the distance formula | 1. in standard form |
| | 1. recognize that the graph of a quadratic function has a parabolic shape |
| | 2. graph by plotting ordered pairs from tables |
| | 3. graph by using the vertex and the intercepts |
| | 2. in vertex form |
| | 3. Identify the main characteristics of quadratic |

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- | | |
|--|--|
| 5. Explore circles in a plane | functions |
| 1. define a circle as the set of points in a plane equidistant from a fixed point | 1. the vertex as the maximum or minimum point on the graph of the function |
| 2. identify the connection between the center and radius of a circle and its formula | 2. the intercept(s), if they exist |
| 3. graph a circle | 3. the domain and range |
| 4. whether the graph opens up or down | 4. Factor quadratic expressions in one variable |
| 9. Explore exponents | 1. Greatest common factor |
| 1. Explore expressions with exponents | 2. Difference of squares |
| 1. define integer exponents | 3. Factoring general quadratic expressions |
| 2. utilize the properties of exponents with non-negative exponents | 5. Find the real zeros, if they exist, of a quadratic function |
| 2. Utilize integer exponents | 1. graphically as horizontal intercepts |
| 1. define negative exponents | 2. algebraically |
| 2. apply the laws of exponents to expressions involving integer exponents | 1. by factoring |
| 3. explore scientific notation expressions including converting between scientific and standard form | 2. by using the quadratic formula |
| 3. Utilize properties of exponents | 3. by extracting roots (optional) |
| 1. define fractional exponents and their connection to radical expressions | 4. by completing the square (optional) |
| 2. apply the laws of exponents to expressions containing fractional exponents | 6. Use quadratic models to solve problems |
| 4. Utilize radical expressions | 1. obtain values and solutions |
| 1. simplify radical expressions | 1. of the dependent variable by substitution |
| 2. perform operations on radical | 2. of the independent variable by solving a quadratic equation |
| | 2. find maximum or minimum values of a quadratic function |
| | 7. Interpret the results of a quadratic model in the |

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	expressions	context of a problem
	3. solve radical equations	1. obtained values
10. Explore sequences and series		2. maximum or minimum values
	1. Investigate sequences as discrete function models	3. the intercepts
	2. Explore the numerical and algebraic characteristics of geometric sequences	
	1. recognize patterns and the connections to exponential functions	
	2. determine the formula for the general term	
	3. Define geometric series	
	1. determine the sum of the first n terms	
	2. explore infinite geometric series and their potential sum as a limit (optional)	
11. Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world		
	1. The use and development of algebraic concepts throughout history. Some possibilities are:	
	1. explore the development and use of the number e	
	2. investigate the development of algebra, especially as it relates to exponential, logarithmic and rational functions, in earlier times and by various cultures such as those of Egypt, India, the Arabic cultures, China, and Europe	
	2. Algebraic applications that are of historical and/or	

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

contemporary interest.
 Some possibilities are:

1. investigate the uses of exponential, logarithmic and rational functions in various disciplines such as the physical and biological sciences, finance, and the social sciences
2. investigate the uses of exponential and logarithmic functions in everyday life, e.g. compound interest, the spread of viral diseases, depreciation, radioactive decay, earthquakes and the Richter scale, decibels
3. investigate the uses of rational functions in everyday life, e.g. proportions, inverse variation

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):**

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra

No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
!	Limitation(s) on Enrollment - Other:	No Value	This course is exclusively designed for students pursuing local De Anza degrees with specific program requirements. It is not suitable for students intending to transfer. If you are uncertain about your educational goals, we strongly advise meeting with a counselor before enrolling in this course. Please note that exceptions will not be made for students outside the specified degree program.
	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 course.)	NONCREDIT: (This is a noncredit enhanced course.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202222	No Value
!	Banner Division	2PS	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2019	No Value
!	Effective Quarter	Fall	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	MATH 314	MATH 314
	Course Status	New	New
!	Course Status Code	A	No Value
!	Banner Department	MATH	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	Noncredit Enhanced	Noncredit Enhanced
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	<p>! Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)</p>	T	No Value
	<p>! Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</p>	A	No Value
	<p>! Noncredit Enhanced Funding Indicator</p>	Y	No Value
	<p>! In Service Indicator</p>	N	No Value
	<p>! Sports/Physical Education Course Indicator</p>	N	No Value
	<p>! COA Code</p>	C	No Value
	<p>! Fund Code</p>	114000	No Value
	<p>! Organization Code</p>	235014	No Value

Changed	Questions	Current Version	Proposed Version
❗	Account Code	1320	No Value
❗	Program Code	170100	No Value
❗	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
❗	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
❗	Basic Course Information	No Value	Title update Description update Course justification update
	Units and Hours	No Value	No Value
❗	Specifications	No Value	Updated methods of instruction to reflect how course content is taught Aligned methods of evaluation with SLO's and/or course objectives Updated textbooks and references to reflect current publications
❗	Outline	No Value	Deleted course objective(s) Added course objective(s) Added content within course objectives(s) to address changes within the course and/or discipline Aligned content within course objective(s) to more clearly address SLO's
	Other	No Value	No Value

Blue Form

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

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

Objective 3:
Explore functions.

No Value

No Value

Objective 4:
Develop linear function models.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

E-Matrix Form

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

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

We are removing this as an prerequisite. We have completely overhauled this curriculum post-AB705 to make this course accessible for all incoming students, regardless of their background or proficiency in either math or English.

**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
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	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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F-Matrix Form

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

No Value

No Value

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

No Value

No Value

Objective 4:
Solve problems involving operations with signed numbers.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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	<p>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</p>	No Value	No Value
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	<p>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

AB705 regulation

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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


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

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	Can you change the mode of delivery to "Online" and "Hybrid". In the Examples of Primary Texts and References, "Title", "Author", "Edition", ... needs to be written in their own cells.
	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
	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	MATHD314.
	Distance Education Approved	No

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

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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Summary of Changes

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

Section	Changed field
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
Comments	Stage 7: Content Review Matrix Liaison
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
Stand-Alone Statement	Stand-Alone Statement

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> eLumenData, eLumenData 	<ul style="list-style-type: none"> Fatemeh Yarahmadi Tran, Danny Nguyen, Vinh Mesh, Lisa
	Course ID (CB01A and CB01B)	MATHD210X	MATHD210X
	Course Control Number	CCC000603969	CCC000603969
	Course Title (CB02)	Support for Statistics	Support for Statistics
	Short Course Title	SUPPORT FOR STATISTICS	SUPPORT FOR STATISTICS
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	A review of the core prerequisite skills, competencies, and concepts needed when studying probability and statistics. Intended for students who are concurrently enrolled in Statistics.	A review of the core prerequisite skills, competencies, and concepts needed when studying probability and statistics. Intended for students who are concurrently enrolled in Statistics.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online Hybrid

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone course designed to be AB 705 compliant by providing just-in-time instruction for students who are studying Statistics.	This is a stand-alone course designed to be AB 705 compliant by providing just-in-time instruction for students who are studying Statistics.


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


Course Philosophy			


Changed	Field	Current Version	Proposed Version
	Course Philosophy	This course is intended to provide just-in-time instruction for students who are studying Statistics, but who may need extra assistance with the basic mathematical skills necessary to succeed in a Statistics course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students' learning in Statistics. In addition to providing basic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further courses.	This course is intended to provide just-in-time instruction for students who are studying Statistics, but who may need extra assistance with the basic mathematical skills necessary to succeed in a Statistics course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students' learning in Statistics. In addition to providing basic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further courses.

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

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This is a stand-alone course designed to be AB705 compliant by providing just-in-time instruction for students who are studying statistics.</u>

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

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

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

Cross-listed Course

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

More Options

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

Stand-Alone Statement

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

Associated Programs

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

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Not transferable	Not transferable												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Not transferable	Not transferable												
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2SUM - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2SUM - Approved.	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2SUM - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2SUM - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	• 2SUM - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	• 2SUM - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2.5	2.5
	Lecture Hours - Out of Class	5	5
	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	90	90
	Lecture Hours - Course In-Class (Contact) per Term	30	30
	Lecture Hours - Course Out-of-Class per Term	60	60

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	30	30
	Total - Course Out-of-Class Hours	60	60
	Total Credit Units - Minimum Credit Units	2.5	2.5
	Total Credit Units - Maximum Credit Units	2.5	2.5

Speciality Hours

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

Credit / Non-Credit Options

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


Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	90	90
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	2.5	2.5
	Minimum Credit Units	2.5	2.5
	Maximum Credit Units	2.5	2.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Quiz and examination review performed in class Guest speakers</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Quiz and examination review performed in class Guest speakers</p>
	Assignments	<ol style="list-style-type: none"> 1. Required readings from text 2. Problem-solving exercises, some involving technology 3. Small group exercises 4. Optional project synthesizing various concepts and skills from the course content 	<ol style="list-style-type: none"> 1. Required readings from text 2. Problem-solving exercises, some involving technology 3. Small group exercises 4. Optional project synthesizing various concepts and skills from the course content



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
2. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
3. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
4. Final exam

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1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
2. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
3. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
4. Final exam



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Graphing calculator and/or computer software

Essential College Facilities:

- None.

Essential Student Materials:

- Graphing calculator and/or computer software

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	OpenStax College, Elementary Algebra. OpenStax CNX. Sep 26, 2018 http://cnx.org/contents/0889907c-f0ef-496a-bcb8-2a5bb121717f@3.12 .
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	OpenStax College, Intermediate Algebra. OpenStax CNX. Jun 1, 2018 http://cnx.org/contents/02776133-d49d-49cb-bfaa-67c7f61b25a1@4.13 .
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Elementary Algebra, https://openstax.org/details/books/elementary-algebra-2e
Author	OpenStax College
Publisher	OpenStax CNX
Date/Edition	July 7, 2023
ISBN	No value

Title	Intermediate Algebra; https://openstax.org/details/books/intermediate-algebra-2e
Author	OpenStax College
Publisher	OpenStax CNX
Date/Edition	July 7, 2023
ISBN	No value



Suggested Reading List

No value

Reading List OpenStax College, Introductory Statistics, openstaxcollege.org, 2013.

May include, but are not limited to

Reading List Brase/Brase,"Understandable Statistics: Concepts and Methods", 12th Ed., Brooks Cole, Cengage Learning Systems, 2018.

May include, but are not limited to

Reading List Geraghty, Maurice. "Inferential Statistics and Probability - A Holistic Approach", Licensed under a Creative Commons-Attribution-ShareAlike 4.0, 2018.

May include, but are not limited to

Reading List Navidi and Monk, "Elementary Statistics", 2nd Ed., McGraw Hill, 2015.

May include, but are not limited to

Reading List Soler, Frank. Statistics. "Understanding Uncertainty". 4th ed. Associated Research Consultants, Cupertino 2017.

May include, but are not limited to

Reading List	Bluman, "Elementary Statistics, A Step by Step Approach, A Brief Version" 6th ed. McGraw Hill 2013.
May include, but are not limited to	No value
Reading List	Devore, Jay L. "Probability and Statistics for Engineering and the Sciences". 9th ed. Cengage 2016.
May include, but are not limited to	No value
Reading List	Larson and Farber. "Elementary Statistics Picturing the World". 6th ed. Pearson 2014.
May include, but are not limited to	No value
Reading List	Packel, Edward. "The Mathematics of Games and Gambling" 2nd ed. The Mathematical Association of America, 2006.
May include, but are not limited to	No value
Reading List	Peck, R., et al. "Statistics: A .Guide to the Unknown" 4th ed. Cengage 2006.
May include, but are not limited to	No value
Reading List	Scheaffer, Richard L. "Activity Based Statistics" 2nd ed. Wiley eBook 2009.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Stigler, Stephen M. "The History of Statistics, The Measurement of Uncertainty before 1900". Belknap Press, 1990.

May include, but are not limited to No value

Reading List Sullivan III, Michael. "Statistics: Informed Decisions Using Data". 5th ed. Pearson 2017.

May include, but are not limited to No value

Reading List Tintle, Rossman, Chance, et al. "Introduction to Statistical Investigations", 16th ed, Wiley, 2018.

May include, but are not limited to No value

Reading List Triola, Mario F. "Elementary Statistics", 13th edition, Pearson, 2017.

May include, but are not limited to No value

Reading List <http://nebula2.deanza.edu/~stats> - De Anza College Math 10 Curriculum - Supporting Internet references

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

May include, but are not limited to	No value
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Learning Outcomes and Objectives**Changed Field****Current Version****Proposed Version****Course Objectives**

- Develop effective skills for Interpreting Graphs
- Develop effective skills for Categorical or Grouped data tables
- Develop skills for Descriptive Statistics
- Develop effective skills for Correlation and Scatter plots
- Develop skills for Experimental Design
- Develop skills for Probability
- Develop skills for Random Variables
- Develop skills for Confidence Intervals
- Develop skills for Hypothesis Testing
- Develop skills for Chi-square Tests

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- Develop skills for Random Variables
- Develop skills for Confidence Intervals
- Develop skills for Hypothesis Testing
- Develop skills for Chi-square Tests

CSLOs

CSLOs	Demonstrate mathematical concepts, skills and numeracy needed for understanding Probability and Statistics.
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Expected SLO Performance	0.0
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CSLOs	Demonstrate mathematical concepts, skills and numeracy needed for understanding Probability and Statistics.
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Expected SLO Performance	0.0
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Course Outline

Course Content

- | | | |
|--|--|--|
| <ol style="list-style-type: none"> 1. Develop effective skills for Interpreting Graphs <ol style="list-style-type: none"> 1. Explore the geometric representations of units of measurement for length, area, and volume 2. Describe the center, shape, and spread of graphs based on numeric data 3. Practice labeling units and scaling axes 2. Develop effective skills for Categorical or Grouped data tables <ol style="list-style-type: none"> 1. Identify rates, ratios and proportions 2. Relating fractions, decimals and percentages 3. Calculate proportions and percentages 3. Develop skills for Descriptive Statistics <ol style="list-style-type: none"> 1. Using formulas <ol style="list-style-type: none"> 1. Evaluate simple algebraic expressions by substituting the value of a variable 2. Simplify arithmetic expressions 3. Recognize the symbols of grouping 4. Apply the order of operations 2. Use unit analysis to determine the units of an answer 4. Develop effective skills for Correlation and Scatter plots <ol style="list-style-type: none"> 1. Interpret linear relationships in two variables numerically, graphically using the Cartesian coordinate system, verbally and algebraically <ol style="list-style-type: none"> 1. Investigate linear equations in two variables 2. Graph linear relationships on a Cartesian coordinate by plotting ordered pairs <ol style="list-style-type: none"> 1. Develop the definition of the Cartesian coordinate system 2. Plot ordered pairs on a Cartesian coordinate system 3. Represent relationships expressed verbally using mathematical symbols 2. Develop linear function models to solve problems <ol style="list-style-type: none"> 1. Develop the equation of a linear function <ol style="list-style-type: none"> 1. Numerically from tables of values 2. Graphically by determining the slope and vertical intercept from a graph 3. Algebraically by determining the slope and vertical intercept from two points 4. Verbally from the description of a problem situation 2. Determine a line by choosing two points and deriving the equation 3. Use a linear model to obtain values <ol style="list-style-type: none"> 1. Of the dependent variable by substitution 2. Of the independent variable by solving a linear equation 4. Interpret the results of a linear model in the context of the problem | <ol style="list-style-type: none"> 1. Develop effective skills for Interpreting Graphs <ol style="list-style-type: none"> 1. Explore the geometric representations of units of measurement for length, area, and volume 2. Describe the center, shape, and spread of graphs based on numeric data 3. Practice labeling units and scaling axes 2. Develop effective skills for Categorical or Grouped data tables <ol style="list-style-type: none"> 1. Identify rates, ratios and proportions 2. Relating fractions, decimals and percentages 3. Calculate proportions and percentages 3. Develop skills for Descriptive Statistics <ol style="list-style-type: none"> 1. Using formulas <ol style="list-style-type: none"> 1. Evaluate simple algebraic expressions by substituting the value of a variable 2. Simplify arithmetic expressions 3. Recognize the symbols of grouping 4. Apply the order of operations 2. Use unit analysis to determine the units of an answer 4. Develop effective skills for Correlation and Scatter plots <ol style="list-style-type: none"> 1. Interpret linear relationships in two variables numerically, graphically using the Cartesian coordinate system, verbally and algebraically <ol style="list-style-type: none"> 1. Investigate linear equations in two variables 2. Graph linear relationships on a Cartesian coordinate by plotting ordered pairs <ol style="list-style-type: none"> 1. Develop the definition of the Cartesian coordinate system 2. Plot ordered pairs on a Cartesian coordinate system 3. Represent relationships expressed verbally using mathematical symbols 2. Develop linear function models to solve problems <ol style="list-style-type: none"> 1. Develop the equation of a linear function <ol style="list-style-type: none"> 1. Numerically from tables of values 2. Graphically by determining the slope and vertical intercept from a graph 3. Algebraically by determining the slope and vertical intercept from two points 4. Verbally from the description of a problem situation 2. Determine a line by choosing two points and deriving the equation 3. Use a linear model to obtain values <ol style="list-style-type: none"> 1. Of the dependent variable by substitution 2. Of the independent variable by solving a linear equation 4. Interpret the results of a linear model in the context of the problem | <ol style="list-style-type: none"> 1. Develop effective skills for Interpreting Graphs <ol style="list-style-type: none"> 1. Explore the geometric representations of units of measurement for length, area, and volume 2. Describe the center, shape, and spread of graphs based on numeric data 3. Practice labeling units and scaling axes 2. Develop effective skills for Categorical or Grouped data tables <ol style="list-style-type: none"> 1. Identify rates, ratios and proportions 2. Relating fractions, decimals and percentages 3. Calculate proportions and percentages 3. Develop skills for Descriptive Statistics <ol style="list-style-type: none"> 1. Using formulas <ol style="list-style-type: none"> 1. Evaluate simple algebraic expressions by substituting the value of a variable 2. Simplify arithmetic expressions 3. Recognize the symbols of grouping 4. Apply the order of operations 2. Use unit analysis to determine the units of an answer 4. Develop effective skills for Correlation and Scatter plots <ol style="list-style-type: none"> 1. Interpret linear relationships in two variables numerically, graphically using the Cartesian coordinate system, verbally and algebraically <ol style="list-style-type: none"> 1. Investigate linear equations in two variables 2. Graph linear relationships on a Cartesian coordinate by plotting ordered pairs <ol style="list-style-type: none"> 1. Develop the definition of the Cartesian coordinate system 2. Plot ordered pairs on a Cartesian coordinate system 3. Represent relationships expressed verbally using mathematical symbols 2. Develop linear function models to solve problems <ol style="list-style-type: none"> 1. Develop the equation of a linear function <ol style="list-style-type: none"> 1. Numerically from tables of values 2. Graphically by determining the slope and vertical intercept from a graph 3. Algebraically by determining the slope and vertical intercept from two points 4. Verbally from the description of a problem situation 2. Determine a line by choosing two points and deriving the equation 3. Use a linear model to obtain values <ol style="list-style-type: none"> 1. Of the dependent variable by substitution 2. Of the independent variable by solving a linear equation 4. Interpret the results of a linear model in the context of the problem |
|--|--|--|

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. The slope and the intercepts 2. Values and units of the independent and dependent variables <ol style="list-style-type: none"> 5. Develop skills for Experimental Design <ol style="list-style-type: none"> 1. Read and interpret world problems 2. Effectively write descriptions and conclusions in complete sentences 6. Develop skills for Probability <ol style="list-style-type: none"> 1. Investigate the concept of function as a relationship in which each input has only one output 2. Identify relationships which are and are not functions <ol style="list-style-type: none"> 1. From tables 2. Graphically 3. Verbally 4. Algebraically 3. Solve literal equations 7. Develop skills for Random Variables <ol style="list-style-type: none"> 1. Exponential models including e and natural logarithm 2. Identify the main characteristics of linear inequalities in one variable <ol style="list-style-type: none"> 1. Utilize inequality notation 2. Find solutions to linear inequalities using the properties of addition and multiplication 3. Identify solutions of linear inequalities graphically on a number line 4. Use inequality notation to express solutions algebraically 8. Develop skills for Confidence Intervals <ol style="list-style-type: none"> 1. Explore the geometric interpretation of signed numbers on a number line 2. Use and explain interval notation 9. Develop skills for Hypothesis Testing <ol style="list-style-type: none"> 1. Explore critical analysis and logic 2. Investigate proof by contradiction 10. Develop skills for Chi-square Tests <ol style="list-style-type: none"> 1. Interpreting two-way tables 2. Interpreting grouped bar graphs 	<ol style="list-style-type: none"> 1. The slope and the intercepts 2. Values and units of the independent and dependent variables <ol style="list-style-type: none"> 5. Develop skills for Experimental Design <ol style="list-style-type: none"> 1. Read and interpret world problems 2. Effectively write descriptions and conclusions in complete sentences 6. Develop skills for Probability <ol style="list-style-type: none"> 1. Investigate the concept of function as a relationship in which each input has only one output 2. Identify relationships which are and are not functions <ol style="list-style-type: none"> 1. From tables 2. Graphically 3. Verbally 4. Algebraically 3. Solve literal equations 7. Develop skills for Random Variables <ol style="list-style-type: none"> 1. Exponential models including e and natural logarithm 2. Identify the main characteristics of linear inequalities in one variable <ol style="list-style-type: none"> 1. Utilize inequality notation 2. Find solutions to linear inequalities using the properties of addition and multiplication 3. Identify solutions of linear inequalities graphically on a number line 4. Use inequality notation to express solutions algebraically 8. Develop skills for Confidence Intervals <ol style="list-style-type: none"> 1. Explore the geometric interpretation of signed numbers on a number line 2. Use and explain interval notation 9. Develop skills for Hypothesis Testing <ol style="list-style-type: none"> 1. Explore critical analysis and logic 2. Investigate proof by contradiction 10. Develop skills for Chi-square Tests <ol style="list-style-type: none"> 1. Interpreting two-way tables 2. Interpreting grouped bar graphs
	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):	MATH D010. or MATH D010H	MATH D010. or MATH D010H
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2PS	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2019	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2019	No Value
	Sort ID (00 < 10; 0 < 100)	MATH 210X	MATH 210X
	Course Status	New Stand-Alone	New Stand-Alone
!	Course Status Code	A	No Value
!	Banner Department	MATH	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Two and one-half hours lecture (30 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	235004	No Value
!	Account Code	1320	No Value
!	Program Code	170100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value

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

B-Matrix Form			

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value
	<p>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</p>	No Value	No Value
	<p>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</p>	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

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

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
	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
	<p>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.</p>	No Value	No Value
	<p>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</p>	No Value	No Value
	<p>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</p>	No Value	No Value
	<p>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</p>	No Value	No Value
	<p>Objective 4: Solve problems involving operations with signed numbers.</p>	No Value	No Value
	<p>Objective 5: Explore the characteristics and properties of real numbers.</p>	No Value	No Value
	<p>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</p>	No Value	No Value
	<p>Objective 7: Explore rates and ratios and use proportions to solve problems.</p>	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 Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value

H-Matrix Form

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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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE - ESGC Form

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

No Value

No Value

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

No Value

No Value

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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/28/24</td> <td>Zack Judson G</td> <td>Matrix Required</td> <td>Math 10 and the material in the right hand column should come from 210X</td> <td></td> </tr> </tbody> </table>	Date	Name	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	5/28/24	Zack Judson G	Matrix Required	Math 10 and the material in the right hand column should come from 210X	
Date	Name	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed									
5/28/24	Zack Judson G	Matrix Required	Math 10 and the material in the right hand column should come from 210X										
	Stage 8: AVP - Instruction	No Value	No Value										
	Stage 9: Articulation Officer	No Value	No Value										

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	MATHD210X
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000603969

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


De Anza College
Change Report
06/12/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	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	Emergency Approval

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Specifications
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	<ul style="list-style-type: none"> • Lisa Mesh • Tran, Danny • Nguyen, Vinh

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	MATHD410X	MATHD410X
	Course Control Number	CCC000624684	CCC000624684
	Course Title (CB02)	Support for Statistics	Support for Statistics
	Short Course Title	SUPPORT FOR STATISTICS	SUPPORT FOR STATISTICS
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
!	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	This is a review of core prerequisite skills, competencies, and concepts needed when studying probability and statistics, intended for students who are concurrently enrolled in Statistics.	This is a review of core prerequisite skills, competencies, and concepts needed when studying probability and statistics, intended for students who are concurrently enrolled in Statistics.
	Course Type (CB27)	No value	No value
!	Mode of Delivery	No value	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

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

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a noncredit enhanced, basic skills course that belongs on the Bridge to Calculus Certificate of Competency. This course is designed to be AB 705 compliant by providing just-in-time instruction for students who are studying Statistics.	This is a noncredit enhanced, basic skills course that belongs on the Bridge to Calculus Certificate of Competency. This course is designed to be AB 705 compliant by providing just-in-time instruction for students who are studying Statistics.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	This course is intended to provide just-in-time instruction for students who are studying Statistics, but who may need extra assistance with the basic mathematical skills necessary to succeed in a Statistics course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students' learning in Statistics. In addition to providing basic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further courses.	This course is intended to provide just-in-time instruction for students who are studying Statistics, but who may need extra assistance with the basic mathematical skills necessary to succeed in a Statistics course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students' learning in Statistics. In addition to providing basic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further courses.

Formerly Statement

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

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

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

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

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

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

More Options

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program Bridge to Statistics Award Type Certificate of Competency	Associated Program Bridge to Statistics Award Type Certificate of Competency
		Associated Program Bridge to Statistics Award Type Certificate of Competency	Associated Program Bridge to Statistics Award Type Certificate of Competency
		Associated Program Math Skills for Business Award Type Certificate of Competency	Associated Program Math Skills for Business Award Type Certificate of Competency
		Associated Program Bridge to Statistics (In Development) Award Type Certificate of Competency	Associated Program Bridge to Statistics (In Development) Award Type Certificate of Competency

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable

Changed	Field	Current Version	Proposed Version												
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2SUM - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2SUM - Approved.	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2SUM - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2SUM - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	• 2SUM - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	• 2SUM - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2.5	2.5
	Lecture Hours - Out of Class	5	5
	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	30	30

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	30	30
	Lecture Hours - Course Out-of-Class per Term	60	60
	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	30	30
	Total - Course Out-of-Class Hours	60	60
	Total Credit Units - Minimum Credit Units	0	0
	Total Credit Units - Maximum Credit Units	0	0

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	30	30
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

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

Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 Homework and extended projects
 Collaborative learning and small group exercises
 Collaborative projects
 Quiz and examination review performed in class
 Guest speakers

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 Homework and extended projects
 Collaborative learning and small group exercises
 Collaborative projects
 Quiz and examination review performed in class
 Guest speakers

Assignments

1. Required readings from text
2. Problem-solving exercises, some involving technology
3. Small group exercises
4. Optional project synthesizing various concepts and skills from the course content

1. Required readings from text
2. Problem-solving exercises, some involving technology
3. Small group exercises
4. Optional project synthesizing various concepts and skills from the course content



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
2. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
3. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
4. Final exam

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
2. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
3. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
4. Final exam

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

Essential Student Materials:

- Graphing calculator and/or computer software

Essential College Facilities:

- None.

Essential Student Materials:

- Graphing calculator and/or computer software

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	OpenStax College, Elementary Algebra. OpenStax CNX. Sep 26, 2018 http://cnx.org/contents/0889907c-f0ef-496a-bcb8-2a5bb121717f@3.12 .
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	OpenStax College, Intermediate Algebra. OpenStax CNX. Jun 1, 2018 http://cnx.org/contents/02776133-d49d-49cb-bfaa-67c7f61b25a1@4.13 .
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Elementary Algebra
Author	OpenStax College
Publisher	OpenStax CNX
Date/Edition	July 7, 2023
ISBN	No value

Title	Intermediate Algebra
Author	OpenStax College
Publisher	OpenStax CNX
Date/Edition	July 7, 2023
ISBN	No value



Suggested Reading List

No value

Reading List OpenStax College, Introductory Statistics, openstaxcollege.org, 2013.

May include, but are not limited to No value

Reading List Brase/Brase, "Understandable Statistics: Concepts and Methods", 12th Ed., Brooks Cole, Cengage Learning Systems, 2018.

May include, but are not limited to No value

Reading List Geraghty, Maurice. "Inferential Statistics and Probability - A Holistic Approach", Licensed under a Creative Commons-Attribution-ShareAlike 4.0, 2018.

May include, but are not limited to No value

Reading List Navidi and Monk, "Elementary Statistics", 2nd Ed., McGraw Hill, 2015.

May include, but are not limited to No value

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

Reading List Soler, Frank. Statistics. "Understanding Uncertainty". 4th ed. Associated Research Consultants, Cupertino 2017.

May include, but are not limited to No value

Reading List Bluman, "Elementary Statistics, A Step by Step Approach, A Brief Version" 6th ed. McGraw Hill 2013.

May include, but are not limited to No value

Reading List Devore, Jay L. "Probability and Statistics for Engineering and the Sciences". 9th ed. Cengage 2016.

May include, but are not limited to No value

Reading List Larson and Farber. "Elementary Statistics Picturing the World". 6th ed. Pearson 2014.

May include, but are not limited to No value

Reading List Packel, Edward. "The Mathematics of Games and Gambling" 2nd ed. The Mathematical Association of America, 2006.

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

May include, but are not limited to No value

Reading List Peck, R., et al. "Statistics: A .Guide to the Unknown" 4th ed. Cengage 2006.

May include, but are not limited to No value

Reading List Scheaffer, Richard L. "Activity Based Statistics" 2nd ed. Wiley eBook 2009.

May include, but are not limited to No value

Reading List Stigler, Stephen M. "The History of Statistics, The Measurement of Uncertainty before 1900". Belknap Press, 1990.

May include, but are not limited to No value

Reading List Sullivan III, Michael. "Statistics: Informed Decisions Using Data". 5th ed. Pearson 2017.

May include, but are not limited to No value

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

Reading List Tintle, Rossman, Chance, et al. "Introduction to Statistical Investigations", 16th ed, Wiley, 2018.

May include, but are not limited to No value

Reading List Triola, Mario F. "Elementary Statistics", 13th edition, Pearson, 2017.

May include, but are not limited to No value

Reading List <http://nebula2.deanza.edu/~stats> - De Anza College Math 10 Curriculum - Supporting Internet references

May include, but are not limited to No value

Learning Outcomes and Objectives

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Develop effective skills for Interpreting Graphs • Develop effective skills for Categorical or Grouped data tables • Develop skills for Descriptive Statistics • Develop effective skills for Correlation and Scatter plots • Develop skills for Experimental Design • Develop skills for Probability • Develop skills for Random Variables • Develop skills for Confidence Intervals • Develop skills for Hypothesis Testing • Develop skills for Chi-square Tests | <ul style="list-style-type: none"> • Develop effective skills for Interpreting Graphs • Develop effective skills for Categorical or Grouped data tables • Develop skills for Descriptive Statistics • Develop effective skills for Correlation and Scatter plots • Develop skills for Experimental Design • Develop skills for Probability • Develop skills for Random Variables • Develop skills for Confidence Intervals • Develop skills for Hypothesis Testing • Develop skills for Chi-square Tests |
|--|--|

CSLOs

CSLOs	Demonstrate mathematical concepts, skills, and numeracy needed for understanding Probability and Statistics.
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Expected SLO Performance	0.0
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CSLOs	Demonstrate mathematical concepts, skills, and numeracy needed for understanding Probability and Statistics.
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Expected SLO Performance	0.0
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Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<ol style="list-style-type: none"> 1. Develop effective skills for Interpreting Graphs <ol style="list-style-type: none"> 1. Explore the geometric representations of units of measurement for length, area, and volume 2. Describe the center, shape, and spread of graphs based on numeric data 3. Practice labeling units and scaling axes 2. Develop effective skills for Categorical or Grouped data tables <ol style="list-style-type: none"> 1. Identify rates, ratios, and proportions 2. Relating fractions, decimals, and percentages 3. Calculate proportions and percentages 3. Develop skills for Descriptive Statistics <ol style="list-style-type: none"> 1. Using formulas <ol style="list-style-type: none"> 1. Evaluate simple algebraic expressions by substituting the value of a variable 2. Simplify arithmetic expressions 3. Recognize the symbols of grouping 4. Apply the order of operations 2. Use unit analysis to determine the units of an answer 4. Develop effective skills for Correlation and Scatter plots <ol style="list-style-type: none"> 1. Interpret linear relationships in two variables numerically, graphically using the Cartesian coordinate system, verbally and algebraically <ol style="list-style-type: none"> 1. Investigate linear equations in two variables 2. Graph linear relationships on a Cartesian coordinate by plotting ordered pairs <ol style="list-style-type: none"> 1. Develop the definition of the Cartesian coordinate system 2. Plot ordered pairs on a Cartesian 	<ol style="list-style-type: none"> 1. Develop effective skills for Interpreting Graphs <ol style="list-style-type: none"> 1. Explore the geometric representations of units of measurement for length, area, and volume 2. Describe the center, shape, and spread of graphs based on numeric data 3. Practice labeling units and scaling axes 2. Develop effective skills for Categorical or Grouped data tables <ol style="list-style-type: none"> 1. Identify rates, ratios, and proportions 2. Relating fractions, decimals, and percentages 3. Calculate proportions and percentages 3. Develop skills for Descriptive Statistics <ol style="list-style-type: none"> 1. Using formulas <ol style="list-style-type: none"> 1. Evaluate simple algebraic expressions by substituting the value of a variable 2. Simplify arithmetic expressions 3. Recognize the symbols of grouping 4. Apply the order of operations 2. Use unit analysis to determine the units of an answer 4. Develop effective skills for Correlation and Scatter plots <ol style="list-style-type: none"> 1. Interpret linear relationships in two variables numerically, graphically using the Cartesian coordinate system, verbally and algebraically <ol style="list-style-type: none"> 1. Investigate linear equations in two variables 2. Graph linear relationships on a Cartesian coordinate by plotting ordered pairs <ol style="list-style-type: none"> 1. Develop the definition of the Cartesian coordinate system 2. Plot ordered pairs on a Cartesian

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

Changed Field	Current Version	Proposed Version
	coordinate system	coordinate system
	3. Represent relationships expressed verbally using mathematical symbols	3. Represent relationships expressed verbally using mathematical symbols
	2. Develop linear function models to solve problems	2. Develop linear function models to solve problems
	1. Develop the equation of a linear function	1. Develop the equation of a linear function
	1. Numerically from tables of values	1. Numerically from tables of values
	2. Graphically by determining the slope and vertical intercept from a graph	2. Graphically by determining the slope and vertical intercept from a graph
	3. Algebraically by determining the slope and vertical intercept from two points	3. Algebraically by determining the slope and vertical intercept from two points
	4. Verbally from the description of a problem situation	4. Verbally from the description of a problem situation
	2. Determine a line by choosing two points and deriving the equation	2. Determine a line by choosing two points and deriving the equation
	3. Use a linear model to obtain values	3. Use a linear model to obtain values
	1. Of the dependent variable by substitution	1. Of the dependent variable by substitution
	2. Of the independent variable by solving a linear equation	2. Of the independent variable by solving a linear equation
	4. Interpret the results of a linear model in the context of the problem	4. Interpret the results of a linear model in the context of the problem
	1. The slope and the intercepts	1. The slope and the intercepts
	2. Values and units of the independent and dependent variables	2. Values and units of the independent and dependent variables
	5. Develop skills for Experimental Design	5. Develop skills for Experimental Design
	1. Read and interpret world problems	1. Read and interpret world problems
	2. Effectively write descriptions and conclusions in complete sentences	2. Effectively write descriptions and conclusions in complete sentences
	6. Develop skills for Probability	6. Develop skills for Probability
	1. Investigate the concept of function as a relationship in which each input has only one output	1. Investigate the concept of function as a relationship in which each input has only one output
	2. Identify relationships that are and are not functions	2. Identify relationships that are and are not functions

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. From tables 2. Graphically 3. Verbally 4. Algebraically <ol style="list-style-type: none"> 3. Solve literal equations <ol style="list-style-type: none"> 7. Develop skills for Random Variables <ol style="list-style-type: none"> 1. Exponential models including e and natural logarithm 2. Identify the main characteristics of linear inequalities in one variable <ol style="list-style-type: none"> 1. Utilize inequality notation 2. Find solutions to linear inequalities using the properties of addition and multiplication 3. Identify solutions of linear inequalities graphically on a number line 4. Use inequality notation to express solutions algebraically <ol style="list-style-type: none"> 8. Develop skills for Confidence Intervals <ol style="list-style-type: none"> 1. Explore the geometric interpretation of signed numbers on a number line 2. Use and explain interval notation <ol style="list-style-type: none"> 9. Develop skills for Hypothesis Testing <ol style="list-style-type: none"> 1. Explore critical analysis and logic 2. Investigate proof by contradiction <ol style="list-style-type: none"> 10. Develop skills for Chi-square Tests <ol style="list-style-type: none"> 1. Interpreting two-way tables 2. Interpreting grouped bar graphs 	<ol style="list-style-type: none"> 1. From tables 2. Graphically 3. Verbally 4. Algebraically <ol style="list-style-type: none"> 3. Solve literal equations <ol style="list-style-type: none"> 7. Develop skills for Random Variables <ol style="list-style-type: none"> 1. Exponential models including e and natural logarithm 2. Identify the main characteristics of linear inequalities in one variable <ol style="list-style-type: none"> 1. Utilize inequality notation 2. Find solutions to linear inequalities using the properties of addition and multiplication 3. Identify solutions of linear inequalities graphically on a number line 4. Use inequality notation to express solutions algebraically <ol style="list-style-type: none"> 8. Develop skills for Confidence Intervals <ol style="list-style-type: none"> 1. Explore the geometric interpretation of signed numbers on a number line 2. Use and explain interval notation <ol style="list-style-type: none"> 9. Develop skills for Hypothesis Testing <ol style="list-style-type: none"> 1. Explore critical analysis and logic 2. Investigate proof by contradiction <ol style="list-style-type: none"> 10. Develop skills for Chi-square Tests <ol style="list-style-type: none"> 1. Interpreting two-way tables 2. Interpreting grouped bar graphs
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202222	No Value
!	Banner Division	2PS	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2019	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2021	No Value
	Sort ID (00 < 10; 0 < 100)	MATH 410X	MATH 410X
	Course Status	New	New
!	Course Status Code	A	No Value
!	Banner Department	MATH	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	Noncredit Enhanced	Noncredit Enhanced
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	T	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	A	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Two and one-half hours lecture (30 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	Y	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	235004	No Value

Changed	Questions	Current Version	Proposed Version
!	Account Code	1320	No Value
!	Program Code	170100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	MATH D010. or MATH D010H	MATH D010. or MATH D010H
	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, basic skills course.)	NONCREDIT: (This is a noncredit enhanced, basic skills course.)
	General Course Statement(s) - Other:	No Value	No Value

Summary of Revisions

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

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

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

Blank area for the D-Matrix Form.

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

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

E-Matrix Form

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

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

F-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
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Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

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

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

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

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

No Value

No Value

Comments

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

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

Changed	Questions	Current Version	Proposed Version				
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Name	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed
			5/28/24	Zack Judson G	Matrix Required	10 and the right column should come from Math 410X	The left column should come from Math
	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	MATHD410X
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2024 12:00:00 AM
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	External Review Approval Date	Sep 1, 2019 12:00:00 AM
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	Course Control Number	CCC000624684
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS- DEPT-NAME	
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	Course Crosswalk CRS- NUMBER	
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De Anza College
Change Report
 06/12/2024

Summary of Changes

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

Section	Changed field
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	Other
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
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 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 8: AVP - Instruction
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Mi Chang 	<ul style="list-style-type: none"> Fatemeh Yarahmadi Nguyen, Vinh
	Course ID (CB01A and CB01B)	MATHD217.	MATHD217.
	Course Control Number	CCC000535965	CCC000535965
	Course Title (CB02)	Integrated Statistics 1	Integrated Statistics 1
	Short Course Title	INTEGRATED STATISTICS 1	INTEGRATED STATISTICS 1
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	<p>This is the first quarter of two in the Statway sequence comprised of MATH D217. and MATH D017. This sequence covers concepts and methods of statistics with an emphasis on data analysis. Topics include methods for collecting data, graphical and numerical descriptive statistics, correlation, simple linear regression, non-linear models and basic concepts of probability. The course introduces the student to applications in engineering, business, economics, medicine, education, the sciences, and those pertaining to issues of contemporary interest. Where appropriate, the contributions to the development of statistics by men and women from diverse cultures will be introduced. This sequence is recommended for students with majors that require no mathematics beyond freshman-level statistics. It is not appropriate for students with majors in math, science, computer science or business, nor for students desiring to transfer to a private university.</p>	<p>This is the first quarter of two in the Statway sequence comprised of MATH D217. and MATH D017. This sequence covers concepts and methods of statistics with an emphasis on data analysis. Topics include methods for collecting data, graphical and numerical descriptive statistics, correlation, simple linear regression, non-linear models and basic concepts of probability. The course introduces the student to applications in engineering, business, economics, medicine, education, the sciences, and those pertaining to issues of contemporary interest. Where appropriate, the contributions to the development of statistics by men and women from diverse cultures will be introduced. This sequence is recommended for students with majors that require no mathematics beyond freshman-level statistics. It is not appropriate for students with majors in math, science, computer science or business, nor for students desiring to transfer to a private university.</p>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is the first of a two-quarter Statway sequence. It provides the foundation in statistics and modeling necessary for the second course in the sequence, MATH D017. It accelerates the time needed by students to complete a transfer-level statistics course by integrating essential concepts from algebra into the study of statistics. This sequence is appropriate for students with majors that require no mathematics beyond freshman-level statistics. It is not appropriate for students with majors in math, science, computer science or business. This is a stand-alone course.</p>	<p>This course is the first of a two-quarter Statway sequence. It provides the foundation in statistics and modeling necessary for the second course in the sequence, MATH D017. It accelerates the time needed by students to complete a transfer-level statistics course by integrating essential concepts from algebra into the study of statistics. This sequence is appropriate for students with majors that require no mathematics beyond freshman-level statistics. It is not appropriate for students with majors in math, science, computer science or business. This is a stand-alone course.</p>

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	10	10
	Lecture Hours - Out of Class	20	20
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	360	360
	Lecture Hours - Course In-Class (Contact) per Term	120	120
	Lecture Hours - Course Out-of-Class per Term	240	240
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0

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

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

Credit Units

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

SKIP

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



Methods of Instruction

Methods of Instruction

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

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class exploration of Internet sites
 Quiz and examination review performed in class
 Homework and extended projects
 Guest speakers
 Collaborative learning and small group exercises
 Collaborative projects
 Activities which involve students in formal exercises of data collection and analysis
 Problem solving and exploration activities using applications software
 Problem solving and exploration activities using courseware



Assignments

1. Required readings from the text
2. Problem solving exercises that include written explanations of concepts and justification of conclusions. These exercises may be based upon real data.
3. Laboratory projects that include written descriptions of methods and results, and justification of conclusions. These laboratory projects may be based upon real, simulated or collected data

1. Required readings from the text and other (optional) sources
2. Problem solving exercises that include written explanations of concepts and justification of conclusions. These exercises may be based upon real data.
3. Technology based projects/activities that include written descriptions of methods and results, and justification of conclusions. These technology based projects/activities may be based upon real, simulated or collected data.
4. Collaborative activities requiring conversation in small groups.
5. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.

Changed Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

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

1. A minimum of two one hour examinations composed of both computational and concept based questions that will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format. These will be evaluated for accuracy and demonstration of critical thinking.
2. A minimum of three technology based projects/activities that make use of graphing calculators or computation of techniques discussed in class. Questions may also require the student to communicate ideas and conclusions in short essay format. These will be evaluated for accuracy and demonstration of critical thinking. For examples, see applicable activities in the Schaeffer book listed in Supporting References
3. Problem solving exercises (homework) and/or quizzes will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format. These will be evaluated for accuracy, completion and/or demonstration of critical thinking.
4. Two hour comprehensive final examination composed of both computational and concept based questions which will

**Methods
of
Evaluation**

- A. A minimum of two one hour examinations composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
- B. A minimum of three technology based projects/activities that make use of graphing calculators or computers addressing randomness, variation, and simulation will be evaluated for accuracy, completeness, and proper use of techniques and methods discussed in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
- C. Two-hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
- D. Problem-solving exercises (homework) and/or quizzes will be evaluated for accuracy and completion in order to assess student's comprehension of the material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions orally or in short essay format.
- E. Classroom participation and interaction in the discussion of the subject matter in small groups. This includes collaborative activities and discussion in small groups covering real-world statistics applications addressing contemporary social issues.

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

require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the students to communicate ideas and conclusions in short essay format. These will be evaluated for accuracy and demonstration of critical thinking.

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

- Graphing calculator and/or appropriate software such as Minitab

Essential College Facilities:

- Computer laboratory

Essential Student Materials:

- Graphing calculator and/or appropriate software such as Minitab

Essential College Facilities:

- Computer laboratory



Examples of Primary Texts and References

Title	No value
Author	Dean, Susan and Illowsky, Barbara, "Collaborative Statistics", 2nd ed. http://cnx.org . 2012
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Soler, Frank. "Statistics: Understanding Uncertainty", 3rd ed. Associated Research Consultants, Cupertino, 2008
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Larson and Farber. "Elementary Statistics, Picturing the World", 6th ed. Pearson 2015
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Lehmann, Jay. "Elementary and Intermediate Algebra, Functions and Authentic Applications," 2nd ed. Prentice Hall, 2015
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Title	Introductory Statistics
Author	Dean, Susan and Illowsky, Barbara
Publisher	Openstax College
Date/Edition	June 23, 2022
ISBN	978-1-947172-05-0

Title	Statistics: Understanding Uncertainty
Author	Soler, Frank
Publisher	Associated Research Consultants, Cupertino
Date/Edition	2017, 4th ed
ISBN	No value

Title	No value
Author	Statway computer software. See http://pathways.carnegiehub.org
Publisher	No value
Date/Edition	No value
ISBN	No value

Changed Field

Current Version

Proposed Version

Author	Statway computer software. See http://pathways.carnegiehub.org
Publisher	No value
Date/Edition	No value
ISBN	No value



Suggested Reading List

No value

Reading List David, F.N. "Games, Gods, and Gambling: A History of Probability and Statistical Ideas". Dover Publications, Inc, 1998

May include, but are not limited to No value

Reading List Devore, Jay L. "Probability and Statistics for Engineering and the Sciences", 8th ed. Cengage, 2012

May include, but are not limited to No value

Reading List McClave, James T. and Sincich, Terry. "Statistics", 11th ed. Pearson, 2009

May include, but are not limited to No value

Reading List Moore, David S. and McCabe, George P. "Introduction to the Practice of Statistics", 6th ed. W.H. Freeman, 2009

May include, but are not limited to No value

Reading List Packel, Edward. "The Mathematics of Games and Gambling", 2nd ed. The Mathematical Association of America, 2006

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

May include, but are not limited to No value

Reading List Peck, R, et al. "Statistics: A Guide to the Unknown", 4th ed. Cengage, 2006

May include, but are not limited to No value

Reading List Schaeffer, Richard I. "Activity Based Statistics", 2nd ed. Wiley eBook, 2009

May include, but are not limited to No value

Reading List Stigler, Stephen M. "The History of Statistics, The Measurement of Uncertainty before 1900". Belknap Press, 1986

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version

Course Objectives

- | | |
|---|---|
| <ul style="list-style-type: none"> • Explore statistical techniques and process statistical information in order to make decisions about the reliability of a statement, claim or fact. • Examine the nature of uncertainty and randomness and set up data collection methods that are free of bias • Organize, display, summarize, and interpret data using graphical and statistical techniques • Use probability to model and understand randomness • Develop, throughout the course as applicable, systematic problem solving methods • Develop numeracy skills • Examine linear relationships and describe their meaning in the context of a problem • Examine bivariate data • Examine non-linear models • Apply statistical concepts and methods to a variety of contemporary applications such as | <ul style="list-style-type: none"> • Explore statistical techniques and process statistical information in order to make decisions about the reliability of a statement, claim or fact. • Examine the nature of uncertainty and randomness and set up data collection methods that are free of bias • Organize, display, summarize, and interpret data using graphical and statistical techniques • Use probability to model and understand randomness • Develop, throughout the course as applicable, systematic problem solving methods • Develop numeracy skills • Examine linear relationships and describe their meaning in the context of a problem • Examine bivariate data • Examine non-linear models • Apply statistical concepts and methods to a variety of contemporary applications such as |
|---|---|

CSLOs

	<p>CSLOs Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.</p>	<p>CSLOs Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.</p>
	<p>Expected SLO Performance 0.0</p>	<p>Expected SLO Performance 0.0</p>
	<p>CSLOs Analyze and describe data distributions through the study of probability theory.</p>	<p>CSLOs Analyze and describe data distributions through the study of probability theory.</p>
	<p>Expected SLO Performance 0.0</p>	<p>Expected SLO Performance 0.0</p>
	<p>CSLOs Evaluate real-world situations and apply linear, quadratic and exponential function models appropriately.</p>	<p>CSLOs Evaluate real-world situations and apply linear, quadratic and exponential function models appropriately.</p>
	<p>Expected SLO Performance 0.0</p>	<p>Expected SLO Performance 0.0</p>

Course Outline

Course Content

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Explore statistical techniques and process statistical information in order to make decisions about the reliability of a statement, claim or fact. <ol style="list-style-type: none"> 1. Recognize that statistics is an applied branch of mathematics and a unique discipline 2. Use proper statistical techniques for gathering data 3. Access published statistical information in a variety of formats 4. Understand how statistics uses mathematical logic to measure uncertainty 5. Identify the major components of statistics: descriptive and inferential 2. Examine the nature of uncertainty and randomness and set up data collection methods that are free of bias <ol style="list-style-type: none"> 1. The origins of randomness in antiquity and its difference from deterministic models 2. The need to model uncertainty 3. Data and sampling methods 3. Organize, display, summarize, and interpret data using graphical and statistical techniques <ol style="list-style-type: none"> 1. Graphical techniques for data: stem-and-leaf plot, histogram, boxplot, dotplot 2. Descriptions of the shape of data: symmetrical or skewed 3. Descriptions of the center of data: mean, median and mode 4. Descriptions of variation of data: range, variance and standard deviation 5. Descriptions of the location of data: quartile, percentile, z score and interquartile range 6. Identification of outliers 4. Use probability to model and understand randomness <ol style="list-style-type: none"> 1. The historical origins of probability theory in 17th century Europe 2. Modeling random outcomes <ol style="list-style-type: none"> 1. Sample spaces and events 2. Contingency tables 3. Conditional probability 4. Independence 5. Develop, throughout the course as applicable, systematic problem solving methods <ol style="list-style-type: none"> 1. Formulate a question 2. Identify appropriate data 3. Devise a data collection strategy | <ol style="list-style-type: none"> 1. Explore statistical techniques and process statistical information in order to make decisions about the reliability of a statement, claim or fact. <ol style="list-style-type: none"> 1. Recognize that statistics is an applied branch of mathematics and a unique discipline 2. Use proper statistical techniques for gathering data 3. Access published statistical information in a variety of formats 4. Understand how statistics uses mathematical logic to measure uncertainty 5. Identify the major components of statistics: descriptive and inferential 2. Examine the nature of uncertainty and randomness and set up data collection methods that are free of bias <ol style="list-style-type: none"> 1. The origins of randomness in antiquity and its difference from deterministic models 2. The need to model uncertainty 3. Data and sampling methods 3. Organize, display, summarize, and interpret data using graphical and statistical techniques <ol style="list-style-type: none"> 1. Graphical techniques for data: stem-and-leaf plot, histogram, boxplot, dotplot 2. Descriptions of the shape of data: symmetrical or skewed 3. Descriptions of the center of data: mean, median and mode 4. Descriptions of variation of data: range, variance and standard deviation 5. Descriptions of the location of data: quartile, percentile, z score and interquartile range 6. Identification of outliers 4. Use probability to model and understand randomness <ol style="list-style-type: none"> 1. The historical origins of probability theory in 17th century Europe 2. Modeling random outcomes <ol style="list-style-type: none"> 1. Sample spaces and events 2. Contingency tables 3. Conditional probability 4. Independence 5. Develop, throughout the course as applicable, systematic problem solving methods <ol style="list-style-type: none"> 1. Formulate a question 2. Identify appropriate data 3. Devise a data collection strategy |
|---|---|

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | <ol style="list-style-type: none"> 4. Collect, summarize and display data 5. Draw a conclusion 6. Interpret the solution in context | <ol style="list-style-type: none"> 4. Collect, summarize and display data 5. Draw a conclusion 6. Interpret the solution in context |
| | <ol style="list-style-type: none"> 6. Develop numeracy skills <ol style="list-style-type: none"> 1. Compare numbers using inequality symbols 2. Investigate the absolute value of a number and its geometric interpretation on a number line 3. Compute square roots of numbers 4. Use estimation to determine approximate solutions and to check reasonableness of answers 5. Explore rates, ratios and proportions 6. Apply correct units to answers 7. Explore the use of variables in expressions and evaluate algebraic expressions 8. Solve linear equations and inequalities | <ol style="list-style-type: none"> 6. Develop numeracy skills <ol style="list-style-type: none"> 1. Compare numbers using inequality symbols 2. Investigate the absolute value of a number and its geometric interpretation on a number line 3. Compute square roots of numbers 4. Use estimation to determine approximate solutions and to check reasonableness of answers 5. Explore rates, ratios and proportions 6. Apply correct units to answers 7. Explore the use of variables in expressions and evaluate algebraic expressions 8. Solve linear equations and inequalities |
| | <ol style="list-style-type: none"> 7. Examine linear relationships and describe their meaning in the context of a problem <ol style="list-style-type: none"> 1. Graph linear relationships <ol style="list-style-type: none"> 1. by plotting ordered pairs from tables 2. by using the slope and a point 2. Identify the main characteristics of linear models <ol style="list-style-type: none"> 1. The slope <ol style="list-style-type: none"> 1. its definition as the change in the dependent variable to the change in the independent variable 2. its meaning as a constant rate of change 3. its use in determining whether the line is increasing or decreasing 4. the slopes of vertical or horizontal lines 2. The intercepts <ol style="list-style-type: none"> 1. as a point at which the graph crosses an axis 2. as the corresponding value of one variable when the other is zero 3. Use linear models to obtain values <ol style="list-style-type: none"> 1. of the dependent variable by substitution 2. of the independent variable by solving a | <ol style="list-style-type: none"> 7. Examine linear relationships and describe their meaning in the context of a problem <ol style="list-style-type: none"> 1. Graph linear relationships <ol style="list-style-type: none"> 1. by plotting ordered pairs from tables 2. by using the slope and a point 2. Identify the main characteristics of linear models <ol style="list-style-type: none"> 1. The slope <ol style="list-style-type: none"> 1. its definition as the change in the dependent variable to the change in the independent variable 2. its meaning as a constant rate of change 3. its use in determining whether the line is increasing or decreasing 4. the slopes of vertical or horizontal lines 2. The intercepts <ol style="list-style-type: none"> 1. as a point at which the graph crosses an axis 2. as the corresponding value of one variable when the other is zero 3. Use linear models to obtain values <ol style="list-style-type: none"> 1. of the dependent variable by substitution 2. of the independent variable by solving a |

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

Changed Field	Current Version	Proposed Version
	linear equation	linear equation
	4. Interpret the results of a linear model in the context of a problem	4. Interpret the results of a linear model in the context of a problem
	1. the slope	1. the slope
	2. the intercepts	2. the intercepts
	3. values of the independent and dependent variables	3. values of the independent and dependent variables
	5. Utilize multiple representations	5. Utilize multiple representations
	1. Tables	1. Tables
	2. Graphs	2. Graphs
	3. Symbolic Form	3. Symbolic Form
	8. Examine bivariate data	8. Examine bivariate data
	1. Scatterplots	1. Scatterplots
	2. Correlation	2. Correlation
	3. Outliers and influential points	3. Outliers and influential points
	4. Least squares regression	4. Least squares regression
	1. Historical origins of the least squares method in the early 19th century	1. Historical origins of the least squares method in the early 19th century
	2. Overview of method of least squares	2. Overview of method of least squares
	5. Prediction	5. Prediction
	1. Meaning	1. Meaning
	2. Interpretation	2. Interpretation
	6. Checking assumptions	6. Checking assumptions
	9. Examine non-linear models	9. Examine non-linear models
	1. Develop exponential models	1. Develop exponential models
	1. Graph exponential relationships	1. Graph exponential relationships
	2. Identify the main characteristics of exponential functions, including	2. Identify the main characteristics of exponential functions, including
	1. its algebraic form	1. its algebraic form
	2. the shape of its graph	2. the shape of its graph
	3. the base as it related to whether the function is increasing or decreasing	3. the base as it related to whether the function is increasing or decreasing
	4. the vertical intercept	4. the vertical intercept
	5. the asymptote	5. the asymptote
	3. Explore logarithms	3. Explore logarithms
	1. Define a logarithm	1. Define a logarithm
	2. Identify the relationship between exponential and logarithmic form	2. Identify the relationship between exponential and logarithmic form
	3. Apply the power property of logarithms	3. Apply the power property of logarithms
	4. Use logarithms to solve simple exponential equations	4. Use logarithms to solve simple exponential equations
	4. Recognize multiple representations	4. Recognize multiple representations
	1. Tables	1. Tables
	2. Graphs	2. Graphs
	3. Symbolic form	3. Symbolic form

Changed Field	Current Version	Proposed Version
	<p>5. Develop exponential models to solve problems</p> <ol style="list-style-type: none"> 1. Determine the equation of an exponential model 2. Find values of the dependent variable by substitution 3. Solve exponential equations to find values of the independent variable 4. Interpret the results in the context of the problem 5. Examples of appropriate exponential modeling situations may include exponential growth and decay, compound interest, product lifetimes and warranties <p>2. Investigate the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem</p> <ol style="list-style-type: none"> 1. Explore expressions with exponents <ol style="list-style-type: none"> 1. Define exponents 2. utilize the properties of exponents 2. Graph quadratic relationships <ol style="list-style-type: none"> 1. recognize that the graph of a quadratic function has a parabolic shape 2. recognize that the graph of a quadratic function opens upward or downward 3. Identify the main characteristics of quadratic models <ol style="list-style-type: none"> 1. the vertex as the maximum or minimum point on the graph 2. the intercept(s), if they exist 3. whether the graph opens up or down 4. Develop quadratic models to solve problems <ol style="list-style-type: none"> 1. Obtain value of the dependent variable by substitution 	<p>5. Develop exponential models to solve problems</p> <ol style="list-style-type: none"> 1. Determine the equation of an exponential model 2. Find values of the dependent variable by substitution 3. Solve exponential equations to find values of the independent variable 4. Interpret the results in the context of the problem 5. Examples of appropriate exponential modeling situations may include exponential growth and decay, compound interest, product lifetimes and warranties <p>2. Investigate the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem</p> <ol style="list-style-type: none"> 1. Explore expressions with exponents <ol style="list-style-type: none"> 1. Define exponents 2. utilize the properties of exponents 2. Graph quadratic relationships <ol style="list-style-type: none"> 1. recognize that the graph of a quadratic function has a parabolic shape 2. recognize that the graph of a quadratic function opens upward or downward 3. Identify the main characteristics of quadratic models <ol style="list-style-type: none"> 1. the vertex as the maximum or minimum point on the graph 2. the intercept(s), if they exist 3. whether the graph opens up or down 4. Develop quadratic models to solve problems <ol style="list-style-type: none"> 1. Obtain value of the dependent variable by substitution

Changed	Field	Current Version	Proposed Version
		2. Find maximum or minimum values 3. Interpret the results in the context of a problem 5. Utilize multiple representations 1. Tables 2. Graphs 3. Symbolic form 3. Compare linear, exponential and quadratic models 10. Apply statistical concepts and methods to a variety of contemporary applications such as 1. heights and weights of male and female athletes 2. AIDS factors and drug use comparisons 3. Comparisons of percentage of persons below the poverty line 4. Ethnic and gender distribution 5. Language spoken at home 6. Discrimination in mortgage lending 7. Literacy rates by gender, nation, and/or ethnicity 8. Demographic statistics such as life expectancy, teenage birth rates, poverty rates, attained educational level, unemployment or income by nation, region, gender, age or ethnicity	2. Find maximum or minimum values 3. Interpret the results in the context of a problem 5. Utilize multiple representations 1. Tables 2. Graphs 3. Symbolic form 3. Compare linear, exponential and quadratic models 10. Apply statistical concepts and methods to a variety of contemporary applications such as 1. heights and weights of male and female athletes 2. AIDS factors and drug use comparisons 3. Comparisons of percentage of persons below the poverty line 4. Ethnic and gender distribution 5. Language spoken at home 6. Discrimination in mortgage lending 7. Literacy rates by gender, nation, and/or ethnicity 8. Demographic statistics such as life expectancy, teenage birth rates, poverty rates, attained educational level, unemployment or income by nation, region, gender, age or ethnicity
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra
	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

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	Banner Start Term (202122)	202122	No Value
❗	Banner Division	2PS	No Value
❗	Catalog Term (21-22)	23-24	No Value
❗	5 Year Revision Year (2021)	2018	No Value
❗	Effective Quarter	Fall	No Value
❗	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	MATH 217	MATH 217
	Course Status	Non-substantial	Non-substantial
❗	Course Status Code	A	No Value
❗	Banner Department	MATH	No Value
❗	Course Level	DU	No Value
❗	College Code	DA	No Value
	Course Characteristics	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value

Changed	Questions	Current Version	Proposed Version
!	Fund Code	114000	No Value
!	Organization Code	235004	No Value
!	Account Code	1320	No Value
!	Program Code	170100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
!	Specifications	No Value	<p>Updated methods of instruction to reflect how course content is taught</p> <p>Updated assignments to align with SLO's and/or course objectives</p> <p>Aligned methods of evaluation with SLO's and/or course objectives</p>
	Outline	No Value	No Value
!	Other	No Value	<p>Methods of evaluations, method of instructions are updated. Matrix B and D and GE forms are updated. Textbooks are updated.</p>

Blue Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
❗	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	<p>Assignments B. Problem solving exercises that include written explanations of concepts and justification of conclusions. These exercises may be based upon real data. C. Technology based projects/activities that include written descriptions of methods and results, and justification of conclusions. These technology based projects/activities may be based upon real, simulated or collected data.</p>
❗	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	<p>Outline J. Apply statistical concepts and methods to a variety of contemporary applications such as heights and weights of male and female athletes AIDS factors and drug use comparisons Comparisons of percentage of persons below the poverty line Ethnic and gender distribution Language spoken at home Discrimination in mortgage lending Literacy rates by gender, nation, and/or ethnicity Demographic statistics such as life expectancy, teenage birth rates, poverty rates, attained educational level, unemployment or income by nation, region, gender, age or ethnicity</p>

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 7:
Examine exponential expressions and develop exponential function models.

No Value

No Value

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

No Value

No Value

Objective 9:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 10:
Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

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

No Value

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
!	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	Outline I. Examine non-linear models 2. Investigate the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem b. Graph quadratic relationships 1. recognize that the graph of a quadratic function has a parabolic shape 2. recognize that the graph of a quadratic function opens upward or downward c. Identify the main characteristics of quadratic models 1. the vertex as the maximum or minimum point on the graph 2. the intercept(s), if they exist 3. whether the graph opens up or down d. Develop quadratic models to solve problems 1. Obtain value of the dependent variable by substitution 2. Find maximum or minimum values 3. Interpret the results in the context of a problem
	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	Outline F. Develop numeracy skills 1. Compare numbers using inequality symbols 2. Investigate the absolute value of a number and its geometric interpretation on a number line 3. Compute square roots of numbers 4. Use estimation to determine approximate solutions and to check reasonableness of answers 5. Explore rates, ratios and proportions 6. Apply correct units to answers 7. Explore the use of variables in expressions and evaluate algebraic expressions 8. Solve linear equations and inequalities G. Examine linear relationships and describe their meaning in the context of a problem 1. Graph linear relationships a. by plotting ordered pairs from tables b. by using the slope and a point 2. Identify the main characteristics of linear models a. The slope 1. its definition as the change in the dependent variable to the change in the independent variable 2. its meaning as a constant rate of change 3. its use in determining whether the line is increasing or decreasing 4. the slopes of vertical or horizontal lines

Changed	Questions	Current Version	Proposed Version
	<p>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</p>	No Value	<p>Outline F. Develop numeracy skills</p> <ol style="list-style-type: none"> 1. Compare numbers using inequality symbols 2. Investigate the absolute value of a number and its geometric interpretation on a number line 3. Compute square roots of numbers 4. Use estimation to determine approximate solutions and to check reasonableness of answers 5. Explore rates, ratios and proportions 6. Apply correct units to answers 7. Explore the use of variables in expressions and evaluate algebraic expressions 8. Solve linear equations and inequalities <p>G. Examine linear relationships and describe their meaning in the context of a problem</p> <ol style="list-style-type: none"> 1. Graph linear relationships <ol style="list-style-type: none"> a. by plotting ordered pairs from tables b. by using the slope and a point 2. Identify the main characteristics of linear models <ol style="list-style-type: none"> a. The slope <ol style="list-style-type: none"> 1. its definition as the change in the dependent variable to the change in the independent variable 2. its meaning as a constant rate of change 3. its use in determining whether the line is increasing or decreasing 4. the slopes of vertical or horizontal lines
	<p>Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</p>	No Value	<p>Outline J. Apply statistical concepts and methods to a variety of contemporary applications such as heights and weights of male and female athletes AIDS factors and drug use comparisons Comparisons of percentage of persons below the poverty line Ethnic and gender distribution Language spoken at home Discrimination in mortgage lending Literacy rates by gender, nation, and/or ethnicity Demographic statistics such as life expectancy, teenage birth rates, poverty rates, attained educational level, unemployment or income by nation, region, gender, age or ethnicity</p>

G-Matrix Form

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

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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												
	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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/6/24</td> <td>Gabriel Nocito</td> <td>Basic Information - Proposal for AVPI Details - Attachments</td> <td>Required</td> <td>Please attach the current Course Hybrid and Online Delivery Request form. These are accessible via eLumen. The ones attached are older versions.</td> <td>Y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	5/6/24	Gabriel Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required	Please attach the current Course Hybrid and Online Delivery Request form. These are accessible via eLumen. The ones attached are older versions.	Y
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
5/6/24	Gabriel Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required	Please attach the current Course Hybrid and Online Delivery Request form. These are accessible via eLumen. The ones attached are older versions.	Y										
	Stage 9: Articulation Officer	No Value	No Value												
	Stage 11: ESGC Faculty Coordinator	No Value	No Value												
	Stage 14: Curriculum Committee	No Value	No Value												

Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	MATHD217.
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	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
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	Course Control Number	CCC000535965
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Articulation

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

De Anza College
Change Report
06/04/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	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)



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

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• Angela Winch
	Course ID (CB01A and CB01B)	NURSD092.	NURSD092.

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000097458	CCC000097458
	Course Title (CB02)	Medical-Surgical Nursing	Medical-Surgical Nursing
	Short Course Title	MEDICAL-SURGICAL NURSING	MEDICAL-SURGICAL NURSING
	TOP Code (CB03)	1230.10	1230.10 Registered Nursing
	CIP Code	Registered Nursing/Registered Nurse	51.3801 Registered Nursing/Registered Nurse
	Department	NURS - Nursing	NURS - Nursing
!	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	<p>This course builds on prior learning experiences to developing knowledge and skills used in management of nursing care of patients experiencing chronic and acute health care stressors. It integrates the knowledge of pathophysiology, diagnostics, pharmacology, communication concepts and therapeutic interventions in order to facilitate culturally congruent nursing care for patients with fluid and electrolyte imbalances, pre and post-surgical acute care needs, as well as a variety of other disease processes. Students will become increasingly competent in the application of nursing process, research, problem-solving and use of clinical judgment within the framework of safe patient-centered, evidence-based care. Both NURS 92 and NURS 92L must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken).</p>	<p>This course builds on prior learning experiences to developing knowledge and skills used in management of nursing care of patients experiencing chronic and acute health care stressors. It integrates the knowledge of pathophysiology, diagnostics, pharmacology, communication concepts and therapeutic interventions in order to facilitate culturally congruent nursing care for patients with fluid and electrolyte imbalances, pre and post-surgical acute care needs, as well as a variety of other disease processes. Students will become increasingly competent in the application of nursing process, research, problem-solving and use of clinical judgment within the framework of safe patient-centered, evidence-based care. Both NURS 92 and NURS 92L must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken). <u>care.</u></p>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

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

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/potential healthcare employers and current/future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the theory of nursing the acutely ill fundamental/ medical-surgical patient population. Successful completion of this course is required for students to be eligible for the national licensing exam.</p>	<p>This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/potential healthcare employers and current/future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the theory of nursing the acutely ill fundamental/ medical-surgical patient population. Successful completion of this course is required for students to be eligible for the national licensing exam.</p>

Foothill Equivalency

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

Course Philosophy

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

Changed	Field	Current Version	Proposed Version
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	Formerly Statement	(Formerly NURS D082.)	(Formerly NURS D082.)
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Stand-Alone Statement

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

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

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

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

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

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

Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program Registered Nurse (RN)	Associated Program Registered Nurse (RN)
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree
		Associated Program Registered Nurse (RN)	Associated Program Registered Nurse (RN)
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree
		Associated Program Registered Nurse (RN) (In Development)	Associated Program Registered Nurse (RN) (In Development)
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	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

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

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

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

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

Methods of Instruction Discussion of assigned reading
Lecture and visual aids
Collaborative learning and small group exercises

Methods of Instruction

Methods of Instruction Methods of Instruction
Discussion of assigned reading
Lecture and visual aids
Collaborative learning and small group exercises

**Assignments**

1. Reading assignments from textbooks, syllabus and other pertinent articles
2. Students will work within groups to critically analyze data identifying nursing diagnosis with application of the Nursing Process
3. Completion of computerized case studies- on Canvas site

1. Reading assignments from textbooks, syllabus and other pertinent articles
2. Students will work within groups to critically analyze data identifying nursing diagnosis with application of the Nursing Process
3. Completion of case studies

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

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

1. Optional research paper on health related issues (evaluated per a rubric of required elements, style requirements) to evaluate student ability to analyze critically a research article, formulate an argument and evaluate its applicability to hospital practice.
2. Weekly quizzes to evaluate comprehension and mastery of key concepts.
3. Two midterm exams that will require students to demonstrate integration, critical analysis and application of important concepts.
4. Final examination-computer exam consisting of multiple choice questions similar to NCLEX (national licensing exam questions)to evaluate comprehension of concepts and application of concepts to patient situations.
5. Small group presentations of select nursing diagnoses and related nursing care to evaluate student ability to research topics relevant to nursing practice, develop teaching/presentation skills and facilitate

**Methods
of
Evaluation**

1. Optional research paper on health related issues (evaluated per a rubric of required elements, style requirements) to evaluate student ability to analyze critically a research article, formulate an argument and evaluate its applicability to hospital practice.
2. Weekly quizzes to evaluate comprehension and mastery of key concepts.
3. Two midterm exams that will require students to demonstrate integration, critical analysis and application of important concepts.
4. Final examination-computer exam consisting of multiple choice questions similar to NCLEX (national licensing exam questions)to evaluate comprehension of concepts and application of concepts to patient situations.
5. Small group presentations of select nursing diagnoses and related nursing care to evaluate student ability to research topics relevant to nursing practice, develop teaching/presentation skills and facilitate

Changed Field

Current Version

Proposed Version

enculturation into the 'nursing world' of clinical practice
6. Successful completion of NURS 92L within the same quarter is required to pass NURS 92.

enculturation into the 'nursing world' of clinical practice.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	*Ignatavicius, Workman & Rebar. "Medical Surgical Nursing: Patient-Centered Collaborative Care", 9th ed. 2018. Elsevier.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Medical Surgical Nursing: Patient-Centered Collaborative Care
Author	*Ignatavicius, D.D., Workman, M.L., Rebar, C.R. & Heimgartner, N.M.
Publisher	Elsevier
Date/Edition	10th ed. 2021.
ISBN	No value

Title	No value
Author	Potter, Perry, Stockert & Hall. "Fundamentals of Nursing", 9th ed. 2017. Elsevier.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Fundamentals of Nursing
Author	Potter, P.A., Perry, A.G., Stockert, P.A. & Hall, A.
Publisher	Elsevier
Date/Edition	11th ed. 2022
ISBN	No value

Title	No value
Author	Doenges, Moorhouse & Geissler-Murr. "Nursing Diagnosis Manual", 6th ed. 2019. F.A. Davis.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Ackley and Ladwig's Nursing Diagnosis Handbook
Author	Flynn Makic, M.B. & Martinez-Kratz, M.R.
Publisher	Elsevier
Date/Edition	13th ed. 2023
ISBN	No value

Title	No value
Author	Morris. "Calculate with Confidence", 7th ed. 2018. Elsevier.
Publisher	No value
Date/Edition	No value
ISBN	No value

Changed Field

Current Version

Proposed Version

ISBN	No value
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Title	No value
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Author	Purnell. "Guide to Culturally Competent Health Care". 3rd. edition. 2014. F.A. Davis.
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Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Suggested Reading List

No value

Reading List Lippincott, Williams, & Wilkins. "Fluids and Electrolytes Made Incredibly Easy!", 6th ed. 2015. Wolters Kluwer.

May include, but are not limited to No value

Reading List Nursing 92 Course Syllabus-on Canvas site

May include, but are not limited to No value

Reading List Lippincott, Williams & Wilkins. "Pathophysiology Made Incredibly Easy!", 3rd. edition. 2016. Wolters Kluwer.

May include, but are not limited to No value

Reading List Medical or medical/nursing dictionary

May include, but are not limited to No value

Reading List De Anza College, Department of Nursing Student Handbook, on-line

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

May include, but are not limited to No value

Reading List Adams, Holland & Uban. "Pharmacology for Nurses: A Pathophysiologic Approach", 5th ed. 2014. Pearson.

May include, but are not limited to No value

Reading List HESI Comprehensive Review for the NCLEX-RN Examination", 5th edition. 2017. Elsevier.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Identify principles of assessment of patient problems, needs and trends of data for accurate identification and framing of problems within patient preferences, experiences, and values to make practice decisions in the context of care of the acutely ill adult patient. • Examine the principles of communication with acutely ill adult patients, families, and colleagues in order to foster mutual respect, shared decision making and enhanced patient satisfaction and health outcomes. • Discuss the tenets of information and technology management to communicate, manage knowledge, mitigate errors, and support decision-making for the acutely ill adult patient. • Evaluate the role of registered nurse in influencing the behavior of individuals or groups of individuals, including acutely ill adults, within their environment in a way that facilitates the establishment and acquisition of shared goals. • Explore the role of interdisciplinary teams and what shared decision making have in the planning and delivery of care for acutely ill patients. • Learn how to identify, evaluate, and integrate the best current evidence coupled with clinical expertise and consideration of patient preference, experience and values to make practice decisions for the acutely ill adult. • Discuss the use of data to monitor the outcomes of care processes, and examine improvement methods to design and test changes to continuously improve the quality and safety of health care systems and individual performance, thereby minimizing the risk of harm to acutely ill adult patients and providers. • Develop understanding of the responsibility of the registered nurse in the delivery of standard-based nursing care of the acutely ill adult 	<ul style="list-style-type: none"> • Identify principles of assessment of patient problems, needs and trends of data for accurate identification and framing of problems within patient preferences, experiences, and values to make practice decisions in the context of care of the acutely ill adult patient. • Examine the principles of communication with acutely ill adult patients, families, and colleagues in order to foster mutual respect, shared decision making and enhanced patient satisfaction and health outcomes. • Discuss the tenets of information and technology management to communicate, manage knowledge, mitigate errors, and support decision-making for the acutely ill adult patient. • Evaluate the role of registered nurse in influencing the behavior of individuals or groups of individuals, including acutely ill adults, within their environment in a way that facilitates the establishment and acquisition of shared goals. • Explore the role of interdisciplinary teams and what shared decision making have in the planning and delivery of care for acutely ill patients. • Learn how to identify, evaluate, and integrate the best current evidence coupled with clinical expertise and consideration of patient preference, experience and values to make practice decisions for the acutely ill adult. • Discuss the use of data to monitor the outcomes of care processes, and examine improvement methods to design and test changes to continuously improve the quality and safety of health care systems and individual performance, thereby minimizing the risk of harm to acutely ill adult patients and providers. • Develop understanding of the responsibility of the registered nurse in the delivery of standard-based nursing care of the acutely ill adult

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

that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.

- Develop appreciation for the acutely ill adult patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture and ethnic values.

that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.

- Develop appreciation for the acutely ill adult patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture and ethnic values.

CSLOs

CSLOs Use the nursing process to identify priorities and goals of patients experiencing fluid and electrolyte imbalances.

Expected SLO Performance 0.0

CSLOs Use the nursing process to identify priorities and goals of patients experiencing fluid and electrolyte imbalances.

Expected SLO Performance 0.0

CSLOs Use the nursing process to identify priorities and goals for perioperative patients.

Expected SLO Performance 0.0

CSLOs Use the nursing process to identify priorities and goals for perioperative patients.

Expected SLO Performance 0.0

Course Outline

Course Content

- | | |
|---|---|
| <ol style="list-style-type: none">1. Identify principles of assessment of patient problems, needs and trends of data for accurate identification and framing of problems within patient preferences, experiences, and values to make practice decisions in the context of care of the acutely ill adult patient.<ol style="list-style-type: none">1. Develop understanding of common acute health challenges affecting adult patients.<ol style="list-style-type: none">1. Discuss alterations in fluid volume, electrolytes and acid-base balance.2. Discuss rationales for administration of medications per parenteral routes.3. Discuss concepts of pain management in the care of acutely ill adult patients.2. Describe the use of the nursing process in the management of care of adult patients experiencing acute illnesses.3. Identify critical elements of comprehensive and focused assessments of acutely ill adult patients and their significance for planning and implementing care.4. Demonstrate understanding of nursing priorities in the care of acutely ill adult patients.2. Examine the principles of communication with acutely ill adult patients, families, and colleagues in order to foster mutual respect, shared decision making and enhanced patient satisfaction and health outcomes.<ol style="list-style-type: none">1. Identify communication challenges and principles of effective communication in the context of care of acutely ill patients.2. Discuss principles of effective communication. | <ol style="list-style-type: none">1. Identify principles of assessment of patient problems, needs and trends of data for accurate identification and framing of problems within patient preferences, experiences, and values to make practice decisions in the context of care of the acutely ill adult patient.<ol style="list-style-type: none">1. Develop understanding of common acute health challenges affecting adult patients.<ol style="list-style-type: none">1. Discuss alterations in fluid volume, electrolytes and acid-base balance.2. Discuss rationales for administration of medications per parenteral routes.3. Discuss concepts of pain management in the care of acutely ill adult patients.2. Describe the use of the nursing process in the management of care of adult patients experiencing acute illnesses.3. Identify critical elements of comprehensive and focused assessments of acutely ill adult patients and their significance for planning and implementing care.4. Demonstrate understanding of nursing priorities in the care of acutely ill adult patients.2. Examine the principles of communication with acutely ill adult patients, families, and colleagues in order to foster mutual respect, shared decision making and enhanced patient satisfaction and health outcomes.<ol style="list-style-type: none">1. Identify communication challenges and principles of effective communication in the context of care of acutely ill patients.2. Discuss principles of effective communication. |
|---|---|

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

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | <p>3. Discuss the tenets of information and technology management to communicate, manage knowledge, mitigate errors, and support decision-making for the acutely ill adult patient.</p> <ol style="list-style-type: none">1. Develop understanding of the use of technologies to collect assessment data and other salient information to support clinical decision-making.2. Discuss the role of technology and information management systems in the provision of timely care to acutely ill patients.3. Utilize technology to locate scholarly resources. <p>4. Evaluate the role of registered nurse in influencing the behavior of individuals or groups of individuals, including acutely ill adults, within their environment in a way that facilitates the establishment and acquisition of shared goals.</p> <ol style="list-style-type: none">1. Discuss the role of registered nurse as a leader in the provision of care to acutely ill patients.2. Critically reflects on own beginning leadership and communication styles and identify own learning needs. <p>5. Explore the role of interdisciplinary teams and what shared decision making have in the planning and delivery of care for acutely ill patients.</p> <ol style="list-style-type: none">1. Describe the unique contributions of nursing in interdisciplinary care.2. Discuss the role of other discipline in the care of acutely ill patients.3. Evaluate the impact of an interdisciplinary focus and shared decision making on the outcomes of care. <p>6. Learn how to identify, evaluate, and integrate the best current evidence coupled with clinical expertise and consideration of patient preference, experience and values to make</p> | <p>3. Discuss the tenets of information and technology management to communicate, manage knowledge, mitigate errors, and support decision-making for the acutely ill adult patient.</p> <ol style="list-style-type: none">1. Develop understanding of the use of technologies to collect assessment data and other salient information to support clinical decision-making.2. Discuss the role of technology and information management systems in the provision of timely care to acutely ill patients.3. Utilize technology to locate scholarly resources. <p>4. Evaluate the role of registered nurse in influencing the behavior of individuals or groups of individuals, including acutely ill adults, within their environment in a way that facilitates the establishment and acquisition of shared goals.</p> <ol style="list-style-type: none">1. Discuss the role of registered nurse as a leader in the provision of care to acutely ill patients.2. Critically reflects on own beginning leadership and communication styles and identify own learning needs. <p>5. Explore the role of interdisciplinary teams and what shared decision making have in the planning and delivery of care for acutely ill patients.</p> <ol style="list-style-type: none">1. Describe the unique contributions of nursing in interdisciplinary care.2. Discuss the role of other discipline in the care of acutely ill patients.3. Evaluate the impact of an interdisciplinary focus and shared decision making on the outcomes of care. <p>6. Learn how to identify, evaluate, and integrate the best current evidence coupled with clinical expertise and consideration of patient preference, experience and values to make</p> |

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

practice decisions for the acutely ill adult.	practice decisions for the acutely ill adult.
1. Utilize technology to locate scholarly resources.	1. Utilize technology to locate scholarly resources.
2. Discuss the role of evidence-based practice in the provision of care to acutely ill adult patients.	2. Discuss the role of evidence-based practice in the provision of care to acutely ill adult patients.
7. Discuss the use of data to monitor the outcomes of care processes, and examine improvement methods to design and test changes to continuously improve the quality and safety of health care systems and individual performance, thereby minimizing the risk of harm to acutely ill adult patients and providers.	7. Discuss the use of data to monitor the outcomes of care processes, and examine improvement methods to design and test changes to continuously improve the quality and safety of health care systems and individual performance, thereby minimizing the risk of harm to acutely ill adult patients and providers.
1. Develop understanding of significant iatrogenic problems and complications in the care of acutely ill adult patients.	1. Develop understanding of significant iatrogenic problems and complications in the care of acutely ill adult patients.
2. Discuss strategies to promote safe care using QSEN principles.	2. Discuss strategies to promote safe care using QSEN principles.
8. Develop understanding of the responsibility of the registered nurse in the delivery of standard-based nursing care of the acutely ill adult that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.	8. Develop understanding of the responsibility of the registered nurse in the delivery of standard-based nursing care of the acutely ill adult that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.
1. Explore the advocacy role of the acute care registered nurse.	1. Explore the advocacy role of the acute care registered nurse.
2. Identify legal and ethical issues affecting professional nursing practice in the context of care of acutely ill adult patients.	2. Identify legal and ethical issues affecting professional nursing practice in the context of care of acutely ill adult patients.
1. Discuss the role of the registered nursing in regard to informed consent.	1. Discuss the role of the registered nursing in regard to informed consent.
2. Discuss the role of the registered nursing in regard to advance directives, power of attorney for health care and code status.	2. Discuss the role of the registered nursing in regard to advance directives, power of attorney for health care and code status.
9. Develop appreciation for the acutely ill adult patient or designee as the source of control and full partner in providing compassionate and	9. Develop appreciation for the acutely ill adult patient or designee as the source of control and full partner in providing compassionate and

Changed	Field	Current Version	Proposed Version
		coordinated care based on respect for patient preferences, needs, culture and ethnic values. <ol style="list-style-type: none"> 1. Explore the role of registered nurse in the delivery of patient centered care. 2. Develop awareness of the impact of patient preference, experiences, and values on planning and implementation of care. 	coordinated care based on respect for patient preferences, needs, culture and ethnic values. <ol style="list-style-type: none"> 1. Explore the role of registered nurse in the delivery of patient centered care. 2. Develop awareness of the impact of patient preference, experiences, and values on planning and implementation of care.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2BH	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	NURS 092	NURS 092
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	NURS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	11/03/2020	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Four hours lecture (48 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237004	No Value
!	Account Code	1320	No Value
!	Program Code	123010	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Effect. year 2018 per redistribution. (mc) • Course number change appr. 11/6/18 (effect. F20).-mkct 	<ul style="list-style-type: none"> • Effect. year 2018 per redistribution. (mc) • Course number change appr. 11/6/18 (effect. F20).-mkct
!	Print/No Print to Catalog	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	NURS D091B, NURS D91BL, and NURS D091P	NURS D091B, NURS D91BL, and NURS D091P
	Corequisite(s):	NURS D092L	NURS D092L
	Advisory(ies):	No Value	No Value

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

Summary of Revisions

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

Blue Form

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

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

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Create syntactically varied sentences that are free of mechanical errors.

No Value

No Value

Objective 5:
Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
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ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</p>	No Value	No Value
	<p>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Demonstrate the
ability to include
a variety of
sentence
structures in
writing.**

No Value

No Value

**Objective 5: Edit
compositions to
correct errors in
the major
conventions of
Standard Written
English.**

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Intermediate
algebra or
equivalent (or
higher), or
appropriate
placement
beyond
intermediate
algebra. If this is
the requisite for
the course,
complete the
objective(s)
below. If this
requisite is
being removed,
provide an
explanation as
to why.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self- efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

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
	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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	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
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De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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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
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Criteria 4:
Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Criteria 5:
Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

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

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

Changed	Questions	Current Version	Proposed Version
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Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2:
Department Chair

No Value

No Value



Stage 3:
Division Curriculum Representative

No Value

Name	Date	Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/19	Basic Info	Course Description	Required		Please remove references to specific course IDs	

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	NURSD092.
	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	CCC000097458

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS- DEPT-NAME	

Changed	Field	Current Version
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	Course Crosswalk CRS- NUMBER	
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De Anza College
Change Report
06/04/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	<u>Banner Start Term (202122)</u>
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
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• eLumenData, eLumenData	• Angela Winch
	Course ID (CB01A and CB01B)	NURSD092L	NURSD092L
	Course Control Number	CCC000610029	CCC000610029
	Course Title (CB02)	Medical-Surgical Nursing Clinical	Medical-Surgical Nursing Clinical
	Short Course Title	MEDICAL-SURGICAL NURS CLINICAL	MEDICAL-SURGICAL NURS CLINICAL
	TOP Code (CB03)	1230.10	1230.10 Registered Nursing
	CIP Code	Registered Nursing/Registered Nurse	51.3801 Registered Nursing/Registered Nurse
	Department	NURS - Nursing	NURS - Nursing
!	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	<p>The focus of this course is on the application of concepts learned in the theory class to the management of nursing care of clients experiencing chronic and acute health stressors. Students will use nursing process, research, problem-solving and critical thinking skills to facilitate culturally congruent care in acute medical-surgical care settings within the framework of safe patient-centered, evidence-based care. The students' learning experience will be enhanced with clinical simulations and observation activities. Both NURS 92L and NURS 92 must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken).</p>	<p>The focus of this course is on the application of concepts learned in the theory class to the management of nursing care of clients experiencing chronic and acute health stressors. Students will use nursing process, research, problem-solving and critical thinking skills to facilitate culturally congruent care in acute medical-surgical care settings within the framework of safe patient-centered, evidence-based care. The students' learning experience will be enhanced with clinical simulations and observation activities. Both NURS 92L and NURS 92 must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken). <u>activities.</u></p>

Changed	Field	Current Version	Proposed Version
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Nursing
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/potential healthcare employers and current/future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the clinical practice of nursing the acutely ill fundamental/medical-surgical patient population. Successful completion of this course is required for students to be eligible for the national licensing exam.</p>	<p>This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/potential healthcare employers and current/future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the clinical practice of nursing the acutely ill fundamental/medical-surgical patient population. Successful completion of this course is required for students to be eligible for the national licensing exam.</p>

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Does the course have a Foothill equivalent?	No	No
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	Foothill Faculty Consultation Name	No value	
--	------------------------------------	----------	--

	Foothill Course ID	No value	
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Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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Formerly Statement

Changed	Field	Current Version	Proposed Version
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	Formerly Statement	(Formerly NURS D082L.)	(Formerly NURS D082L.)
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Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	
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CTE Course

Changed	Field	Current Version	Proposed Version
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Is this a CTE
(Career
Technical
Education)
course?

No value

Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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Is this an
honors/non-
honors
course?

No value

No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a
mirrored
credit/noncredit
course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-
listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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**Basic Skill
Status (CB08)**

Course is not a basic skills course.

Course is not a basic skills course.

Changed	Field	Current Version	Proposed Version
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
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Course is part of a program

Associated Program	Registered Nurse (RN)	Associated Program	Registered Nurse (RN)
Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
Associated Program	Registered Nurse (RN)	Associated Program	Registered Nurse (RN)
Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
Associated Program	Registered Nurse (RN) (In Development)	Associated Program	Registered Nurse (RN) (In Development)
Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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Transfer Status (CB05)

Transferable to CSU only

Transferable to CSU only

Course General Education Status (CB25)

Y

Y

Transfer Status

Approved

Approved

GE Information

No value

No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	14	14
	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	168	168
	Lecture Hours - Course In- Class (Contact) per Term	0	0
	Lecture Hours - Course Out- of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
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	Laboratory Hours - Course In-Class (Contact) per Term	168	168
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	Laboratory Hours - Course Out-of-Class per Term	0	0
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	NA Hours - Course In-Class (Contact) per Term	0	0
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	NA Hours - Course Out-of-Class per Term	0	0
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	Total - Course In-Class (Contact) Hours	168	168
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	Total - Course Out-of-Class Hours	0	0
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	Total Credit Units - Minimum Credit Units	4.5	4.5
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	Total Credit Units - Maximum Credit Units	4.5	4.5
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Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	168	168
	Total Contact Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	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

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Discussion of assigned readings, DVDs and videos Demonstration and evaluation of clinical skills in direct patient care Modeling of clinical nursing behaviors Reviewing and critiquing all written assignments</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Discussion of assigned readings, and videos Demonstration and evaluation of clinical skills in direct patient care Modeling of clinical nursing behaviors Reviewing and critiquing all written assignments</p>

Changed Field**Current Version****Proposed Version****Assignments**

- | Changed Field | Current Version | Proposed Version |
|--------------------|--|---|
| Assignments | <ol style="list-style-type: none">1. Reading assignments from clinical skills book, medication and calculation books, syllabus, and other pertinent articles.2. Practice and demonstration of competency of required clinical skills3. Clinical patient assignment in an acute-care facility and observational experiences in outpatient clinics.4. DVDs, videotapes, and on campus demonstrations.5. One concept map, and one critical thinking worksheet based on clinical assignments.6. Clinical simulation exercise7. Care plan incorporated in clinical worksheet based on clinical assignment | <ol style="list-style-type: none">1. Reading assignments from clinical skills book, medication and calculation books, syllabus, and other pertinent articles.2. Practice and demonstration of competency of required clinical skills3. Clinical patient assignment in an acute-care facility and observational experiences in outpatient clinics.4. Videos and on campus demonstrations.5. Concept maps, care plans and critical thinking worksheets based on clinical assignments.6. Clinical simulation exercises. |

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. Daily feedback on clinical performance through verbal and written notes based on critical elements of clinical evaluation tool to illustrate student ability to perform clinical skills, communicate therapeutically with patients, families and staff, and function as a member of the healthcare team
2. Final clinical evaluation per the Clinical Evaluation Tool which will reflect student ability to integrate and critically analyze information and apply concepts in the provision of safe care to patients, and communicating therapeutically with patients, families and members of the healthcare team. The student is expected to take an active part in the process.
3. Skills Testing will incorporate current skill

**Methods
of
Evaluation**

1. Daily feedback on clinical performance through verbal and written notes based on critical elements of clinical evaluation tool to illustrate student ability to perform clinical skills, communicate therapeutically with patients, families and staff, and function as a member of the healthcare team.
2. Weekly clinical assignments: Using the nursing process, to critically analyze pertinent data, demonstrating the ability to summarize, integrate and apply information for Medical/Surgical patients based on their specific needs. Evaluated per the Standards of Nursing Practice.
3. Skills Testing will incorporate current skill competency as well as retention of previously

Changed Field

Current Version

Proposed Version

competency as well as retention of previously learned skills. Competency is compared to critical element checklists.

4. Two care plans and one critical thinking worksheet: Use the Nursing Process, to critically analyze pertinent data, demonstrating the ability to summarize, integrate and apply information for Medical/Surgical patients based on their specific needs. Evaluated per the Standards of Nursing Practice.

5. Successful completion of NURS 92 within the same quarter is required to pass NURS 92L.

learned skills. Competency is compared to critical element checklists.

4. Final clinical evaluation per the Clinical Evaluation Tool which will reflect student ability to integrate and critically analyze information and apply concepts in the provision of safe care to patients, and communicating therapeutically with patients, families and members of the healthcare team. The student is expected to take an active part in the process.

5. Successful completion of NURS 92 within the same quarter is required to pass NURS 92L.

Changed Field**Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Student uniforms including nametags
- Stethoscopes, watch with second hand, hemostat, scissors,
- Transportation to and from clinical sites
- Current CPR certification for health care professional
- Current physical examination with updated immunization
- Current background check and drug testing

Essential College Facilities:

- Skills laboratory equipment with supplies and equipment for practice and demonstration;
- A current Foothill-De Anza Community College District contract with each affiliating clinical facility on file with the District Office

Essential Student Materials:

- Student uniforms including nametags
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- Current background check and drug testing

Essential College Facilities:

- Skills laboratory equipment with supplies and equipment for practice and demonstration;
- A current Foothill-De Anza Community College District contract with each affiliating clinical facility on file with the District Office



Examples of Primary Texts and References

Title	No value
Author	* Ignatavicius, Workman & Rebar. "Medical Surgical Nursing: Patient-Centered Collaborative Care", 9th ed. 2018. Elsevier.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Potter, Perry, Stockert & Hall. "Fundamentals of Nursing", 9th ed. 2019. Elsevier.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Doenges, Moorhouse & Geissler-Murr. "Nursing Diagnosis Manual", 6th ed. 2019. F.A. Davis.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Medical Surgical Nursing: Patient-Centered Collaborative Care
Author	* Ignatavicius, Workman & Rebar.
Publisher	Elsevier
Date/Edition	10th ed. 2021
ISBN	No value

Title	Fundamentals of Nursing
Author	Potter, Perry, Stockert & Hall.
Publisher	Elsevier.
Date/Edition	11th ed. 2023
ISBN	No value

Title	Calculate with Confidence
Author	Morris, D.
Publisher	Elsevier
Date/Edition	8th ed. 2022
ISBN	No value

Title	Ackley and Ladwig's Nursing Diagnosis Handbook
Author	Flynn Makic, M.B. & Martinez-Kratz, M.R.
Publisher	Elsevier
Date/Edition	13th ed. 2023

Changed Field**Current Version****Proposed Version**

Title	No value
Author	Morris. "Calculate with Confidence", 7th ed. 2018. Elsevier.
Publisher	No value
Date/Edition	No value
ISBN	No value

ISBN	No value
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Title	No value
Author	Purnell. "Guide to Culturally Competent Health Care". 3rd. edition. 2014. F.A. Davis.
Publisher	No value
Date/Edition	No value
ISBN	No value



Suggested Reading List

No value

Reading List	A drug reference handbook- current edition
May include, but are not limited to	No value

Reading List	Santa Clara Valley Medical Center, Policy and Procedure Manuals
May include, but are not limited to	No value

Reading List	O'Connor Hospital, Policy and Procedure Manuals
May include, but are not limited to	No value

Reading List	De Anza College, Department of Nursing Student Handbook, on-line
May include, but are not limited to	No value

Changed Field**Current Version****Proposed Version**

Reading List Medical or medical/nursing dictionary

May include, but are not limited to No value

Reading List Van Leeuwen & Bladh. "Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications", 7th ed. 2018. F.A. Davis.

May include, but are not limited to No value

Reading List Nursing 92L Course Syllabi- on Canvas site

May include, but are not limited to No value

Reading List Lippincott, Williams & Wilkins. "Fluid and Electrolytes Made Incredibly Easy", 6th edition. 2015. Wolters Kluwer.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Lippincott, Williams & Wilkins.
"Pathophysiology Made Incredibly Easy", 3rd edition. 2016. Wolters Kluwer.

May include, but are not limited to No value

Reading List "HESI Comprehensive Review for the NCLEX-RN Examination", 5th edition. 2017. Elsevier.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Assess patient problems or needs and analyzes data to accurately identify and frame problems within the acutely ill adult patient's environment. • Interact effectively with acutely ill adult patients, families and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. • Use information and technology to facilitate communication, apply knowledge, mitigate error and support decision-making. • Influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals. • Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development to enhance patient and peer satisfaction and health outcomes. • Identify, evaluate and integrate the best current evidence with clinical expertise and consideration of patient preference, experience and values to make practice decisions. • Use data to monitor the outcomes of care and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to patients and providers. • Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, 	<ul style="list-style-type: none"> • Assess patient problems or needs and analyzes data to accurately identify and frame problems within the acutely ill adult patient's environment. • Interact effectively with acutely ill adult patients, families and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. • Use information and technology to facilitate communication, apply knowledge, mitigate error and support decision-making. • Influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals. • Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development to enhance patient and peer satisfaction and health outcomes. • Identify, evaluate and integrate the best current evidence with clinical expertise and consideration of patient preference, experience and values to make practice decisions. • Use data to monitor the outcomes of care and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to patients and providers. • Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal,

Changed Field**Current Version****Proposed Version**

ethical, regulatory, and humanistic principles.

- Recognize the patient or designee as the source of control and full partner when providing compassionate and coordinated care based on respect for patient preferences, needs, and cultural and ethnic values.

ethical, regulatory, and humanistic principles.

- Recognize the patient or designee as the source of control and full partner when providing compassionate and coordinated care based on respect for patient preferences, needs, and cultural and ethnic values.

CSLOs**CSLOs**

Demonstrate safe and competent care of one patient in the acute care setting using the nursing process.

Expected SLO Performance 0.0

CSLOs

Demonstrate safe and competent care of one patient in the acute care setting using the nursing process.

Expected SLO Performance 0.0

CSLOs

Demonstrate the safe administration of parenteral medications.

Expected SLO Performance 0.0

CSLOs

Demonstrate the safe administration of parenteral medications.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Assess patient problems or needs and analyzes data to accurately identify and frame problems within the acutely ill adult patient's environment. <ol style="list-style-type: none"> 1. Collect and begin to analyze patient information from multiple sources. 2. Perform a physical, psychosocial, and developmental assessment. 3. Utilize assessment data to identify real and potential problems and formulate priorities of care. 4. Create, implement and evaluate a plan of care based on assessment data, problems and expected outcomes. 2. Interact effectively with acutely ill adult patients, families and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. <ol style="list-style-type: none"> 1. Demonstrate principles of therapeutic communication with patients, families, staff and instructor. 2. Participate in patient and family teaching regarding medications, procedures, discharge planning and condition management. 3. Communicate and document pertinent information to RN and/or instructor and other team members in a timely manner and in transition of care. 3. Use information and technology to facilitate communication, apply 	<ol style="list-style-type: none"> 1. Assess patient problems or needs and analyzes data to accurately identify and frame problems within the acutely ill adult patient's environment. <ol style="list-style-type: none"> 1. Collect and begin to analyze patient information from multiple sources. 2. Perform a physical, psychosocial, and developmental assessment. 3. Utilize assessment data to identify real and potential problems and formulate priorities of care. 4. Create, implement and evaluate a plan of care based on assessment data, problems and expected outcomes. 2. Interact effectively with acutely ill adult patients, families and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. <ol style="list-style-type: none"> 1. Demonstrate principles of therapeutic communication with patients, families, staff and instructor. 2. Participate in patient and family teaching regarding medications, procedures, discharge planning and condition management. 3. Communicate and document pertinent information to RN and/or instructor and other team members in a timely manner and in transition of care. 3. Use information and technology to facilitate communication, apply

Changed Field**Current Version****Proposed Version**

knowledge, mitigate error and support decision-making.	knowledge, mitigate error and support decision-making.
1. Navigate the electronic medical record to collect data.	1. Navigate the electronic medical record to collect data.
2. Document patient care in a a clear and appropriate manner, and in accordance with clinical agency and instructor guidelines.	2. Document patient care in a a clear and appropriate manner, and in accordance with clinical agency and instructor guidelines.
3. Use the available technology and information management systems to detect changes in patient status, communicate with other team members and respond to changing care needs.	3. Use the available technology and information management systems to detect changes in patient status, communicate with other team members and respond to changing care needs.
4. Influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals.	4. Influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals.
1. Recognize own leadership and communication style and adjusts to facilitate effective management.	1. Recognize own leadership and communication style and adjusts to facilitate effective management.
2. Function professionally and effectively in the role of leader within own scope of practice.	2. Function professionally and effectively in the role of leader within own scope of practice.
3. Maintain professional boundaries and professional communication principles, and respect patient confidentiality and privacy at all times.	3. Maintain professional boundaries and professional communication principles, and respect patient confidentiality and privacy at all times.
4. Complete care in a timely manner and notify team members of any critical changes in patient condition in a timely manner.	4. Complete care in a timely manner and notify team members of any critical changes in patient condition in a timely manner.
5. Function effectively within nursing and interdisciplinary	5. Function effectively within nursing and interdisciplinary

Changed Field**Current Version****Proposed Version**

teams, fostering open communication, mutual respect, shared decision making, team learning and development to enhance patient and peer satisfaction and health outcomes.	teams, fostering open communication, mutual respect, shared decision making, team learning and development to enhance patient and peer satisfaction and health outcomes.
1. Participate in interdisciplinary care within own scope of practice.	1. Participate in interdisciplinary care within own scope of practice.
2. Collaborate with patient and other members of the health care team when developing a plan of care.	2. Collaborate with patient and other members of the health care team when developing a plan of care.
6. Identify, evaluate and integrate the best current evidence with clinical expertise and consideration of patient preference, experience and values to make practice decisions.	6. Identify, evaluate and integrate the best current evidence with clinical expertise and consideration of patient preference, experience and values to make practice decisions.
1. Identify reliable sources of locating evidence reports and clinical practice guidelines.	1. Identify reliable sources of locating evidence reports and clinical practice guidelines.
2. Utilize established guidelines to prevent and treat infections and other complications.	2. Utilize established guidelines to prevent and treat infections and other complications.
3. Involve patient/ family and nursing team when formulating goals and potential outcomes.	3. Involve patient/ family and nursing team when formulating goals and potential outcomes.
7. Use data to monitor the outcomes of care and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to patients and providers.	7. Use data to monitor the outcomes of care and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to patients and providers.
1. Protect the patient from the safety hazards, using QSEN principles and hospital protocols.	1. Protect the patient from the safety hazards, using QSEN principles and hospital protocols.
2. Communicate observations or concerns	2. Communicate observations or concerns

Changed Field**Current Version****Proposed Version**


- | Changed Field | Current Version | Proposed Version |
|---------------|--|--|
| | <p>around safety and adverse events.</p> <ol style="list-style-type: none">3. Verbalize purpose, rationale and expected results of procedures being performed.4. Articulate and implement measures to prevent infections and complications during hospitalization. <p>8. Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.</p> <ol style="list-style-type: none">1. Advocate for acutely ill adult/ family within own scope of practice.2. Demonstrate retention of previously and concurrently learned theoretical concepts and skills.3. Demonstrate professional behavior at all times.4. Identify patient care situations that pose legal/ ethical dilemmas for the practicing RN in the care of acutely ill patients.5. Seek proactively and respond professionally to feedback from instructor and healthcare team members. <p>9. Recognize the patient or designee as the source of control and full partner when providing compassionate and coordinated care based on respect for patient preferences, needs, and cultural and ethnic values.</p> <ol style="list-style-type: none">1. Provide compassionate and culturally-congruent care recognizing the patient preferences, values and needs. | <p>around safety and adverse events.</p> <ol style="list-style-type: none">3. Verbalize purpose, rationale and expected results of procedures being performed.4. Articulate and implement measures to prevent infections and complications during hospitalization. <p>8. Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.</p> <ol style="list-style-type: none">1. Advocate for acutely ill adult/ family within own scope of practice.2. Demonstrate retention of previously and concurrently learned theoretical concepts and skills.3. Demonstrate professional behavior at all times.4. Identify patient care situations that pose legal/ ethical dilemmas for the practicing RN in the care of acutely ill patients.5. Seek proactively and respond professionally to feedback from instructor and healthcare team members. <p>9. Recognize the patient or designee as the source of control and full partner when providing compassionate and coordinated care based on respect for patient preferences, needs, and cultural and ethnic values.</p> <ol style="list-style-type: none">1. Provide compassionate and culturally-congruent care recognizing the patient preferences, values and needs. |

Changed	Field	Current Version	Proposed Version
		2. Elicit and encourage expression of patient/family value, preferences and needs. 3. Effectively manage patient pain utilizing pharmacological and non-pharmacological methods.	2. Elicit and encourage expression of patient/family value, preferences and needs. 3. Effectively manage patient pain utilizing pharmacological and non-pharmacological methods.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2BH	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	NURS 092L	NURS 092L
	Course Status	Substantial	Substantial
!	Course Status Code	A	No Value
!	Banner Department	NURS	No Value

Changed	Questions	Current Version	Proposed Version
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Fourteen hours laboratory (168 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237004	No Value
!	Account Code	1320	No Value
!	Program Code	123010	No Value
!	Percent	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> • Effect. year 2018 per redistribution.(mc) • Course number change appr. 11/6/18 (effect. F20).-mkct 	<ul style="list-style-type: none"> • Effect. year 2018 per redistribution.(mc) • Course number change appr. 11/6/18 (effect. F20).-mkct
	Print/No Print to Catalog	Yes	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	NURS D091B, NURS D91BL, and NURS D091P	NURS D091B, NURS D91BL, and NURS D091P
	Corequisite(s):	NURS D092.	NURS D092.
	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

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

Changed	Questions	Current Version	Proposed Version
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3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 1:
Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

Objective 2:
Compose essays drawn from personal experience and assigned texts.

No Value

No Value

Objective 3:
Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

No Value

Objective 4:
Create syntactically varied sentences that are free of mechanical errors.

No Value

No Value

Objective 5:
Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**

No Value

No Value

**Objective 2:
Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
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	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
--	---	----------	----------

	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
--	---	----------	----------

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

No Value

**Objective 2:
Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Develop linear
function
models.**

No Value

No Value

**Objective 5:
Use systems of
two linear
equations to
solve real
world
problems.**

No Value

No Value

**Objective 6:
Use linear
inequalities in
one variable to
solve real
world
problems.**

No Value

No Value

**Objective 7:
Examine
exponential
expressions
and develop
exponential
function
models.**

No Value

No Value

**Objective 8:
Examine
logarithmic
expressions
and develop
logarithmic
function
models.**

No Value

No Value

**Objective 9:
Develop
quadratic
function
models to
solve
problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
--	---	----------	----------

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
--	--	----------	----------

	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
--	---	----------	----------

Changed	Questions	Current Version	Proposed Version
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Objective 2:
Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

Objective 3:
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

Objective 5:
Use systems of two linear equations to solve real-world problems.

No Value

No Value

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
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Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

No Value

**Objective 2:
Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

No Value

**Objective 3:
Apply the order of operations to evaluate signed numerical expressions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Solve problems
involving
operations with
signed
numbers.**

No Value

No Value

**Objective 5:
Explore the
characteristics
and properties
of real
numbers.**

No Value

No Value

**Objective 6:
Use estimation
to determine
approximate
solutions and
to check the
reasonableness
of answers.**

No Value

No Value

**Objective 7:
Explore rates
and ratios and
use
proportions to
solve
problems.**

No Value

No Value

**Objective 8:
Explore, as
applicable
throughout the
course, the
geometry of
mathematical
measurements
and solve
problems
involving
geometric
figures and
formulas.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.

No Value

No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	<p>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.)</p>	No Value	No Value
--	---	----------	----------

	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
--	--	----------	----------

Changed	Questions	Current Version	Proposed Version
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Criteria 4:
Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Criteria 5:
Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
--	---	----------	----------

	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
--	---	----------	----------

	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
--	---	----------	----------

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

**Stage 7:
Content
Review Matrix
Liaison**

No Value

No Value

**Stage 8: AVP -
Instruction**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	NURSD092L
	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	CCC000610029

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
06/12/2024



Summary of Changes



Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
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



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	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
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.

Section	Changed field
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• Angela Winch
	Course ID (CB01A and CB01B)	NURSD092P	NURSD092P
	Course Control Number	CCC000270663	CCC000270663
	Course Title (CB02)	Pharmacology II	Pharmacology II
	Short Course Title	PHARMACOLOGY II	PHARMACOLOGY II
	TOP Code (CB03)	1230.10	1230.10 Registered Nursing
	CIP Code	Registered Nursing/Registered Nurse	51.3801 Registered Nursing/Registered Nurse
	Department	NURS - Nursing	NURS - Nursing
	Effective Term	Fall 2021	Fall 2024 <u>2025</u>

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Course Description	This course focuses on the application of pharmacological principles to chronic and/or medical-surgical adult patients. Concepts of pathophysiology will serve as a basis for building an understanding of pharmacokinetics. Legal and ethical issues and safety principles will be stressed as an integral part of nursing practice. The nurses' scope of practice, critical thinking and problem-solving in the medication administration process will be examined.	This course focuses on the application of pharmacological principles to chronic and/or medical-surgical adult patients. Concepts of pathophysiology will serve as a basis for building an understanding of pharmacokinetics. Legal and ethical issues and safety principles will be stressed as an integral part of nursing practice. The nurses' scope of practice, critical thinking and problem-solving in the medication administration process will be examined.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • Hybrid 	<ul style="list-style-type: none"> • Online

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Nursing
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - BIOLOGICAL SCIENCES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/ potential healthcare employers and current/ future health needs of society. This course belongs on the A.S. degree in Nursing. Students apply pharmacology concepts to the acute care populations, addressing their specialized needs and care management. This course incorporates theory and practice concepts that meet the BRN's requirement for pharmacology in the nursing curriculum.	This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/ potential healthcare employers and current/ future health needs of society. This course belongs on the A.S. degree in Nursing. Students apply pharmacology concepts to the acute care populations, addressing their specialized needs and care management. This course incorporates theory and practice concepts that meet the BRN's requirement for pharmacology in the nursing curriculum.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly NURS D082P.)	(Formerly NURS D082P.)


Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	
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Associated Programs

Changed	Field	Current Version	Proposed Version
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	Course is part of a program		
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Associated Program	Registered Nurse (RN)
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Award Type	Associate in Science (A.S.) Degree
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Associated Program	Registered Nurse (RN)
---------------------------	-----------------------

Award Type	Associate in Science (A.S.) Degree
-------------------	------------------------------------

Associated Program	Registered Nurse (RN)
---------------------------	-----------------------

Award Type	Associate in Science (A.S.) Degree
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Associated Program	Registered Nurse (RN)
---------------------------	-----------------------

Award Type	Associate in Science (A.S.) Degree
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Associated Program	Registered Nurse (RN) (In Development)
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Award Type	Associate in Science (A.S.) Degree
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Associated Program	Registered Nurse (RN) (In Development)
---------------------------	--

Award Type	Associate in Science (A.S.) Degree
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
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Changed	Field	Current Version	Proposed Version
	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	1.5	1.5
	Lecture Hours - Out of Class	3	3
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	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	54	54
	Lecture Hours - Course In-Class (Contact) per Term	18	18
	Lecture Hours - Course Out-of-Class per Term	36	36
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	18	18

Changed	Field	Current Version	Proposed Version
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	Total - Course Out-of-Class Hours	36	36
--	--	----	----

	Total Credit Units - Minimum Credit Units	1.5	1.5
--	--	-----	-----

	Total Credit Units - Maximum Credit Units	1.5	1.5
--	--	-----	-----

Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
--	-------------------------------------	----------------	----------------

	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
--	------------------------------------	----------------------------	----------------------------

	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
--	--	----------------	----------------

	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
--	---------------------------------------	-----------------	-----------------

	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
--	--	--------------------------	--------------------------

Changed	Field	Current Version	Proposed Version
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	54	54
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	1.5	1.5
	Minimum Credit Units	1.5	1.5
	Maximum Credit Units	1.5	1.5

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Discussion of assigned reading
Quiz and examination review performed in class
Other: At-home quizzes

Methods of Instruction

Methods of Instruction

Methods of Instruction Discussion of assigned reading
Quiz and examination review performed in class
At-home quizzes

Assignments

1. Canvas discussion boards
2. At-home quizzes
3. Reading assignments from textbooks and other pertinent articles

1. Canvas discussion boards
2. At-home quizzes
3. Reading assignments from textbooks and other pertinent articles



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. At-home quizzes to evaluate comprehension and mastery of terms.
2. Medication calculation questions as part of final examination
3. Participation in five discussion boards on current medication issues through Canvas website
4. Midterms (multiple choice) to evaluate comprehension and application of pharmacology concepts to patient situations.
5. Final (multiple choice) to evaluate comprehension and application of pharmacology concepts to patient situations.

Methods of Evaluation

Methods of Evaluation


Changed Field

Current Version

Proposed Version

**Methods
of
Evaluation**

1. At-home quizzes to evaluate comprehension and mastery of terms.
2. Medication calculation questions as part of midterm and final examination.
3. Participation in discussion boards on current medication issues through Canvas Learning Management System.
4. Midterm exam to evaluate comprehension and application of pharmacology concepts to patient situations.
5. Final exam to evaluate comprehension and application of pharmacology concepts to patient situations.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none">• None. Essential College Facilities: <ul style="list-style-type: none">• None.	Essential Student Materials: <ul style="list-style-type: none">• None Essential College Facilities: <ul style="list-style-type: none">• None

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

Title	No value
Author	Adams, Holland, & Urban. "Pharmacology for Nurses- A Pathophysiologic Approach". 5th ed. 2017. Pearson.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Morris. "Calculate with Confidence", 7th ed. 2018. Elsevier.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Purnell. "Guide to Culturally Competent Health Care", 3rd. edition. 2014. F.A. Davis.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
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Title	Lehne's Pharmacology for Nursing Care
Author	Burchum, J. & Rosenthal, L.
Publisher	Elsevier
Date/Edition	11th ed. 2022
ISBN	No value

Title	Calculate with Confidence
Author	Morris, C.
Publisher	Elsevier
Date/Edition	8th ed. 2022
ISBN	No value

Title	Mosby's 2023 Nursing Drug Reference
Author	Skidmore-Roth, L.
Publisher	Elsevier
Date/Edition	36th ed. 2023
ISBN	No value

Changed Field**Current Version****Proposed Version**

Author	Vallerand & Sanoski. "Davis's Drug Guide for Nurses", 15th edition. 2018. F.A.Davis.
---------------	--

Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Title	No value
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Author	A medical or medical/nursing dictionary
---------------	---

Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Changed Field

Current Version

Proposed Version



Suggested Reading List

Reading List Nursing 92P Course Syllabus- on Canvas site

May include, but are not limited to No value

Reading List De Anza College, Department of Nursing Student Handbook, on-line

May include, but are not limited to No value

No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Evaluate disease, patient problems, needs and trends of data necessary for pharmacological management of the acutely ill adult patient. • Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making in relation to medication management of the acutely ill adult patient. • Describe the role of the registered nurse in influencing the behavior of individuals or groups of individuals, including acutely ill adult patients receiving medication, within their environment in a way that facilitates the establishment and acquisition of shared goals. • Examine the identification, evaluation and integration of the best current evidence with clinical expertise and consideration of patient preference, experience and values in making practice decisions within the context of administering medication to acutely ill adults. • Examine accountability for and approaches to patient/ family centered care that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles, within the context of administering medication to acutely ill adults. 	<ul style="list-style-type: none"> • Evaluate disease, patient problems, needs and trends of data necessary for pharmacological management of the acutely ill adult patient. • Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making in relation to medication management of the acutely ill adult patient. • Describe the role of the registered nurse in influencing the behavior of individuals or groups of individuals, including acutely ill adult patients receiving medication, within their environment in a way that facilitates the establishment and acquisition of shared goals. • Examine the identification, evaluation and integration of the best current evidence with clinical expertise and consideration of patient preference, experience and values in making practice decisions within the context of administering medication to acutely ill adults. • Examine accountability for and approaches to patient/ family centered care that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles, within the context of administering medication to acutely ill adults.

Changed Field

Current Version

Proposed Version



CSLOs

CSLOs Apply concepts of drug/drug interactions, drug/food interactions and drug focused patient teaching to pharmacological agents affecting the central and peripheral nervous systems, endocrine system and blood pressures regulation.

Expected SLO Performance 0.0

CSLOs Demonstrate correct calculations of doses of medications for medical/ surgical adult patients.

Expected SLO Performance 0.0

CSLOs Apply concepts of drug/drug interactions, drug/food interactions and drug focused patient teaching to pharmacological agents.

Expected SLO Performance 0.0

CSLOs Demonstrate correct calculations of doses of medications for medical/ surgical adult patients.

Expected SLO Performance 0.0


Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<ol style="list-style-type: none"> 1. Evaluate disease, patient problems, needs and trends of data necessary for pharmacological management of the acutely ill adult patient. <ol style="list-style-type: none"> 1. Identify how cultural, ethic, and social background influence patient compliance with medication regimen. 2. Describe physical and psychological factors that interfere with medication administration in the acutely ill patient. 3. Discuss specific steps of medication administration. 4. Identify potential side effects/ complications for medication classes. 5. Discuss therapeutic effects of medications in the acutely ill patient. 2. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making in relation to medication management of the acutely ill adult patient. <ol style="list-style-type: none"> 1. Discuss the role of the nurse in medication administration. 2. Identify sources of information for accurate and safe medication administration. 3. Utilize technology as a source of information for safe medication administration. 3. Describe the role of the registered nurse in influencing the behavior of individuals or groups of individuals, including acutely ill adult patients receiving medication, within 	<ol style="list-style-type: none"> 1. Evaluate disease, patient problems, needs and trends of data necessary for pharmacological management of the acutely ill adult patient. <ol style="list-style-type: none"> 1. Identify how cultural, ethic, and social background influence patient compliance with medication regimen. 2. Describe physical and psychological factors that interfere with medication administration in the acutely ill patient. 3. Discuss specific steps of medication administration. 4. Identify potential side effects/ complications for medication classes. 5. Discuss therapeutic effects of medications in the acutely ill patient. 2. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making in relation to medication management of the acutely ill adult patient. <ol style="list-style-type: none"> 1. Discuss the role of the nurse in medication administration. 2. Identify sources of information for accurate and safe medication administration. 3. Utilize technology as a source of information for safe medication administration. 3. Describe the role of the registered nurse in influencing the behavior of individuals or groups of individuals, including acutely ill adult patients receiving medication, within

Changed	Field	Current Version	Proposed Version
		<p>their environment in a way that facilitates the establishment and acquisition of shared goals.</p>	<p>their environment in a way that facilitates the establishment and acquisition of shared goals.</p>
		<ol style="list-style-type: none"> <li data-bbox="639 268 979 527">1. Develop awareness of scope of practice by the Nursing Practice Act in relation to administration and delegation during medication administration. <li data-bbox="639 537 979 684">2. Examine accountability in every step of the medication administration process. <li data-bbox="639 695 979 800">3. Discuss the legal-ethical implications of medication therapy. <li data-bbox="558 810 979 1188">4. Examine the identification, evaluation and integration of the best current evidence with clinical expertise and consideration of patient preference, experience and values in making practice decisions within the context of administering medication to acutely ill adults. <ol style="list-style-type: none"> <li data-bbox="639 1199 979 1419">1. Utilize reliable sources of evidence, reports and clinical practice guidelines related to medication administration. <li data-bbox="639 1430 979 1577">2. Identify the role of evidence-based practice during administration of medication. <li data-bbox="558 1587 979 1881">5. Examine accountability for and approaches to patient/ family centered care that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles, within the context of administering medication to acutely ill adults. <ol style="list-style-type: none"> <li data-bbox="639 1892 979 1997">1. Identify information provided by the Nursing Practice Act as it relates 	<ol style="list-style-type: none"> <li data-bbox="1135 268 1474 527">1. Develop awareness of scope of practice by the Nursing Practice Act in relation to administration and delegation during medication administration. <li data-bbox="1135 537 1474 684">2. Examine accountability in every step of the medication administration process. <li data-bbox="1135 695 1474 800">3. Discuss the legal-ethical implications of medication therapy. <li data-bbox="1053 810 1474 1188">4. Examine the identification, evaluation and integration of the best current evidence with clinical expertise and consideration of patient preference, experience and values in making practice decisions within the context of administering medication to acutely ill adults. <ol style="list-style-type: none"> <li data-bbox="1135 1199 1474 1419">1. Utilize reliable sources of evidence, reports and clinical practice guidelines related to medication administration. <li data-bbox="1135 1430 1474 1577">2. Identify the role of evidence-based practice during administration of medication. <li data-bbox="1053 1587 1474 1881">5. Examine accountability for and approaches to patient/ family centered care that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles, within the context of administering medication to acutely ill adults. <ol style="list-style-type: none"> <li data-bbox="1135 1892 1474 1997">1. Identify information provided by the Nursing Practice Act as it relates

Changed	Field	Current Version	Proposed Version
		to medication administration. 2. Discuss the concept of patient rights in relation to medication administration. 3. Discuss the role of the nurse in patient education regarding medications, side effects and receptor interactions.	to medication administration. 2. Discuss the concept of patient rights in relation to medication administration. 3. Discuss the role of the nurse in patient education regarding medications, side effects and receptor interactions.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	NURS D091P	NURS D091P
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	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

Changed	Questions	Current Version	Proposed Version
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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
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Banner Start Term (202122)

202122

No Value



Banner Division

2BH

No Value



Catalog Term (21-22)

21-22

No Value



5 Year Revision Year (2021)

2018

No Value



Effective Quarter

Fall

No Value



Effective Year (2021)

2020

No Value

Sort ID (00 < 10; 0 < 100)

NURS 092P

NURS 092P

Course Status

Non-substantial

Non-substantial



Course Status Code

A

No Value



Banner Department

NURS

No Value



Course Level

DU

No Value





College Code

DA

No Value

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	11/03/2020	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	One and one-half hours lecture (18 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237004	No Value
!	Account Code	1320	No Value
!	Program Code	123010	No Value

Changed	Questions	Current Version	Proposed Version
	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Effect. year 2018 per redistribution.(mc) • Course number change appr. 11/6/18 (effect. F20).-mkct 	<ul style="list-style-type: none"> • Effect. year 2018 per redistribution.(mc) • Course number change appr. 11/6/18 (effect. F20).-mkct
	Print/No Print to Catalog	Yes	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value




No Value



Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Assignments A & C - Discussion of assigned reading through Canvas discussion boards.

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Method of Evaluation C - Discussion of current medication issues through Canvas discussion boards.
	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	Assignments A & C - Discussion of assigned reading through Canvas discussion boards. Method of Evaluation C - Discussion of current medication issues through Canvas discussion boards.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignments A & C - Discussion of assigned reading through Canvas discussion boards. Method of Evaluation C - Discussion of current medication issues through Canvas discussion boards.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Blank area for the D-Matrix Form.

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

Objective 10:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>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.</p>	No Value	No Value
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H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</p>	No Value	No Value
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	<p>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
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	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
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De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<p>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.)</p>	No Value	No Value
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**


No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

Changed	Questions	Current Version	Proposed Version															
	Stage 7: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/7/24</td> <td>Zack JudsonA</td> <td>MatrixA</td> <td>Required for your English advisory The entries beneath the objectives</td> <td>Y</td> </tr> <tr> <td>6/5/24</td> <td>Zack JudsonA</td> <td>MatrixA</td> <td>Required need to come from your course, not from EWRT 1A</td> <td>Y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	5/7/24	Zack JudsonA	MatrixA	Required for your English advisory The entries beneath the objectives	Y	6/5/24	Zack JudsonA	MatrixA	Required need to come from your course, not from EWRT 1A	Y
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed														
5/7/24	Zack JudsonA	MatrixA	Required for your English advisory The entries beneath the objectives	Y														
6/5/24	Zack JudsonA	MatrixA	Required need to come from your course, not from EWRT 1A	Y														
	Stage 8: AVP - Instruction	No Value	No Value															
	Stage 9: Articulation Officer	No Value	No Value															
	Stage 11: ESGC Faculty Coordinator	No Value	No Value															
	Stage 14: Curriculum Committee	No Value	No Value															

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	NURSD092P
	Distance Education Approved	Yes

Changed	Field	Current Version
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Aug 31, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000270663
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
06/04/2024




Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	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	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none">eLumenData, eLumenData	<ul style="list-style-type: none">Olga Libova
	Course ID (CB01A and CB01B)	NURSD093.	NURSD093.
	Course Control Number	CCC000011572	CCC000011572
	Course Title (CB02)	Reproductive Health Nursing	Reproductive Health Nursing
	Short Course Title	REPRODUCTIVE HEALTH NURSING	REPRODUCTIVE HEALTH NURSING
	TOP Code (CB03)	1230.10	1230.10 Registered Nursing
	CIP Code	Registered Nursing/Registered Nurse	51.3801 Registered Nursing/Registered Nurse
	Department	NURS - Nursing	NURS - Nursing
	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This course builds upon prior learning experiences to develop knowledge and skills used in management of nursing care of patients during pregnancy, birth, and postpartum, as well as general management of reproductive health. The course integrates the knowledge of pathophysiology, diagnostics, pharmacology, communication concepts, and therapeutic interventions in order to facilitate culturally congruent nursing care for patients seeking reproductive health services. Students will become increasingly competent in the application of nursing process, research, problem-solving and use of clinical judgment within the framework of safe patient-centered, evidence-based care. Both NURS 93 and NURS 93L must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken).	This course builds upon prior learning experiences to develop knowledge and skills used in management of nursing care of patients during pregnancy, birth, and postpartum, as well as general management of reproductive health. The course integrates the knowledge of pathophysiology, diagnostics, pharmacology, communication concepts, and therapeutic interventions in order to facilitate culturally congruent nursing care for patients seeking reproductive health services. Students will become increasingly competent in the application of nursing process, research, problem-solving and use of clinical judgment within the framework of safe patient-centered, evidence-based care. Both NURS 93 and NURS 93L must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken): <u>care.</u>
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Nursing
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/potential healthcare employers and current/future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the theory of nursing the perinatal population. Successful completion of this course is required for students to be eligible for the national licensing exam.	This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/potential healthcare employers and current/future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the theory of nursing the perinatal population. Successful completion of this course is required for students to be eligible for the national licensing exam.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly NURS D083.)	(Formerly NURS D083.)


Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non- honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Changed	Field	Current Version	Proposed Version
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	Repeatability Statement	No value	
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Associated Programs

Changed	Field	Current Version	Proposed Version
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Course is part of a program	Associated Program	Registered Nurse (RN)	Associated Program Registered Nurse (RN)
		Award Type	Associate in Science (A.S.) Degree
	Associated Program	Registered Nurse (RN)	Associated Program Registered Nurse (RN)
		Award Type	Associate in Science (A.S.) Degree
	Associated Program	Registered Nurse (RN) (In Development)	Associated Program Registered Nurse (RN) (In Development)
		Award Type	Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
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	Course General Education Status (CB25)	Y	Y
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Changed	Field	Current Version	Proposed Version
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	Transfer Status	Approved	Approved
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	GE Information	No value	No value
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Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	2	2
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	Lecture Hours - Out of Class	4	4
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	Laboratory Hours - In Class	0	0
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	Laboratory Hours - Out of Class	0	0
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	NA Hours - In Class	0	0
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	NA Hours - Out of Class	0	0
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Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Course Duration (Weeks)	12	12
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	Hours per unit divisor	36	36
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Changed	Field	Current Version	Proposed Version
	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
	Total - Course Out-of-Class Hours	48	48

Changed	Field	Current Version	Proposed Version
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	Total Credit Units - Minimum Credit Units	2	2
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	Total Credit Units - Maximum Credit Units	2	2
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Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
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	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
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	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
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	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
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	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
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	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Units

Changed	Field	Current Version	Proposed Version
	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 Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Discussion of assigned readings and case studies
Lecture and visual aids
In-class exploration of Internet sites
Review of NCLEX-style questions
Other: On-line accessible recorded lectures

Methods of Instruction

Methods of Instruction

Methods of Instruction Lectures are pre-recorded and Power points and outlines of all lectures are available in Canvas. Multiple additional resources are supplemental for better comprehension of content
Weekly case studies are available in Canvas
Discussion of assigned readings and case studies
Lecture and visual aids
Discussion of clinical experiences relevant to the class content
Review of NCLEX-style questions



Assignments

1. Required reading assignments
2. Advance preparation by viewing recorded lectures
3. At-home case studies and quizzes

1. Required reading assignments
2. Advance preparation by viewing recorded lectures
3. At-home open book case studies - multiple choice quizzes



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. At-home case study quizzes to evaluate comprehension and mastery of terms.
2. One mid-course examination to evaluate comprehension of concepts and application to patient care situations.
3. One final examination to evaluate comprehension of concepts and application to patient care situations.
4. Question and answer period in class to evaluate student's integration, critical analysis and application of concepts from case studies and recorded lectures.

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. At-home case study quizzes to evaluate comprehension and mastery of terms.
2. Mid-course examination to evaluate comprehension of concepts and application to patient care situations.
3. One final examination to evaluate comprehension of concepts and application to patient care situations.
4. Question and answer period in class to evaluate student's integration, critical analysis and application of concepts from case studies and recorded lectures
5. Successful completion of NURS 93L within the same quarter is required to pass NURS 93.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none">• None. Essential College Facilities: <ul style="list-style-type: none">• None.	Essential Student Materials: <ul style="list-style-type: none">• Computer/laptop/tablet with camera allowing for videoconferencing and Canvas-based test taking Essential College Facilities: <ul style="list-style-type: none">• Canvas learning management system



Examples of Primary Texts and References

Title	No value
Author	*Ladewig, London & Davidson. "Contemporary Maternal-Newborn Nursing Care", 9th edition. 2017. Pearson.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Ignatavicius, Workman & Rebar. "Medical Surgical Nursing: Patient - Centered Collaborative Care", 9th ed. 2018. Elsevier.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Doenges, Moorhouse & Geissler-Murr. "Nursing Diagnosis Manual", 6th ed. 2019. F.A. Davis.
Publisher	No value
Date/Edition	No value

Title	"Contemporary Maternal-Newborn Nursing Care"
Author	Ladewig, London & Davidson
Publisher	Pearson
Date/Edition	9th edition. 2017.
ISBN	9780134257020

Changed Field**Current Version****Proposed Version**

ISBN	No value
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Title	No value
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Author	Van Leeuwen & Bladh. "Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications", 7th ed. 2018. F.A. Davis.
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Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Title	No value
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Author	Nursing 93 syllabi- on Canvas site
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Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Suggested Reading List

No value

Reading List "Taber's Cyclopedic Medical Dictionary", 22nd ed. 2017. F.A. Davis.

May include, but are not limited to No value

Reading List Purnell. "Guide to Culturally Competent Health Care", 3rd edition. 2014. F.A. Davis.

May include, but are not limited to No value

Reading List Potter, Perry. Stockert & Hall. "Fundamentals of Nursing", 9th ed. 2017. Elsevier.

May include, but are not limited to No value

Reading List Vallerand & Sanoski. "Davis' Drug Guide for Nurses", 15th ed. 2018. F.A. Davis.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List De Anza College, Department of Nursing Student Handbook, on-line

May include, but are not limited to No value

Reading List Related videos/ DVDs in the Nursing Resource Lab

May include, but are not limited to No value

Reading List Relevant professional journals

May include, but are not limited to No value

Reading List www.medscape.com (and other professional internet resources)

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Morris. "Calculate with Confidence", 6th ed. 2018. Elsevier.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Evaluate disease, patient problems or needs and data trends necessary to accurately manage care for women during the perinatal period. • Examine the principles of communication with perinatal patients, families and colleagues fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. • Use information and technology to facilitate communication, manage knowledge, mitigate errors and support decision making for newborn infants and perinatal patients. • Evaluate the role of the registered nursing in influencing the behavior of individuals or groups of individuals, including perinatal patients, within their environment in a way that facilitates the establishment and acquisition of shared goals. • Explore the role of interdisciplinary teams and shared decision making in the planning and delivery of care for newborn infants and perinatal patients. • Discuss how to identify, evaluate, and integrate the best current evidence with clinical expertise and consideration of patient preference, experience and values to make practice decisions for newborn infants and perinatal patients. • Discuss the use of data to monitor the outcomes of care, and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to 	<ul style="list-style-type: none"> • Evaluate disease, patient problems or needs and data trends necessary to accurately manage care for women during the perinatal period. • Examine the principles of communication with perinatal patients, families and colleagues fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. • Use information and technology to facilitate communication, manage knowledge, mitigate errors and support decision making for newborn infants and perinatal patients. • Evaluate the role of the registered nursing in influencing the behavior of individuals or groups of individuals, including perinatal patients, within their environment in a way that facilitates the establishment and acquisition of shared goals. • Explore the role of interdisciplinary teams and shared decision making in the planning and delivery of care for newborn infants and perinatal patients. • Discuss how to identify, evaluate, and integrate the best current evidence with clinical expertise and consideration of patient preference, experience and values to make practice decisions for newborn infants and perinatal patients. • Discuss the use of data to monitor the outcomes of care, and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to

Changed Field**Current Version****Proposed Version**

newborn infants, perinatal patients and providers.

- Examine accountability for and approaches to patient centered/ family centered care that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
- Develop appreciation for the pregnant woman as the source of control and full partner when providing compassionate and coordinated care based on respect for patient preferences, needs and cultural values.

newborn infants, perinatal patients and providers.

- Examine accountability for and approaches to patient centered/ family centered care that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
- Develop appreciation for the pregnant woman as the source of control and full partner when providing compassionate and coordinated care based on respect for patient preferences, needs and cultural values.

CSLOs**CSLOs**

Apply the theoretical knowledge of pregnancy, birth physiology and perinatal care to specific patient-focused care situations.

Expected SLO Performance

0.0

CSLOs

Apply the theoretical knowledge of pregnancy, birth physiology and perinatal care to specific patient-focused care situations.

Expected SLO Performance

0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<ol style="list-style-type: none"> 1. Evaluate disease, patient problems or needs and data trends necessary to accurately manage care for women during the perinatal period. <ol style="list-style-type: none"> 1. Determine the care required to promote optimum health of women across multiple healthcare settings, including primary and secondary prevention measures, with respect to cultural, sexual and personal preferences. 2. Identify the normal physiological and psychosocial changes affecting women during the perinatal period. 3. Describe the most frequent complications encountered by women during the perinatal period. 4. Discuss the assessment of a prenatal patient, patient in labor, postpartum patient and neonate with emphasis on normal and abnormal assessment findings and lab values. 5. Utilize clinical reasoning skills to create, implement and evaluate a comprehensive plan of care across a variety of healthcare settings. 6. Discuss strategies for creating, implementing and evaluating a teaching plan focusing on cultural reference group, language used, ability to read and hear, mental status and health condition. 	<ol style="list-style-type: none"> 1. Evaluate disease, patient problems or needs and data trends necessary to accurately manage care for women during the perinatal period. <ol style="list-style-type: none"> 1. Determine the care required to promote optimum health of women across multiple healthcare settings, including primary and secondary prevention measures, with respect to cultural, sexual and personal preferences. 2. Identify the normal physiological and psychosocial changes affecting women during the perinatal period. 3. Describe the most frequent complications encountered by women during the perinatal period. 4. Discuss the assessment of a prenatal patient, patient in labor, postpartum patient and neonate with emphasis on normal and abnormal assessment findings and lab values. 5. Utilize clinical reasoning skills to create, implement and evaluate a comprehensive plan of care across a variety of healthcare settings. 6. Discuss strategies for creating, implementing and evaluating a teaching plan focusing on cultural reference group, language used, ability to read and hear, mental status and health condition.

Changed	Field	Current Version	Proposed Version
		<p>2. Examine the principles of communication with perinatal patients, families and colleagues fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</p> <ol style="list-style-type: none"> 1. Develop appreciation for effective communication. 2. Discuss the impact of communication errors on patient outcomes and use of standardized professional communication tools to minimize patient harm. 3. Identify communication challenges and principles of therapeutic communication in the context of care of perinatal patients. 4. Act consistently with integrity and respect for differing views. <p>3. Use information and technology to facilitate communication, manage knowledge, mitigate errors and support decision making for newborn infants and perinatal patients.</p> <ol style="list-style-type: none"> 1. Utilize technology to locate scholarly and clinical resources. 2. Describe the use of technologies to collect assessment data, best evidence and other relevant information to support clinical decision making. 3. Discuss the impact of EMR on provision of nursing care. <p>4. Evaluate the role of the registered nursing in influencing the behavior of individuals or</p>	<p>2. Examine the principles of communication with perinatal patients, families and colleagues fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</p> <ol style="list-style-type: none"> 1. Develop appreciation for effective communication. 2. Discuss the impact of communication errors on patient outcomes and use of standardized professional communication tools to minimize patient harm. 3. Identify communication challenges and principles of therapeutic communication in the context of care of perinatal patients. 4. Act consistently with integrity and respect for differing views. <p>3. Use information and technology to facilitate communication, manage knowledge, mitigate errors and support decision making for newborn infants and perinatal patients.</p> <ol style="list-style-type: none"> 1. Utilize technology to locate scholarly and clinical resources. 2. Describe the use of technologies to collect assessment data, best evidence and other relevant information to support clinical decision making. 3. Discuss the impact of EMR on provision of nursing care. <p>4. Evaluate the role of the registered nursing in influencing the behavior of individuals or</p>

Changed	Field	Current Version	Proposed Version
		<p>groups of individuals, including perinatal patients, within their environment in a way that facilitates the establishment and acquisition of shared goals.</p> <ol style="list-style-type: none"> 1. Discuss the scope of practice of the registered nurse and other members of the health care team in the provision of care, with emphasis on delegation, standardized procedures and protocols. 2. Reflect on own leadership and communication styles and identify own learning needs. 3. Demonstrate effective teamwork and collaboration during group work. 4. Demonstrate accountability and maintain professional integrity in all aspects of the learning process and nursing care. <p>5. Explore the role of interdisciplinary teams and shared decision making in the planning and delivery of care for newborn infants and perinatal patients.</p> <ol style="list-style-type: none"> 1. Describe the unique contribution of nursing within the context of interdisciplinary care. 2. Evaluate the impact of interdisciplinary focus and shared decision making on the outcomes of care. <p>6. Discuss how to identify, evaluate, and integrate the best current evidence with clinical expertise and consideration of</p>	<p>groups of individuals, including perinatal patients, within their environment in a way that facilitates the establishment and acquisition of shared goals.</p> <ol style="list-style-type: none"> 1. Discuss the scope of practice of the registered nurse and other members of the health care team in the provision of care, with emphasis on delegation, standardized procedures and protocols. 2. Reflect on own leadership and communication styles and identify own learning needs. 3. Demonstrate effective teamwork and collaboration during group work. 4. Demonstrate accountability and maintain professional integrity in all aspects of the learning process and nursing care. <p>5. Explore the role of interdisciplinary teams and shared decision making in the planning and delivery of care for newborn infants and perinatal patients.</p> <ol style="list-style-type: none"> 1. Describe the unique contribution of nursing within the context of interdisciplinary care. 2. Evaluate the impact of interdisciplinary focus and shared decision making on the outcomes of care. <p>6. Discuss how to identify, evaluate, and integrate the best current evidence with clinical expertise and consideration of</p>

Changed Field**Current Version****Proposed Version**

patient preference, experience and values to make practice decisions for newborn infants and perinatal patients.

1. Begin to identify the levels of evidence and possible biases in medical information.
 2. Develop understanding of the role of evidence-based practice in the provision of care to perinatal patients.
 3. Discuss ways to identify, evaluate, and integrate the best current evidence along with clinical expertise and patient preferences, experiences and values when planning and implementing care.
7. Discuss the use of data to monitor the outcomes of care, and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to newborn infants, perinatal patients and providers.
1. Describe trends in the US perinatal care delivery system and goals for improvement.
 2. Examine strategies to promote safe care using QSEN principles with emphasis on the role of the RN.
 3. Develop understanding of potential iatrogenic complications in the context of care of perinatal patients.
 4. Develop awareness of quality improvement indicators national and

patient preference, experience and values to make practice decisions for newborn infants and perinatal patients.

1. Begin to identify the levels of evidence and possible biases in medical information.
 2. Develop understanding of the role of evidence-based practice in the provision of care to perinatal patients.
 3. Discuss ways to identify, evaluate, and integrate the best current evidence along with clinical expertise and patient preferences, experiences and values when planning and implementing care.
7. Discuss the use of data to monitor the outcomes of care, and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to newborn infants, perinatal patients and providers.
1. Describe trends in the US perinatal care delivery system and goals for improvement.
 2. Examine strategies to promote safe care using QSEN principles with emphasis on the role of the RN.
 3. Develop understanding of potential iatrogenic complications in the context of care of perinatal patients.
 4. Develop awareness of quality improvement indicators national and

Changed	Field	Current Version	Proposed Version
		<p>state standards of care, and tools to improve patient safety.</p> <p>8. Examine accountability for and approaches to patient centered/ family centered care that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.</p> <ol style="list-style-type: none"> 1. Explore the role of the registered nurse as patient advocate and care coordinator. 2. Recognize variations in family structures as well as biological, economical, psychological and socio-cultural functions of the family and its impact on family health care. 3. Examine selected technological, legal, ethical and psychosocial issues, which may create legal/ethical dilemmas influencing delivery of health care. 4. Discuss evaluation and management of patient when suspecting intimate partner violence or sex trafficking. <p>9. Develop appreciation for the pregnant woman as the source of control and full partner when providing compassionate and coordinated care based on respect for patient preferences, needs and cultural values.</p> <ol style="list-style-type: none"> 1. Develop, describe and demonstrate awareness of the impact of patient/ family preferences, experiences and values on planning and implementation of care. 2. Recognize sexuality as an integral part of human 	<p>state standards of care, and tools to improve patient safety.</p> <p>8. Examine accountability for and approaches to patient centered/ family centered care that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.</p> <ol style="list-style-type: none"> 1. Explore the role of the registered nurse as patient advocate and care coordinator. 2. Recognize variations in family structures as well as biological, economical, psychological and socio-cultural functions of the family and its impact on family health care. 3. Examine selected technological, legal, ethical and psychosocial issues, which may create legal/ethical dilemmas influencing delivery of health care. 4. Discuss evaluation and management of patient when suspecting intimate partner violence or sex trafficking. <p>9. Develop appreciation for the pregnant woman as the source of control and full partner when providing compassionate and coordinated care based on respect for patient preferences, needs and cultural values.</p> <ol style="list-style-type: none"> 1. Develop, describe and demonstrate awareness of the impact of patient/ family preferences, experiences and values on planning and implementation of care. 2. Recognize sexuality as an integral part of human

Changed	Field	Current Version	Proposed Version
		<p>experience and its impact on the life of an individual.</p> <p>3. Discuss prevalence of perinatal mood disorders, available screening tools and treatment approaches.</p> <p>4. Discuss legal and physical autonomy of the pregnant patient and potential conflicts of interest of the mother and fetus.</p> <p>5. Explore the role of the registered nurse in the delivery of patient and family centered care.</p> <p>6. Explore the concepts of pain and suffering for laboring and postpartum women.</p>	<p>experience and its impact on the life of an individual.</p> <p>3. Discuss prevalence of perinatal mood disorders, available screening tools and treatment approaches.</p> <p>4. Discuss legal and physical autonomy of the pregnant patient and potential conflicts of interest of the mother and fetus.</p> <p>5. Explore the role of the registered nurse in the delivery of patient and family centered care.</p> <p>6. Explore the concepts of pain and suffering for laboring and postpartum women.</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2BH	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	NURS 093	NURS 093
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	NURS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	11/03/2020	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	<p>! Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)</p>	N	No Value
	<p>! Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</p>	N	No Value
	<p>! Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</p>	Two hours lecture (24 hours total per quarter).	No Value
	<p>! Noncredit Enhanced Funding Indicator</p>	N	No Value
	<p>! In Service Indicator</p>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237004	No Value
!	Account Code	1320	No Value
!	Program Code	123010	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Effect. year 2018 per redistribution.(mc) • Course number change appr. 11/6/18 (effect. F20).-mkct 	<ul style="list-style-type: none"> • Effect. year 2018 per redistribution.(mc) • Course number change appr. 11/6/18 (effect. F20).-mkct
!	Print/No Print to Catalog	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	NURS D092., NURS D092L, and NURS D092P	NURS D092., NURS D092L, and NURS D092P
	Corequisite(s):	NURS D093L	NURS D093L
	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

Changed	Questions	Current Version	Proposed Version
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	Entrance Skills(s):	No Value	No Value
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	Entrance Skill(s) - Other:	No Value	No Value
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	General Course Statement(s):	No Value	No Value
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	General Course Statement(s) - Other:	No Value	No Value
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Summary of Revisions

Changed	Questions	Current Version	Proposed Version
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	Basic Course Information	No Value	No Value
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	Units and Hours	No Value	No Value
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	Specifications	No Value	No Value
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	Outline	No Value	No Value
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	Other	No Value	No Value
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Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 2:
Compose
essays drawn
from personal
experience
and assigned
texts.**

No Value

No Value

**Objective 3:
Utilize MLA
guidelines to
format essays,
cite sources,
and compile a
works cited
page.**

No Value

No Value

**Objective 4:
Create
syntactically
varied
sentences that
are free of
mechanical
errors.**

No Value

No Value

**Objective 5:
Distinguish,
compare, and
evaluate the
multiplicity
and ambiguity
of
perspectives.**

No Value

No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

Objective 10:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>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.</p>	No Value	No Value
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H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</p>	No Value	No Value
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	<p>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
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	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
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De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<p>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.)</p>	No Value	No Value
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

**Stage 7:
Content
Review Matrix
Liaison**

No Value

No Value

**Stage 8: AVP -
Instruction**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	NURSD093.
	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	CCC000011572

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
11/06/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	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

Section	Changed field
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• eLumenData, eLumenData	• Rana Marinas
	Course ID (CB01A and CB01B)	NURSD093A	NURSD093A
	Course Control Number	CCC000147598	CCC000147598
	Course Title (CB02)	Pediatric Nursing	Pediatric Nursing
	Short Course Title	PEDIATRIC NURSING	PEDIATRIC NURSING
	TOP Code (CB03)	1230.10	1230.10 Registered Nursing
	CIP Code	Registered Nursing/Registered Nurse	51.3801 Registered Nursing/Registered Nurse
	Department	NURS - Nursing	NURS - Nursing
!	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	<p>This course focuses on an introduction to the nursing care of children. The framework of patient-centered care will be used as a basis to study the health/illness continuum as it applies to children and their families. The nursing process will be integrated throughout the course as a primary tool for delivering nursing care to children. Critical thinking and problem-solving skills will be employed through group exercises and independent study with consideration for the registered nurse's specific scope of practice. Both NURS 93A and NURS 93AL must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken).</p>	<p>This course focuses on an introduction to the nursing care of children. The framework of patient-centered care will be used as a basis to study the health/illness continuum as it applies to children and their families. The nursing process will be integrated throughout the course as a primary tool for delivering nursing care to children. Critical thinking and problem-solving skills will be employed through group exercises and independent study with consideration for the registered nurse's specific scope of practice. Both NURS 93A and NURS 93AL must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken). <u>practice.</u></p>
!	Course Type (CB27)	No value	• Lower Division
!	Mode of Delivery	• Online • Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none">Nursing
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none">FHDA FSA - BIOLOGICAL SCIENCES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This is a course in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/potential healthcare employers and current/ future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the theory of nursing the pediatric population. Successful completion of this course is required for students to be eligible for the national licensing exam.</p>	<p>This is a course in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/potential healthcare employers and current/ future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the theory of nursing the pediatric population. Successful completion of this course is required for students to be eligible for the national licensing exam. <u>This course is CSU transferable.</u></p>

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	
--	---------------------------	----------	--

Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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Formerly Statement

Changed	Field	Current Version	Proposed Version
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	Formerly Statement	(Formerly NURS D083A.)	(Formerly NURS D083A.)
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Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	
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CTE Course


Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs											
Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Registered Nurse (RN)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Registered Nurse (RN)	Award Type	Associate in Science (A.S.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Registered Nurse (RN)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Registered Nurse (RN)	Award Type	Associate in Science (A.S.) Degree
Associated Program		Registered Nurse (RN)									
Award Type		Associate in Science (A.S.) Degree									
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Award Type		Associate in Science (A.S.) Degree									
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Associated Program	Registered Nurse (RN)										
Award Type	Associate in Science (A.S.) Degree										
Associated Program	Registered Nurse (RN)										
Award Type	Associate in Science (A.S.) Degree										

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72
	Lecture Hours - Course In-Class (Contact) per Term	24	24

Changed	Field	Current Version	Proposed Version
	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
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2

Changed	Field	Current Version	Proposed Version
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Discussion of assigned readings, videos and case studies Videostreamed lectures Lecture and visual aids Discussion and problem solving performed in class Other:Discussion of in-class activities (concept mapping of pediatric medical conditions)</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Discussion of assigned readings, videos and case studies Videostreamed lectures Lecture and visual aids Discussion and problem solving performed in class Other:Discussion of in-class activities (concept mapping of pediatric medical conditions)</p>
	Assignments	<ol style="list-style-type: none"> 1. Required reading assignments 2. Required on-line case studies 3. Required participation in weekly in-class activities 4. Audiovisual reviews 5. View County of Santa Clara mandated video on reporting child abuse 	<ol style="list-style-type: none"> 1. Required reading assignments 2. Required on-line case studies 3. Required participation in weekly in-class activities 4. Audiovisual reviews 5. View County of Santa Clara mandated video on reporting child abuse

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. Weekly quizzes requiring short answer responses to evaluate comprehension and mastery of key concepts.
2. Completion of required on-line case studies which require students to summarize, integrate and critically analyze and apply concepts examined throughout the course
3. Mid-course examination of multiple-choice questions to evaluate comprehension and mastery of key concepts.
4. Final examination-computer exam consisting of multiple choice questions similar to NCLEX (national licensing exam questions)to evaluate comprehension of concepts and application of concepts to patient situations.
5. Successful completion of NURS 93AL within the same quarter is

**Methods
of
Evaluation**

1. Weekly quizzes requiring short answer responses to evaluate comprehension and mastery of key concepts.
2. Completion of required on-line case studies which require students to summarize, integrate and critically analyze and apply concepts examined throughout the course
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4. Final examination-computer exam consisting of multiple choice questions similar to NCLEX (national licensing exam questions)to evaluate comprehension of concepts and application of concepts to patient situations.
5. Successful completion of NURS 93AL within the same quarter is

Changed Field**Current Version****Proposed Version**

required to pass
NURS 93A.

required to pass
NURS 93A.



**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



**Examples of
Primary Texts and
References**

Title	No value
Author	Hockenberry & Wilson. "Wong's Essentials of Pediatric Nursing", 10th ed. 2016. Elsevier.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Wong's Essentials of Pediatric Nursing
Author	Hockenberry & Wilson
Publisher	Elsevier
Date/Edition	2021/11th Edition
ISBN	9780323624190



Suggested Reading List

No value

Reading List	Doenges, Moorhouse & Geissler-Murr. "Nursing Diagnosis Manual", 6th ed. 2019. F.A. Davis.
May include, but are not limited to	No value

Reading List	Nursing 93A syllabi-on Canvas website
May include, but are not limited to	No value

Reading List	Ignatavicius, Workman & Rebar. "Medical Surgical Nursing: Patient-Centered Collaborative Care", 9th ed. 2018. Elsevier.
May include, but are not limited to	No value

Reading List	Purnell. "Guide to Culturally Competent Health Care". 3rd edition. 2014. F.A. Davis.
May include, but are not limited to	No value

Changed Field**Current Version****Proposed Version**

Reading List Morris. "Calculate With Confidence," 7th ed. 2018. Elsevier.

May include, but are not limited to No value

Reading List Potter, Perry, Stockert & Hall. "Fundamentals of Nursing" 9th ed. 2017. Elsevier.

May include, but are not limited to No value

Reading List A drug reference handbook

May include, but are not limited to No value

Reading List A medical/nursing dictionary

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Van Leeuwen & Bladh. "Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications", 7th ed. 2018. F.A. Davis.

May include, but are not limited to No value

Reading List De Anza College, Department of Nursing Student Handbook, on-line

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed Field**Current Version****Proposed Version****Course Objectives**

- Identify the principles of assessment of patient problems, needs and data trends necessary for the management of the care of the developing child.
 - Examine the principles of communication and interaction with pediatric patients, considering their developmental levels, and their families and staff, in order to foster mutual respect and shared decision making, and enhance patient satisfaction and health outcomes.
 - Use information and technology to facilitate communication, manage knowledge, mitigate error and support decision making for pediatric patients and families.
 - Discuss the role of the RN as a leader in the provision of care to pediatric patients.
 - Explore the roles of interdisciplinary teams and shared decision making in the planning and delivery of care for the pediatric patient.
 - Discuss how to identify, evaluate and integrate the best current evidence with clinical expertise and patient preference, experience and values to make practice decisions for pediatric patients.
 - Discuss the use of data to monitor the outcomes of care and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to pediatric patients and providers.
 - Examine accountability for and approaches to delivery of standard-based and pediatric patient-centered/ family-centered care that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
 - Develop appreciation for the pediatric patient and their family as the source of control and full partner while providing compassionate and coordinated care based on respect for patient/
- Identify the principles of assessment of patient problems, needs and data trends necessary for the management of the care of the developing child.
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Changed Field**Current Version****Proposed Version**

family preferences, needs and cultural values.

family preferences, needs and cultural values.

CSLOs

CSLOs Compare the physiologic, cognitive, and psychosocial stages of the pediatric patient: infant, toddler, preschooler, school age and adolescent.

Expected SLO Performance 0.0

CSLOs Compare the physiologic, cognitive, and psychosocial stages of the pediatric patient: infant, toddler, preschooler, school age and adolescent.

Expected SLO Performance 0.0

CSLOs Differentiate the common etiologies of morbidity and mortality in children.

Expected SLO Performance 0.0

CSLOs Differentiate the common etiologies of morbidity and mortality in children.

Expected SLO Performance 0.0

Course Outline

**Course
Content**

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Identify the principles of assessment of patient problems, needs and data trends necessary for the management of the care of the developing child. <ol style="list-style-type: none"> 1. Compare and contrast physiologic and developmental differences in the infant, toddler, preschool, school age and adolescent child. 2. Describe commonly occurring health challenges affecting pediatric patients. 3. Identify critical elements of comprehensive and focused assessments of pediatric patients and their significance for planning and implementation of care. 4. Identify priorities of care in the context of pediatric patients. 5. Identify elements of nursing care required for optimal delivery of care in healthcare settings with focus on continuity of care, health promotion and primary, secondary and tertiary prevention. 6. Describe age and culture-related responses to illness or hospitalization of the pediatric patient. 2. Examine the principles of communication and interaction with pediatric patients, considering their developmental levels, and their families and staff, in order to foster mutual respect and shared decision making, and enhance patient satisfaction and health outcomes. <ol style="list-style-type: none"> 1. Outline age-related and culture-related communication and coping strategies used by children and families during periods of stress. 2. Discuss the impact of effective communication on | <ol style="list-style-type: none"> 1. Identify the principles of assessment of patient problems, needs and data trends necessary for the management of the care of the developing child. <ol style="list-style-type: none"> 1. Compare and contrast physiologic and developmental differences in the infant, toddler, preschool, school age and adolescent child. 2. Describe commonly occurring health challenges affecting pediatric patients. 3. Identify critical elements of comprehensive and focused assessments of pediatric patients and their significance for planning and implementation of care. 4. Identify priorities of care in the context of pediatric patients. 5. Identify elements of nursing care required for optimal delivery of care in healthcare settings with focus on continuity of care, health promotion and primary, secondary and tertiary prevention. 6. Describe age and culture-related responses to illness or hospitalization of the pediatric patient. 2. Examine the principles of communication and interaction with pediatric patients, considering their developmental levels, and their families and staff, in order to foster mutual respect and shared decision making, and enhance patient satisfaction and health outcomes. <ol style="list-style-type: none"> 1. Outline age-related and culture-related communication and coping strategies used by children and families during periods of stress. 2. Discuss the impact of effective communication on |
|---|---|

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-
- | | |
|--|--|
| patient outcomes and quality of care. | patient outcomes and quality of care. |
| 3. Identify communication challenges and the principles of effective communication in the care of pediatric patients. | 3. Identify communication challenges and the principles of effective communication in the care of pediatric patients. |
| 4. Relate therapeutic play as a communication technique for children and their physical, cognitive and psychosocial development. | 4. Relate therapeutic play as a communication technique for children and their physical, cognitive and psychosocial development. |
| 5. Act consistently with integrity and respect for differing views. | 5. Act consistently with integrity and respect for differing views. |
| 3. Use information and technology to facilitate communication, manage knowledge, mitigate error and support decision making for pediatric patients and families. | 3. Use information and technology to facilitate communication, manage knowledge, mitigate error and support decision making for pediatric patients and families. |
| 1. Describe the use of technologies to collect assessment data, best evidence and other relevant information to support clinical decision making. | 1. Describe the use of technologies to collect assessment data, best evidence and other relevant information to support clinical decision making. |
| 2. Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that facilitates the establishment and acquisition of shared goals. | 2. Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that facilitates the establishment and acquisition of shared goals. |
| 4. Discuss the role of the RN as a leader in the provision of care to pediatric patients. | 4. Discuss the role of the RN as a leader in the provision of care to pediatric patients. |
| 1. Critically reflects on own leadership and communication styles and identify learning needs. | 1. Critically reflects on own leadership and communication styles and identify learning needs. |
| 2. Demonstrate growth in teamwork and collaboration in group work. | 2. Demonstrate growth in teamwork and collaboration in group work. |
| 3. Demonstrate accountability and maintain professional integrity in all aspects of the learning process and nursing care. | 3. Demonstrate accountability and maintain professional integrity in all aspects of the learning process and nursing care. |
| 5. Explore the roles of interdisciplinary teams and shared decision making | 5. Explore the roles of interdisciplinary teams and shared decision making |

Changed Field**Current Version****Proposed Version**

in the planning and delivery of care for the pediatric patient.

1. Describe the unique contribution of nursing within the context of interdisciplinary care of the pediatric patient.
2. Describe the role of the nurse in planning discharge and community-based care, including identification of appropriate resources available in the community.
3. Evaluate the impact of interdisciplinary focus and shared decision making on the outcomes of care.

6. Discuss how to identify, evaluate and integrate the best current evidence with clinical expertise and patient preference, experience and values to make practice decisions for pediatric patients.

1. Identify scholarly and practice resources for evidence-based practice.
2. Discuss the role of evidence-based practice in the provision of care to pediatric patients.

7. Discuss the use of data to monitor the outcomes of care and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to pediatric patients and providers.

1. Examine the nurse's role in assessing , preventing and mitigating common biologic/ environmental hazards of the pediatric patient, such as immunizations, using QSEN principles.
2. Discuss significant iatrogenic problems and complications in the care of the pediatric patient.

8. Examine accountability for and approaches to delivery of standard-based and pediatric patient-centered/ family-centered care that

in the planning and delivery of care for the pediatric patient.

1. Describe the unique contribution of nursing within the context of interdisciplinary care of the pediatric patient.
2. Describe the role of the nurse in planning discharge and community-based care, including identification of appropriate resources available in the community.
3. Evaluate the impact of interdisciplinary focus and shared decision making on the outcomes of care.

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2. Discuss significant iatrogenic problems and complications in the care of the pediatric patient.

8. Examine accountability for and approaches to delivery of standard-based and pediatric patient-centered/ family-centered care that

Changed Field**Current Version****Proposed Version**

is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.

1. Describe interventions and assessment skills for evaluation of suspected child maltreatment.
2. Explore the child advocacy role of the registered nurse.
3. Discuss patient care situations that pose legal/ethical dilemmas for the pediatric registered nurse.

9. Develop appreciation for the pediatric patient and their family as the source of control and full partner while providing compassionate and coordinated care based on respect for patient/family preferences, needs and cultural values.

1. Discuss the impact of patient/ family preferences, experiences and values when planning and implementing care.
2. Explore the role of the RN in the delivery of patient and family-centered care.
3. Identify the facets of age-appropriate and culturally-congruent care.
4. Discuss the concepts of pain and pain management for the acutely and chronically ill pediatric patient utilizing parental input as key information.
 1. Describe a pain assessment for the pediatric patient.
 2. Describe interventions for the pediatric patient experiencing pain.

is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.

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 1. Describe a pain assessment for the pediatric patient.
 2. Describe interventions for the pediatric patient experiencing pain.

Lab Component in this Course

No

No

Lab Outline

No value

No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2BH	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	NURS 093A	NURS 093A
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	NURS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	11/03/2020	11/03/2020
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Two hours lecture (24 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237004	No Value
!	Account Code	1320	No Value
!	Program Code	123010	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Effect. year 2018 per redistribution. (mc) • Course number change appr. 11/6/18 (effect. F20).-mkct • Hybrid appr. 11/6/2018; • DL appr. 11/3/20 (effect. F20).-mkct 	<ul style="list-style-type: none"> • Effect. year 2018 per redistribution. (mc) • Course number change appr. 11/6/18 (effect. F20).-mkct • Hybrid appr. 11/6/2018; • DL appr. 11/3/20 (effect. F20).-mkct
!	Print/No Print to Catalog	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	NURS D092., NURS D092L, and NURS D092P	NURS D092., NURS D092L, and NURS D092P
	Corequisite(s):	NURS D93AL	NURS D93AL
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	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

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

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
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Objective 2:
Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

No Value

Objective 3:
Produce written work using a cyclical process of multiples drafts and revisions.

No Value

No Value

Objective 4:
Demonstrate the ability to include a variety of sentence structures in writing.

No Value

No Value

Objective 5:
Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5: Use systems of two linear equations to solve real world problems.

No Value

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 9:
Explore
arithmetic
sequences and
series.

No Value

No Value

Objective 10:
Investigate,
throughout the
course as
applicable, how
mathematics
has developed
as a human
activity around
the world.

No Value

No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem solving
methods.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 8:
Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

No Value

Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1:
Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Criteria 2:
Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 3:
Stimulate
critical thinking.
(ONLY using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

No Value

**Criteria 4:
Include diverse
perspectives
and
contributions in
the discipline
such as: gender,
culture, values,
and/or societal
perspectives.
(ONLY using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

No Value

**Criteria 5:
Provide global
and historical
context. (ONLY
using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.

No Value

No Value

Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.

No Value

No Value

Changed**Questions****Current Version****Proposed Version**

**Criteria 3:
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.**

No Value

No Value

**Criteria 4:
Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version																														
	Stage 2: Department Chair	No Value	No Value																														
!	Stage 3: Division Curriculum Representative	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/28</td> <td>Basic Info</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5/14</td> <td>Basic Info</td> <td>Course description</td> <td>Req</td> <td>Please remove references to specific courses</td> <td>y</td> </tr> <tr> <td>5/14</td> <td>Req/Adv</td> <td></td> <td>Req.</td> <td>Please complete A and G matrices for advisories and requisites</td> <td>y</td> </tr> <tr> <td>5/14</td> <td>Specifications</td> <td>Suggested reading</td> <td>Req</td> <td>Please remove all entries from suggested reading</td> <td>y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	3/28	Basic Info					5/14	Basic Info	Course description	Req	Please remove references to specific courses	y	5/14	Req/Adv		Req.	Please complete A and G matrices for advisories and requisites	y	5/14	Specifications	Suggested reading	Req	Please remove all entries from suggested reading	y
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed																												
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5/14	Specifications	Suggested reading	Req	Please remove all entries from suggested reading	y																												
	Stage 4: Division Dean	No Value	No Value																														
	Stage 5: SLO Coordinator	No Value	No Value																														

Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed	
		No Value	Date	Name	Part - Type of Field Edit	Edit		
!	Stage 7: Content Review Matrix Liaison							
			5/28/24	Zack Judson	Matrix A	Required	Please complete Matrix A for your English advisory. You need to complete four copies of Matrix G, one for each of your prerequisites and one for your	y
			5/28/24	zj	Matrix G	Required	corequisite. You will need to upload these under the Basic Course Information tab in the same place you uploaded your Online form. In Matrix A, beneath each objective that would benefit students in your course, identify	y
			6/19/24	Zack Judson	Matrix A	Required	skills/activities/assignments in NURS 93A that would be easier for students if they understood the objective. In the left hand column, each box should contain only one objective from the requisite course. In the	y
			6/19/24	zj	Matrix G	Required	right hand box you should identify the skills/activities/assignments that would require the skill listed in the left hand box.	y
			7/4/24	Zack Judson	Matrix A	Required	Identify where the listed skills/activities/assignments can be found in eLumen	incomplete - zj 7/4 Complete 10/2/24

Changed	Questions	Current Version	Proposed Version					
!	Stage 8: Dean of Online Learning	No Value		Date	Name - Role OR Part - Field Tab	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
				10/29/24	Gabriela Nocito Online Course Delivery Request Form - Online Mode of Delivery- Percentages	Required	Form indicates that exams are in person so percentage of online should be 95% or 98% instead of 100%.	y
				10/29/24	Gabriela Nocito Online Course Delivery Request Form - Online Mode of Delivery- Percentages	Required	Form indicates that exams are in person so percentage of online should be 95% or 98% instead of 100%. (Hybrid form is correct).	y
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 10: De Anza General Education	No Value	No Value					
	Stage 13: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	NURSD093A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
--	--	-------------------------

	Course Control Number	CCC000147598
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
10/30/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
A-Matrix Form	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?

Section**Changed field**

Honors/Non-honors Course

Is this an honors/non-honors course?



Mirrored Credit/Noncredit Course




Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• Rana Marinas
	Course ID (CB01A and CB01B)	NURSD93AL	NURSD93AL
	Course Control Number	CCC000617539	CCC000617539
	Course Title (CB02)	Pediatric Nursing Clinical	Pediatric Nursing Clinical
	Short Course Title	PEDIATRIC NURSING CLINICAL	PEDIATRIC NURSING CLINICAL
	TOP Code (CB03)	1230.10	1230.10 Registered Nursing
	CIP Code	Registered Nursing/Registered Nurse	51.3801 Registered Nursing/Registered Nurse
	Department	NURS - Nursing	NURS - Nursing
	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This course focuses on the application of concepts learned in the theory class, to the management of nursing care of children and their families. Students will use nursing processes, research, problem-solving and critical thinking skills to facilitate culturally congruent care in acute care settings within the framework of safe patient-centered/ family-centered, evidence-based care. Learning experiences will be enhanced with clinical simulation and observation activities. Both NURS 93AL and NURS 93A must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken).	This course focuses on the application of concepts learned in the theory class, to the management of nursing care of children and their families. Students will use nursing processes, research, problem-solving and critical thinking skills to facilitate culturally congruent care in acute care settings within the framework of safe patient-centered/ family-centered, evidence-based care. Learning experiences will be enhanced with clinical simulation and observation activities. Both NURS 93AL and NURS 93A must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken). <u>activities.</u>
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Nursing
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/potential healthcare employers and current/future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the clinical practice of nursing a pediatric population. Successful completion of this course is required for students to be eligible for the national licensing exam.	This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/potential healthcare employers and current/future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the clinical practice of nursing a pediatric population. Successful completion of this course is required for students to be eligible for the national licensing exam.

Foothill Equivalency			
Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly NURS D83AL.)	(Formerly NURS D83AL.)


Stand-Alone Statement			

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No value	<u>No</u>
---	---	----------	-----------


Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------

	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No value	<u>No</u>
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More Options

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Registered Nurse (RN)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Registered Nurse (RN)	Award Type	Associate in Science (A.S.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Registered Nurse (RN)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Registered Nurse (RN)	Award Type	Associate in Science (A.S.) Degree
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Associated Program		Registered Nurse (RN)									
Award Type	Associate in Science (A.S.) Degree										
Associated Program	Registered Nurse (RN)										
Award Type	Associate in Science (A.S.) Degree										

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	6.5	6.5
	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	78	78

Changed	Field	Current Version	Proposed Version
	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	78	78
	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	78	78
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	78	78
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
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**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Discussion of assigned reading and videos
 Demonstration and evaluation of clinical skills in direct patient contact
 Modeling of clinical nursing behaviors
 Discussion of patient conditions and nursing interventions
 Other: Weekly review of nursing care plans, medication sheets and facility documentation
 Review of skill and math questions

Methods of Instruction

Methods of Instruction

Methods of Instruction

Discussion of assigned reading and videos
 Demonstration and evaluation of clinical skills in direct patient contact
 Modeling of clinical nursing behaviors
 Discussion of patient conditions and nursing interventions
 Other: Weekly review of nursing care plans, medication sheets and facility documentation
 Review of skill and math questions

Assignments

1. Required reading assignments
2. Required written assignments- Patient-specific Pediatric Development Assignments
3. Audiovisual reviews
4. Weekly patient assessments and nursing care plans
5. Medication review worksheets
6. Facility patient documentation
7. Math calculation review
8. Clinical simulation exercise

1. Required reading assignments
2. Required written assignments- Patient-specific Pediatric Development Assignments
3. Audiovisual reviews
4. Weekly patient assessments and nursing care plans
5. Medication review worksheets
6. Facility patient documentation
7. Math calculation review
8. Clinical simulation exercise



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Demonstration of safe and effective care as evaluated per the final Clinical Evaluation Tool.
2. Nursing care plans, using the Nursing Process, to critically analyze pertinent data, demonstrate the ability to summarize, integrate and apply information. Evaluated per the Standards of Nursing Practice. Medication calculations evaluated for thoroughness of information and accuracy of calculations.
3. Final skills testing for skill mastery and competency compared to critical element checklist
4. Successful completion of NURS 93A within the same quarter is required to pass NURS 93AL.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Demonstration of safe and effective care as evaluated per the final Clinical Evaluation Tool.
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3. Final skills testing for skill mastery and competency compared to critical element checklist
4. Successful completion of NURS 93A within the same quarter is required to pass NURS 93AL.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Student uniforms including name tags • Stethoscope, watch with second hand, hemostat, scissors • Current background check and drug testing • Transportation to clinical sites • Current CPR certification for health care professional • Current physical examination with updated immunization <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • A current Foothill-De Anza Community College District contract with each affiliating clinical facility on file with the district office; • Skills lab equipped with supplies and equipment for practice and demonstrations 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Student uniforms including name tags • Stethoscope, watch with second hand, hemostat, scissors • Current background check and drug testing • Transportation to clinical sites • Current CPR certification for health care professional • Current physical examination with updated immunization <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • A current Foothill-De Anza Community College District contract with each affiliating clinical facility on file with the district office; • Skills lab equipped with supplies and equipment for practice and demonstrations



Examples of Primary Texts and References

Title	No value
Author	* Hockenbury & Wilson. "Wong's Essentials of Pediatric Nursing", 10th ed. 2016. Elsevier.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Van Leeuwen & Bladh. "Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications", 7th ed. 2018. F.A. Davis.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Ignatavicius, Workman & Rebar. "Medical Surgical Nursing: Patient-Centered Collaborative Care", 9th ed. 2018. Elsevier.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Purnell. "Guide to Culturally Competent Health Care", 3rd. edition. 2014. F.A. Davis.
Publisher	No value

Title	Wong's Essentials of Pediatric Nursing
Author	Hockenbury & Wilson
Publisher	Elsevier
Date/Edition	2021/11th Edition
ISBN	9780323624190

Title	Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications
Author	Van Leeuwen & Bladh
Publisher	F.A. Davis.
Date/Edition	2021/9th Edition
ISBN	978-1-7196-4058-9

Title	Guide to Culturally Competent Health Care
Author	Purnell
Publisher	F.A. Davis.
Date/Edition	2014/3rd Edition
ISBN	978-0-8036-3962-1

Title	Calculate With Confidence
Author	Morris
Publisher	Elsevier
Date/Edition	2018/7th Edition
ISBN	9780323417259

Changed Field

Current Version

Proposed Version

Date/Edition	No value
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ISBN	No value
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Title	No value
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Author	Morris. "Calculate With Confidence", 7th ed. 2018. Elsevier.
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Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Changed Field

Current Version

Proposed Version



Suggested Reading List

No value

Reading List Potter, Perry, Stockert & Hall,. "Fundamentals of Nursing", 9th ed. 2017. Elsevier.

May include, but are not limited to No value

Reading List Doenges, Moorhouse & Geissler-Murr. "Nursing Diagnosis Manual", 5th ed. 2018. F.A. Davis.

May include, but are not limited to No value

Reading List Nursing 93AL syllabus-on Canvas site

May include, but are not limited to No value

Reading List A drug reference handbook

May include, but are not limited to No value

Reading List A medical/nursing dictionary

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List De Anza College, Department of Nursing Student Handbook, on-line

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Assess patient problems or needs and analyze data trends to accurately identify and frame problems within the context of care for the pediatric patient. • Interact effectively with pediatric patients, families, students and staff, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. • Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making for pediatric patients. • Influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals. • Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development to enhance pediatric patient and peer satisfaction and health outcomes. • Identify, evaluate and integrate the best current evidence with clinical expertise and consideration of patient preference, experience and values to make practice decisions for pediatric patients. • Use data to monitor the outcomes of care and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to pediatric patients and providers. • Demonstrate accountability for the delivery of standar-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. • Recognize the patient/ family member as the source of control and full partner when providing compassionate and coordinated care based on respect for pediatric patient preferences, needs and cultural values. 	<ul style="list-style-type: none"> • Assess patient problems or needs and analyze data trends to accurately identify and frame problems within the context of care for the pediatric patient. • Interact effectively with pediatric patients, families, students and staff, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. • Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making for pediatric patients. • Influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals. • Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development to enhance pediatric patient and peer satisfaction and health outcomes. • Identify, evaluate and integrate the best current evidence with clinical expertise and consideration of patient preference, experience and values to make practice decisions for pediatric patients. • Use data to monitor the outcomes of care and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to pediatric patients and providers. • Demonstrate accountability for the delivery of standar-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. • Recognize the patient/ family member as the source of control and full partner when providing compassionate and coordinated care based on respect for pediatric patient preferences, needs and cultural values.

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs Use the nursing process to provide comprehensive care for pediatric patients and their families in an acute care setting.

Expected SLO Performance 0.0

CSLOs Use the nursing process to provide comprehensive care for pediatric patients and their families in an acute care setting.

Expected SLO Performance 0.0

CSLOs Formulate a plan of care for a pediatric patient taking into consideration growth and developmental abilities and tasks.

Expected SLO Performance 0.0

CSLOs Formulate a plan of care for a pediatric patient taking into consideration growth and developmental abilities and tasks.

Expected SLO Performance 0.0

Course Outline

Course Content

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| <ol style="list-style-type: none"> 1. Assess patient problems or needs and analyze data trends to accurately identify and frame problems within the context of care for the pediatric patient. <ol style="list-style-type: none"> 1. Use the nursing process to manage care of pediatric patients experiencing health challenges. 2. Perform comprehensive assessment of pediatric patients, including growth and developmental changes, and organize the assessment data to facilitate clinical decision-making. 3. Utilize assessment data to identify problems and potential problems and formulate priorities of care. 4. Develop and implement the plan of care based on the assessment and identified real and potential problems. 5. Include in the plan of care interventions and measure that promote continuity of care across healthcare settings. 6. Use data to critically evaluate outcomes of care and modify the plan of care. 2. Interact effectively with pediatric patients, families, students and staff, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. <ol style="list-style-type: none"> 1. Demonstrate principles of therapeutic communication with patients, families, staff and instructor. 2. Develop and discuss plan of care with patients, families, instructor and team members, remaining open to input and feedback. 3. Communicate and document pertinent information to nurses, instructor and other healthcare team members in a timely manner and at each transition of care, including handoffs. 4. Educate patient/ family about nursing actions, medications, procedures, discharge plans | <ol style="list-style-type: none"> 1. Assess patient problems or needs and analyze data trends to accurately identify and frame problems within the context of care for the pediatric patient. <ol style="list-style-type: none"> 1. Use the nursing process to manage care of pediatric patients experiencing health challenges. 2. Perform comprehensive assessment of pediatric patients, including growth and developmental changes, and organize the assessment data to facilitate clinical decision-making. 3. Utilize assessment data to identify problems and potential problems and formulate priorities of care. 4. Develop and implement the plan of care based on the assessment and identified real and potential problems. 5. Include in the plan of care interventions and measure that promote continuity of care across healthcare settings. 6. Use data to critically evaluate outcomes of care and modify the plan of care. 2. Interact effectively with pediatric patients, families, students and staff, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. <ol style="list-style-type: none"> 1. Demonstrate principles of therapeutic communication with patients, families, staff and instructor. 2. Develop and discuss plan of care with patients, families, instructor and team members, remaining open to input and feedback. 3. Communicate and document pertinent information to nurses, instructor and other healthcare team members in a timely manner and at each transition of care, including handoffs. 4. Educate patient/ family about nursing actions, medications, procedures, discharge plans |
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Changed Field**Current Version****Proposed Version**

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| and communication, in clear and concise patient-friendly terms.
5. Demonstrate accountability and maintain professional integrity in all aspects of the learning process and nursing care.
3. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making for pediatric patients.
1. Use available information technologies to collect assessment data and other relevant information before providing care and throughout the shift to support clinical decision-making.
2. Check for new orders and patient data throughout shift.
3. Document patient care in a clear and appropriate manner, in accordance with instructor and clinical agency guidelines.
4. Use the available technology and information management systems to detect changes in patient status, communicate with other team members and respond to changing care needs and directions.
5. Utilize scholarly sources and resources provided by clinical agencies to facilitate clinical decision-making.
4. Influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals.
1. Recognize different styles of communication used by pediatric patients, families and other healthcare providers.
2. Reflect critically on own leadership and communication styles and adapt them to facilitate effective collaboration.
3. Function professionally and effectively in the role of a team leader within own scope of practice.
4. Demonstrate accountability and maintain professional integrity | and communication, in clear and concise patient-friendly terms.
5. Demonstrate accountability and maintain professional integrity in all aspects of the learning process and nursing care.
3. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making for pediatric patients.
1. Use available information technologies to collect assessment data and other relevant information before providing care and throughout the shift to support clinical decision-making.
2. Check for new orders and patient data throughout shift.
3. Document patient care in a clear and appropriate manner, in accordance with instructor and clinical agency guidelines.
4. Use the available technology and information management systems to detect changes in patient status, communicate with other team members and respond to changing care needs and directions.
5. Utilize scholarly sources and resources provided by clinical agencies to facilitate clinical decision-making.
4. Influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals.
1. Recognize different styles of communication used by pediatric patients, families and other healthcare providers.
2. Reflect critically on own leadership and communication styles and adapt them to facilitate effective collaboration.
3. Function professionally and effectively in the role of a team leader within own scope of practice.
4. Demonstrate accountability and maintain professional integrity |
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Changed Field**Current Version****Proposed Version**

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| in all aspects of the learning process and nursing care. | in all aspects of the learning process and nursing care. |
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5. Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development to enhance pediatric patient and peer satisfaction and health outcomes.
 1. Participate in interdisciplinary care within own scope of practice.
 2. Assess and evaluate role of team members, and critically reflect on own role as a member of the healthcare team.
 3. Provide salient information to interdisciplinary team to facilitate referrals.
 4. Interact with and make suggestions to health team members related to improvement of care.
 5. Evaluate patient outcomes and make recommendations to the interdisciplinary team.
 6. Identify, evaluate and integrate the best current evidence with clinical expertise and consideration of patient preference, experience and values to make practice decisions for pediatric patients.
 1. Utilize scholarly and practice resources to make practice decisions.
 2. Involve, patient, family and other members of the healthcare team when formulating goals of care.
 3. Use established guidelines to prevent and treat infections and other complications.
 7. Use data to monitor the outcomes of care and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to pediatric patients and providers.
 1. Protect the pediatric patient from safety hazards, using QSEN principles and hospital protocols.
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Changed Field	Current Version	Proposed Version
	<p>2. Articulate and implement measures to prevent infections and complications of hospitalization.</p> <p>3. Complete care in timely manner and notify team members of any critical changes in patient conditions in timely manner.</p> <p>8. Demonstrate accountability for the delivery of standar-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.</p> <ol style="list-style-type: none"> 1. Advocate for a pediatric patient and family members within own scope of practice. 2. Identify and critically reflect on patient care situations that pose legal and ethical issues affecting professional nursing practice in the context of care of the pediatric patient. 3. Demonstrate retention and proficiency of previously and concurrently learned knowledge and skills. 4. Seek proactively and respond professionally to feedback from the instructor and care team members. <p>9. Recognize the patient/ family member as the source of control and full partner when providing compassionate and coordinated care based on respect for pediatric patient preferences, needs and cultural values.</p> <ol style="list-style-type: none"> 1. Treat the patient and family members as partners in care. 2. Integrate patient and family values, preferences, experiences and values when planning and implementing care. 3. Provide compassionate, age-appropriate and culturally-congruent safe and effective care considering pediatric developmental stages in all aspects of cars. 	<p>2. Articulate and implement measures to prevent infections and complications of hospitalization.</p> <p>3. Complete care in timely manner and notify team members of any critical changes in patient conditions in timely manner.</p> <p>8. Demonstrate accountability for the delivery of standar-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.</p> <ol style="list-style-type: none"> 1. Advocate for a pediatric patient and family members within own scope of practice. 2. Identify and critically reflect on patient care situations that pose legal and ethical issues affecting professional nursing practice in the context of care of the pediatric patient. 3. Demonstrate retention and proficiency of previously and concurrently learned knowledge and skills. 4. Seek proactively and respond professionally to feedback from the instructor and care team members. <p>9. Recognize the patient/ family member as the source of control and full partner when providing compassionate and coordinated care based on respect for pediatric patient preferences, needs and cultural values.</p> <ol style="list-style-type: none"> 1. Treat the patient and family members as partners in care. 2. Integrate patient and family values, preferences, experiences and values when planning and implementing care. 3. Provide compassionate, age-appropriate and culturally-congruent safe and effective care considering pediatric developmental stages in all aspects of cars.
<p>Lab Component in this Course</p>	<p>No</p>	<p>No</p>

Changed	Field	Current Version	Proposed Version
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2BH	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	NURS 093AL	NURS 093AL
	Course Status	Substantial	Substantial
!	Course Status Code	A	No Value
!	Banner Department	NURS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Six and one-half hours laboratory (78 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
	COA Code	C	No Value
	Fund Code	114000	No Value
	Organization Code	237004	No Value
	Account Code	1320	No Value
	Program Code	123010	No Value
	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Effect. year 2018 per redistribution. (mc) • Course number change appr. 11/6/18 (effect. F20).-mkct 	<ul style="list-style-type: none"> • Effect. year 2018 per redistribution. (mc) • Course number change appr. 11/6/18 (effect. F20).-mkct
	Print/No Print to Catalog	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	NURS D092., NURS D092L, and NURS D092P	NURS D092., NURS D092L, and NURS D092P
	Corequisite(s):	NURS D093A	NURS D093A
	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

Changed	Questions	Current Version	Proposed Version
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General Course Statement(s) - Other:

No Value

No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
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Basic Course Information

No Value

No Value

Units and Hours

No Value

No Value

Specifications

No Value

No Value

Outline

No Value

No Value

Other

No Value

No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
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For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

No Value

1. Is the unit(s) change required for articulation?

No Value

No Value

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	EWRT D001A or EWRT D01AH or ESL D005
❗	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Analyze college level texts and discourse that are culturally and rhetorically diverse. Students develop cultural sensitivity needed for nursing communication that takes place within a culturally diverse setting. Can be found in outline tab. See course outline bullet C, 1.
❗	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Compose essays drawn from personal experience and assigned texts. Learners practice and demonstrate an understanding of written language needed for medical documentation and communication in the healthcare setting. Can be found in outline tab. See course outline bullet C, 3.
❗	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. Helps students practice professional writing format used in current and subsequent college courses as well as for nursing workforce document writing and research. Can be found in outline tab. See course outline bullet C, 3.
❗	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Create syntactically varied sentences that are free of mechanical errors. Helps learners practice professional medical chart writing that is meaningful to readers. Can be found in outline tab. See course outline bullets C, 3 and E, 3.

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives. Aids student with critical thinking, knowledge attainment, and developing an understanding from multiple perspectives used in the hospital setting during multidisciplinary collaboration. Can be found in outline tab. See course outline bullet C, 1.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</p>	No Value	No Value
	<p>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

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
	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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>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.)</p>	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version
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Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2:
Department Chair

No Value

No Value



Stage 3:
Division Curriculum Representative

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
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3/28	Basic Info	Mode of Delivery	Req.	Please complete online form	Y
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5/13	Basic Info	Course description	Req	Please remove references to specific courses	Y
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5/14	Req/Adv		Req.	Please complete G matrices for requisites	Y
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5/14	Specifications	Suggested reading	Req	Please remove all entries from suggested reading	Y
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Stage 4:
Division Dean

No Value

No Value

Stage 5: SLO Coordinator

No Value

No Value

Changed	Questions	Current Version	Proposed Version					
!	Stage 7: Content Review Matrix Liaison	No Value		Date	Name	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed
				5/28/24	Zack Judson	Matrix A Required	Please complete Matrix A for your English advisory. Please complete four matrix G's, one for each prerequisite and one for the corequisite, and upload them under the Basic Course Information tab	y
				5/28/24	zj	Matrix G Required	In Matrix A, beneath each objective that would benefit students in your course, identify skills/activities/assignments in NURS 93A that would be easier for students if they understood the objective. In the left hand column, each box should contain only one objective from the requisite course. In the right hand box you should identify the skills/activities/assignments that would require the skill listed in the left hand box. Please indicate where the listed skills/activities/assignments can be found in eLumen	y
				6/19/24	Zack Judson	Matrix A Required		
				6/19/24	zj	Matrix G Required		
				7/4/24	Zack Judson	Matrix A Required		
				9/18/24	Zack Judson	Matrix A Required	Please be more specific. Where should I look in the outline to see what you have listed?	y 10/2/24 incomplete - zj I still don't know where to look in the outline to find what you have listed in matrix A
	Stage 8: Dean of Online Learning	No Value	No Value					
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 10: De Anza General Education	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
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	Stage 13: Curriculum Committee	No Value	No Value
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Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	Curriculum ID	NURSD93AL
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000617539
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS- DEPT-NAME	
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	Course Crosswalk CRS- NUMBER	
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Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• Olga Libova

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	NURSD093L	NURSD093L
	Course Control Number	CCC000617530	CCC000617530
	Course Title (CB02)	Reproductive Health Nursing Clinical	Reproductive Health Nursing Clinical
	Short Course Title	REPRO HEALTH NURS CLINICAL	REPRO HEALTH NURS CLINICAL
	TOP Code (CB03)	1230.10	1230.10 Registered Nursing
	CIP Code	Registered Nursing/Registered Nurse	51.3801 Registered Nursing/Registered Nurse
	Department	NURS - Nursing	NURS - Nursing
!	Effective Term	Fall 2021	Fall 2024 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	Course Description	This course focuses on the application of concepts learned in the theory class to the management of nursing care of clients seeking reproductive health services. Students will use nursing processes, research, problem-solving and critical thinking skills to facilitate culturally congruent care in reproductive care settings within the framework of safe patient-centered, evidence-based care. The learning experience will be enhanced with clinical simulations and observation activities. Both NURS 93L and NURS 93 must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken).	This course focuses on the application of concepts learned in the theory class to the management of nursing care of clients seeking reproductive health services. Students will use nursing processes, research, problem-solving and critical thinking skills to facilitate culturally congruent care in reproductive care settings within the framework of safe patient-centered, evidence-based care. The learning experience will be enhanced with clinical simulations and observation activities. Both NURS 93L and NURS 93 must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken); activities.
!	Course Type (CB27)	No value	• Lower Division
!	Mode of Delivery	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Nursing
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	• FHDA FSA - BIOLOGICAL SCIENCES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a course in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/potential healthcare employers and current/future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the clinical practice of nursing a perinatal population. Successful completion of this course is required for students to be eligible for the national licensing exams.	This is a course in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/potential healthcare employers and current/future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the clinical practice of nursing a perinatal population. Successful completion of this course is required for students to be eligible for the national licensing exams.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly NURS D083L.)	(Formerly NURS D083L.)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
ⓘ	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
ⓘ	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
ⓘ	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
ⓘ	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Registered Nurse (RN)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Registered Nurse (RN)	Award Type	Associate in Science (A.S.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Registered Nurse (RN)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Registered Nurse (RN)	Award Type	Associate in Science (A.S.) Degree
Associated Program	Registered Nurse (RN)										
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Associated Program	Registered Nurse (RN)										
Award Type	Associate in Science (A.S.) Degree										
Associated Program	Registered Nurse (RN)										
Award Type	Associate in Science (A.S.) Degree										
		<table border="1"> <tr> <td>Associated Program</td> <td>Registered Nurse (RN) (In Development)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Registered Nurse (RN) (In Development)	Award Type	Associate in Science (A.S.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Registered Nurse (RN) (In Development)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Registered Nurse (RN) (In Development)	Award Type	Associate in Science (A.S.) Degree
Associated Program	Registered Nurse (RN) (In Development)										
Award Type	Associate in Science (A.S.) Degree										
Associated Program	Registered Nurse (RN) (In Development)										
Award Type	Associate in Science (A.S.) Degree										

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	6.5	6.5
	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	78	78
	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	78	78
	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	78	78
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	78	78
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			
Changed	Field	Current Version	Proposed Version
1	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction</p> <ul style="list-style-type: none"> Review of written assignments Review of weekly nurse's notes Demonstration and evaluation of clinical skills in direct patient care Modeling of clinical nursing behaviors Discussion of patient conditions and nursing interventions Discussion of QSEN competencies in every clinical day post conference 	<p>Methods of Instruction</p> <p>Methods of Instruction</p> <p>Methods of Instruction</p> <ul style="list-style-type: none"> Review of written assignments Review of weekly nurse's notes Demonstration and evaluation of clinical skills in direct patient care Modeling of clinical nursing behaviors Discussion of patient conditions and nursing interventions Using ISBAR model to practice giving report and conveying crucial information to healthcare providers Discussion of QSEN competencies in application to daily clinical experiences
1	Assignments	<ol style="list-style-type: none"> 1. Patient reports in ISBAR format 2. Narrative nurse's notes 3. Patient focused nursing diagnoses 4. Patient advocacy final assignments 5. QSEN focused discussion entries 6. QSEN focused clinical day reflections 	<ol style="list-style-type: none"> 1. Hands-on nursing care of perinatal patients 2. Hands on nursing care of neonates 3. Observation of high risk neonate care in NICU 4. Participation in lactation education 5. Using EMR for care documentation 6. Creating Patient reports in ISBAR format 7. Creating Narrative nurse's notes 8. Creating Patient focused nursing diagnoses 9. Patient advocacy final assignments 10. Critical thinking assignments including root cause analysis 11. Article reflections 12. QSEN focused clinical day reflections
1	Methods of Evaluation	<p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Demonstration of safe clinical practice as documented on the final Clinical Evaluation Tool (Satisfactory/Unsatisfactory) 2. Documented care plans, critical thinking/ clinical judgment worksheets: using the Nursing Process, to critically analyze pertinent data, demonstrate the ability to summarize, integrate and apply info. Evaluated per the Standards of Nursing Practice. 3. Community reports are summaries of observational experiences. Reviewed and evaluated for student understanding of the role of the nurse in these units. 4. Skills testing for skill mastery and competency compared to critical element checklist 5. Successful completion of NURS 93 within the same quarter is required to pass NURS 93L. 	<p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Demonstration of safe clinical practice as documented on the final Clinical Evaluation Tool (Satisfactory/Unsatisfactory) 2. Completion of documented care plans, narrative nursing notes, ISBAR reports and nursing diagnosis worksheets using the Nursing Process, to critically analyze pertinent data, demonstrate the ability to summarize, integrate and apply info. Evaluated per the Standards of Nursing Practice. 3. Completion of critical thinking final paperwork including Root cause analysis and patient advocacy discussion entry. 4. Passing Drug calculation test with 100% accuracy. 5. Skills testing for skill mastery and competency compared to critical element checklist 6. Successful completion of NURS 93 within the same quarter is required to pass NURS 93L.
	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Student uniforms including nametags • Stethoscopes, watch with second hand, hemostat, scissors • Current background check and drug testing • Transportation to and from clinical sites • Current CPR certification for health care professional • Current physical examination with updated immunization <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Skill laboratory equipped with supplies and equipment for practice and demonstration; • A current Foothill-De Anza Community College District nursing student contract with each affiliating clinical facility on file with the district office 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Student uniforms including nametags • Stethoscopes, watch with second hand, hemostat, scissors • Current background check and drug testing • Transportation to and from clinical sites • Current CPR certification for health care professional • Current physical examination with updated immunization <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Skill laboratory equipped with supplies and equipment for practice and demonstration; • A current Foothill-De Anza Community College District nursing student contract with each affiliating clinical facility on file with the district office

Examples of Primary Texts and References

Title	No value
Author	* Ladewig, London & Davidson. "Contemporary Maternal-Newborn Nursing Care", 9th ed. 2017. Pearson.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	"Contemporary Maternal-Newborn Nursing Care"
Author	* Ladewig, London & Davidson.
Publisher	Pearson.
Date/Edition	, 9th ed. 2017
ISBN	9780134257020

Title	No value
Author	Vallerand & Sanoski. "Davis' Drug Guide for Nurses", 15th ed. 2018. F.A. Davis.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Van Leeuwen & Bladh. "Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications", 7th ed. 2018. F.A. Davis.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Doenges, Moorhouse & Geissler-Murr. "Nursing Diagnosis Manual", 6th ed. 2019. F.A. Davis.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Nursing 93L syllabus- on Canvas site
Publisher	No value
Date/Edition	No value
ISBN	No value

Suggested Reading List

No value

Reading List	Potter, Perry, Stockert & Hall. "Fundamentals of Nursing", 9th ed. 2017. Elsevier.
May include, but are not limited to	No value
Reading List	"Taber's Cyclopedic Medical Dictionary", 22nd ed. 2017. F.A.Davis.
May include, but are not limited to	No value
Reading List	Purnell. "Guide to Culturally Competent Health Care", 3rd ed. 2014. F.A. Davis.
May include, but are not limited to	No value
Reading List	De Anza College, Department of Nursing Student Handbook, on-line
May include, but are not limited to	No value
Reading List	Ignatavicius, Workman & Rebar. "Medical Surgical Nursing: Patient-Centered Collaborative Care", 2018. Elsevier.
May include, but are not limited to	No value
Reading List	Related videos/ DVDs in the Nursing Resource Lab
May include, but are not limited to	No value
Reading List	www.medscape.com (and other professional internet resources)
May include, but are not limited to	No value

Learning Outcomes and Objectives

Course Objectives

- | | |
|--|--|
| <ul style="list-style-type: none"> • Assess patient problems or needs and analyze data to accurately identify and frame problems within the context of the care of perinatal patients. • Interact effectively with perinatal patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. • Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making for the perinatal patient. • Influence the behavior of individuals and groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals. • Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development to enhance patient and peer satisfaction and health outcomes. • Identify, evaluate, and integrate the best current evidence with clinical expertise and consideration of patient preference, experience and values to make practice decisions. • Use data to monitor the outcomes of care and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to patients and providers. • Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. • Recognize the patient or designee as the source of control and full partner when providing compassionate and coordinated care based on respect for patient preferences, needs and cultural values. | <ul style="list-style-type: none"> • Assess patient problems or needs and analyze data to accurately identify and frame problems within the context of the care of perinatal patients. • Interact effectively with perinatal patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. • Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making for the perinatal patient. • Influence the behavior of individuals and groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals. • Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development to enhance patient and peer satisfaction and health outcomes. • Identify, evaluate, and integrate the best current evidence with clinical expertise and consideration of patient preference, experience and values to make practice decisions. • Use data to monitor the outcomes of care and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to patients and providers. • Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. • Recognize the patient or designee as the source of control and full partner when providing compassionate and coordinated care based on respect for patient preferences, needs and cultural values. |
|--|--|

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs	Identify and discuss QSEN competencies in performance of nursing care by self and others for the perinatal patient.	CSLOs	Identify and discuss QSEN competencies in performance of nursing care by self and others for the perinatal patient.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Demonstrate effective use of ISBAR tool to enhance care team communication and collaboration in the care of the perinatal patient.	CSLOs	Demonstrate effective use of ISBAR tool to enhance care team communication and collaboration in the care of the perinatal patient.
Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Course Content

- | | |
|---|---|
| <p>1. Assess patient problems or needs and analyze data to accurately identify and frame problems within the context of the care of perinatal patients.</p> <ol style="list-style-type: none"> 1. Gather pertinent data, review provider orders and analyze trends in laboratory and diagnostic data before providing care and throughout shift. 2. Gather data related to patient use of pharmacologic and non-pharmacologic therapeutic agents. 3. Conduct comprehensive and focused assessment of perinatal patients and newborns, and organize assessment data to facilitate clinical decision making. 4. Utilize assessment findings to identify real and potential problems and formulate priorities of care. 5. Develop and implement plan of care across healthcare settings based on the assessment findings, and identified real and potential problems. 6. Use data to critically evaluate outcomes of care and modify the plan of care. 7. Create, implement and evaluate a teaching plan focusing on cultural reference group, language used, ability to read and hear, mental status and health condition. <p>2. Interact effectively with perinatal patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</p> <ol style="list-style-type: none"> 1. Communicate therapeutically with perinatal patient with respect to physical, psychological and cultural needs. 2. Develop and discuss plan of care with patients, families, nurses, assistive personnel and instructor. 3. Document and communicate pertinent patient data and care to nurses and/or instructor in a timely, clear and appropriate manner in accordance with clinical agency and instructor guidelines at each transition of care, including handoffs. 4. Practice use of standardized communication tools such as ISBAR model of verbal communication and fetal monitoring categories, when communicating with fellow students, nurses and other healthcare providers. 5. Identify effective forms of written communication including SOAP progress notes and institution specific handoff tools. 6. Act consistently with integrity and respect for differing views. <p>3. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making for the perinatal patient.</p> <ol style="list-style-type: none"> 1. Use the available technology and information management systems to collect assessment data, detect changes in patient status, communicate with team members and respond to changing care needs and treatment directives. 2. Utilize hospital resources to research knowledge gaps in patient data, procedures and medications. 3. Use technology effectively for accurate and safe medication administration according to facility guidelines. 4. Utilize scholarly sources and resources provided by clinical agencies to facilitate clinical decision making. <p>4. Influence the behavior of individuals and groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals.</p> <ol style="list-style-type: none"> 1. Communicate effectively personal goals and objectives for the shift, and scope of practice of student nurse in quarter 3 to staff members. 2. Recognize different styles of communication used by patients, families, and other healthcare providers. 3. Reflect critically on own leadership and communication styles and adapt them to facilitate effective collaboration. 4. Maintain professional boundaries, professional communication principles and respect for patient confidentiality and privacy at all times. 5. Collaborate effectively with classmates on assignments, participate in objective critique and give constructive feedback to peers. 6. Demonstrate accountability and maintain professional integrity in all aspects of the learning process and nursing care. <p>5. Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development to enhance patient and peer satisfaction and health outcomes.</p> <ol style="list-style-type: none"> 1. Assess and evaluate role of team members, considering scope of practice of RN, LVN, CNA, advanced practice nurses, and critically evaluate own role. 2. Provide pertinent information to interdisciplinary team to facilitate referrals and resources and collaborate in the development of a nursing care plan. <p>6. Identify, evaluate, and integrate the best current evidence with clinical expertise and consideration of patient preference, experience and values to make practice decisions.</p> <ol style="list-style-type: none"> 1. Utilize scholarly and practice resources provided by the institution to identify and use evidence-based practice guidelines. 2. Discuss the use of evidence-based practice in the clinical facility. 3. Identify, evaluate, and integrate the best current evidence along with clinical expertise and patient preferences, experiences and values when planning and implementing care. <p>7. Use data to monitor the outcomes of care and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to patients and providers.</p> <ol style="list-style-type: none"> 1. Protect the patient from safety hazards, using QSEN principles and hospital protocols. 2. Implement consistently measures to prevent infections, and iatrogenic problems and complications. 3. Complete care in timely manner and immediately notify team care members of any critical changes in patient conditions. 4. Demonstrate awareness of National Patient Safety Goals set by the Joint Commission and the roles of local organizations in promoting perinatal safety. 5. Use Root Cause Analysis techniques to analyze suboptimal patient outcomes. 6. Discuss healthcare facility processes and policies aimed at decreasing iatrogenic complications and improving patient outcomes utilizing | <p>1. Assess patient problems or needs and analyze data to accurately identify and frame problems within the context of the care of perinatal patients.</p> <ol style="list-style-type: none"> 1. Gather pertinent data, review provider orders and analyze trends in laboratory and diagnostic data before providing care and throughout shift. 2. Gather data related to patient use of pharmacologic and non-pharmacologic therapeutic agents. 3. Conduct comprehensive and focused assessment of perinatal patients and newborns, and organize assessment data to facilitate clinical decision making. 4. Utilize assessment findings to identify real and potential problems and formulate priorities of care. 5. Develop and implement plan of care across healthcare settings based on the assessment findings, and identified real and potential problems. 6. Use data to critically evaluate outcomes of care and modify the plan of care. 7. Create, implement and evaluate a teaching plan focusing on cultural reference group, language used, ability to read and hear, mental status and health condition. <p>2. Interact effectively with perinatal patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</p> <ol style="list-style-type: none"> 1. Communicate therapeutically with perinatal patient with respect to physical, psychological and cultural needs. 2. Develop and discuss plan of care with patients, families, nurses, assistive personnel and instructor. 3. Document and communicate pertinent patient data and care to nurses and/or instructor in a timely, clear and appropriate manner in accordance with clinical agency and instructor guidelines at each transition of care, including handoffs. 4. Practice use of standardized communication tools such as ISBAR model of verbal communication and fetal monitoring categories, when communicating with fellow students, nurses and other healthcare providers. 5. Identify effective forms of written communication including SOAP progress notes and institution specific handoff tools. 6. Act consistently with integrity and respect for differing views. <p>3. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making for the perinatal patient.</p> <ol style="list-style-type: none"> 1. Use the available technology and information management systems to collect assessment data, detect changes in patient status, communicate with team members and respond to changing care needs and treatment directives. 2. Utilize hospital resources to research knowledge gaps in patient data, procedures and medications. 3. Use technology effectively for accurate and safe medication administration according to facility guidelines. 4. Utilize scholarly sources and resources provided by clinical agencies to facilitate clinical decision making. <p>4. Influence the behavior of individuals and groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals.</p> <ol style="list-style-type: none"> 1. Communicate effectively personal goals and objectives for the shift, and scope of practice of student nurse in quarter 3 to staff members. 2. Recognize different styles of communication used by patients, families, and other healthcare providers. 3. Reflect critically on own leadership and communication styles and adapt them to facilitate effective collaboration. 4. Maintain professional boundaries, professional communication principles and respect for patient confidentiality and privacy at all times. 5. Collaborate effectively with classmates on assignments, participate in objective critique and give constructive feedback to peers. 6. Demonstrate accountability and maintain professional integrity in all aspects of the learning process and nursing care. <p>5. Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development to enhance patient and peer satisfaction and health outcomes.</p> <ol style="list-style-type: none"> 1. Assess and evaluate role of team members, considering scope of practice of RN, LVN, CNA, advanced practice nurses, and critically evaluate own role. 2. Provide pertinent information to interdisciplinary team to facilitate referrals and resources and collaborate in the development of a nursing care plan. <p>6. Identify, evaluate, and integrate the best current evidence with clinical expertise and consideration of patient preference, experience and values to make practice decisions.</p> <ol style="list-style-type: none"> 1. Utilize scholarly and practice resources provided by the institution to identify and use evidence-based practice guidelines. 2. Discuss the use of evidence-based practice in the clinical facility. 3. Identify, evaluate, and integrate the best current evidence along with clinical expertise and patient preferences, experiences and values when planning and implementing care. <p>7. Use data to monitor the outcomes of care and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to patients and providers.</p> <ol style="list-style-type: none"> 1. Protect the patient from safety hazards, using QSEN principles and hospital protocols. 2. Implement consistently measures to prevent infections, and iatrogenic problems and complications. 3. Complete care in timely manner and immediately notify team care members of any critical changes in patient conditions. 4. Demonstrate awareness of National Patient Safety Goals set by the Joint Commission and the roles of local organizations in promoting perinatal safety. 5. Use Root Cause Analysis techniques to analyze suboptimal patient outcomes. 6. Discuss healthcare facility processes and policies aimed at decreasing iatrogenic complications and improving patient outcomes utilizing |
|---|---|

Changed	Field	Current Version	Proposed Version
		evidence-based care principles and quality improvement algorithms. 8. Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. 1. Advocate for the patient and family members within own scope of practice. 2. Identify and discuss patient care situations that pose legal/ ethical dilemmas in the context of care for perinatal patients. 3. Assess for and report signs of intimate partner violence in perinatal patients. 4. Seek proactively and respond professionally to feedback from the instructor and care team members. 5. Demonstrate retention and application of previously and concurrently learned skills and theoretical concepts. 9. Recognize the patient or designee as the source of control and full partner when providing compassionate and coordinated care based on respect for patient preferences, needs and cultural values. 1. Elicits and encourages expression of patient/family values, preferences and needs. 2. Incorporates patient preferences, experiences and values when planning and implementing care. 3. Respect patient preference for the degree of active engagement in decision making and care process. 4. Provide compassionate, age-appropriate and culturally-sensitive, safe and effective care to perinatal patients.	evidence-based care principles and quality improvement algorithms. 8. Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. 1. Advocate for the patient and family members within own scope of practice. 2. Identify and discuss patient care situations that pose legal/ ethical dilemmas in the context of care for perinatal patients. 3. Assess for and report signs of intimate partner violence in perinatal patients. 4. Seek proactively and respond professionally to feedback from the instructor and care team members. 5. Demonstrate retention and application of previously and concurrently learned skills and theoretical concepts. 9. Recognize the patient or designee as the source of control and full partner when providing compassionate and coordinated care based on respect for patient preferences, needs and cultural values. 1. Elicits and encourages expression of patient/family values, preferences and needs. 2. Incorporates patient preferences, experiences and values when planning and implementing care. 3. Respect patient preference for the degree of active engagement in decision making and care process. 4. Provide compassionate, age-appropriate and culturally-sensitive, safe and effective care to perinatal patients.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
🔍	Banner Start Term (202122)	202122	No Value
🔍	Banner Division	2BH	No Value
🔍	Catalog Term (21-22)	21-22	No Value
🔍	5 Year Revision Year (2021)	2018	No Value
🔍	Effective Quarter	Fall	No Value
🔍	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	NURS 093L	NURS 093L
	Course Status	Substantial	Substantial
🔍	Course Status Code	A	No Value
🔍	Banner Department	NURS	No Value
🔍	Course Level	DU	No Value
🔍	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
🔍	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
🔍	Emergency Approval	No	No Value
🔍	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
🔍	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
🔍	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Six and one-half hours laboratory (78 hours total per quarter).	No Value
🔍	Noncredit Enhanced Funding Indicator	N	No Value
🔍	In Service Indicator	N	No Value
🔍	Sports/Physical Education Course Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
?	COA Code	C	No Value
?	Fund Code	114000	No Value
?	Organization Code	237004	No Value
?	Account Code	1320	No Value
?	Program Code	123010	No Value
?	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Effect. year 2018 per redistribution.(mc) Course number change appr. 11/6/18 (effect. F20).-mkct 	<ul style="list-style-type: none"> Effect. year 2018 per redistribution.(mc) Course number change appr. 11/6/18 (effect. F20).-mkct
?	Print/No Print to Catalog	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	NURS D092., NURS D092L, and NURS D092P	NURS D092., NURS D092L, and NURS D092P
	Corequisite(s):	NURS D093.	NURS D093.
	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

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
	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
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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
	1. Is the unit(s) change required for articulation?	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	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
	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

Changed	Questions	Current Version	Proposed Version
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

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 not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For 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
	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

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

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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Part - Field</th> <th>Type of Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/9/24</td> <td>Zack Judson</td> <td>Corequisite Required</td> <td>Clarify whether NURS 93 is a corequisite (as listed in the Req/Adv tab) or a prerequisite as listed on the Matrix G</td> </tr> <tr> <td></td> <td></td> <td></td> <td>incomplete - 4/17/24 - zj</td> </tr> <tr> <td></td> <td></td> <td></td> <td>6/11/24 - it is a co-requisite Matrix G is updated.</td> </tr> </tbody> </table>	Date	Name - Role OR Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed	4/9/24	Zack Judson	Corequisite Required	Clarify whether NURS 93 is a corequisite (as listed in the Req/Adv tab) or a prerequisite as listed on the Matrix G				incomplete - 4/17/24 - zj				6/11/24 - it is a co-requisite Matrix G is updated.
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			6/11/24 - it is a co-requisite Matrix G is updated.																
	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	NURSD093L
	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	CCC000617530

Articulation





Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
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

Section	Changed field
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 9: Articulation Officer
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• eLumenData, eLumenData	• Rana Marinas
	Course ID (CB01A and CB01B)	NURSD93PL	NURSD93PL
	Course Control Number	CCC000186503	CCC000186503
	Course Title (CB02)	Pharmacology III Laboratory	Pharmacology III Laboratory
	Short Course Title	PHARMACOLOGY III LABORATORY	PHARMACOLOGY III LABORATORY
	TOP Code (CB03)	1230.10	1230.10 Registered Nursing
	CIP Code	Registered Nursing/Registered Nurse	51.3801 Registered Nursing/Registered Nurse
	Department	NURS - Nursing	NURS - Nursing
	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Course Description	This laboratory course focuses on the skill mastery of intravenous methodologies for the administration of medications. Advanced vascular access, blood administration, and parenteral administration will be examined in relation to legal, ethical and safety issues in nursing practice. The nurses' scope of practice, critical thinking and problem solving will be examined.	This laboratory course focuses on the skill mastery of intravenous methodologies for the administration of medications. Advanced vascular access, blood administration, and parenteral administration will be examined in relation to legal, ethical and safety issues in nursing practice. The nurses' scope of practice, critical thinking and problem solving will be examined.
	Course Type (CB27)	No value	• Lower Division
	Mode of Delivery	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Nursing
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - BIOLOGICAL SCIENCES

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/potential healthcare employers. This course belongs on the A.S. degree in Nursing. This course provides the student instruction in venipuncture and blood withdrawal technique, and exposure to advanced vascular access, chemotherapy and parenteral nutrition techniques that are unavailable in any other course.	This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/potential healthcare employers. This course belongs on the A.S. degree in Nursing. This course provides the student instruction in venipuncture and blood withdrawal technique, and exposure to advanced vascular access, chemotherapy and parenteral nutrition techniques that are unavailable in any other course.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Formerly Statement


Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly NURS D83PL.)	(Formerly NURS D83PL.)


Stand-Alone Statement


Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>

Honors/Non-honors Course			
Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course			
Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options			
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Registered Nurse (RN)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Registered Nurse (RN)	Award Type	Associate in Science (A.S.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Registered Nurse (RN)</td> </tr> <tr> <td>Award Type</td> <td>Associate in Science (A.S.) Degree</td> </tr> </table>	Associated Program	Registered Nurse (RN)	Award Type	Associate in Science (A.S.) Degree
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	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

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Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	18	18
	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	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	18	18
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	0.5	0.5
	Total Credit Units - Maximum Credit Units	0.5	0.5

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value


Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>

Changed	Field	Current Version	Proposed Version
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	0.5	0.5
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications											
Changed	Field	Current Version	Proposed Version								
	Methods of Instruction	<table border="1"> <thead> <tr> <th>Methods of Instruction</th> <th>Methods of Instruction</th> </tr> </thead> <tbody> <tr> <td>Discussion of assigned reading Demonstration of IV insertion techniques, utilizing medical asepsis and following OSHA guidelines Facilitating practice IV sessions Other: Instructor directed all in-class practice sessions Lecture and visual aids</td> <td>Discussion of assigned reading Demonstration of IV insertion techniques, utilizing medical asepsis and following OSHA guidelines Facilitating practice IV sessions Instructor directed all in-class practice sessions Lecture and visual aids</td> </tr> </tbody> </table>	Methods of Instruction	Methods of Instruction	Discussion of assigned reading Demonstration of IV insertion techniques, utilizing medical asepsis and following OSHA guidelines Facilitating practice IV sessions Other: Instructor directed all in-class practice sessions Lecture and visual aids	Discussion of assigned reading Demonstration of IV insertion techniques, utilizing medical asepsis and following OSHA guidelines Facilitating practice IV sessions Instructor directed all in-class practice sessions Lecture and visual aids	<table border="1"> <thead> <tr> <th>Methods of Instruction</th> <th>Methods of Instruction</th> </tr> </thead> <tbody> <tr> <td>Discussion of assigned reading Demonstration of IV insertion techniques, utilizing medical asepsis and following OSHA guidelines Facilitating practice IV sessions Instructor directed all in-class practice sessions Lecture and visual aids</td> <td>Discussion of assigned reading Demonstration of IV insertion techniques, utilizing medical asepsis and following OSHA guidelines Facilitating practice IV sessions Instructor directed all in-class practice sessions Lecture and visual aids</td> </tr> </tbody> </table>	Methods of Instruction	Methods of Instruction	Discussion of assigned reading Demonstration of IV insertion techniques, utilizing medical asepsis and following OSHA guidelines Facilitating practice IV sessions Instructor directed all in-class practice sessions Lecture and visual aids	Discussion of assigned reading Demonstration of IV insertion techniques, utilizing medical asepsis and following OSHA guidelines Facilitating practice IV sessions Instructor directed all in-class practice sessions Lecture and visual aids
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	Assignments	<ol style="list-style-type: none"> 1. Reading assignments from texts, syllabus, and other pertinent articles 2. Practice and demonstration competency of required skills 3. Practice and demonstration of competency using the computer-directed IV simulator utilizing the case studies of clients from different age groups, cultural backgrounds and with varying medical conditions. 	<ol style="list-style-type: none"> 1. Reading assignments from texts, syllabus, and other pertinent articles 2. Practice and demonstration competency of required skills 3. Practice and demonstration of competency using the computer-directed IV simulator utilizing the case studies of clients from different age groups, cultural backgrounds and with varying medical conditions. 								

! Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. During supervised practice and skill evaluation sessions, answer questions based on the theory of IV insertion and management (from readings) related to OSHA guidelines, state regulations and problem-solving for IV issues. 2. Demonstrated skill mastery of IV insertions using a variety of catheters and taping methods, following principles of medical asepsis and universal precautions. 3. Final IV insertions evaluated per the skill essential criteria list.

Methods of Evaluation	Methods of Evaluation
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! Essential Student Materials/Essential College Facilities

- Essential Student Materials:**
- None.
- Essential College Facilities:**
- Skill laboratory equipped with supplies and equipment for demonstration and practice of IV insertion
 - Mannequins arms for additional practice
 - OSHA-compliant needle disposal units
 - Safety IV catheters
 - Gloves

- Essential Student Materials:**
- None
- Essential College Facilities:**
- Skill laboratory equipped with supplies and equipment for demonstration and practice of IV insertion
 - Mannequins arms for additional practice
 - OSHA-compliant needle disposal units
 - Safety IV catheters
 - Gloves

! Examples of Primary Texts and References

Title	No value
Author	*Adams, Holland, & Urban. "Pharmacology for Nurses- A Pathophysiologic Approach", 5th ed. 2017. Pearson.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Calculate with Confidence
Author	Deborah C. Morris
Publisher	Elsevier
Date/Edition	October 12, 2021/8th Edition
ISBN	9780323751575

Title	No value
Author	Nursing 93PL Course Syllabus-on Canvas site
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	De Anza College, Department of Nursing Student Handbook, on-line.
Publisher	No value
Date/Edition	No value
ISBN	No value

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	<p>Reading List Josephson. "Intravenous Infusion Therapy for Nursing- Principles & Practice", 2nd ed. 2005. Cengage Learning.</p> <p>May include, but are not limited to</p>	No value
		<p>Reading List De Anza College, Nursing Department. "Bloodborne Pathogens Packet". (on nursing webpage)</p> <p>May include, but are not limited to</p>	
		<p>Reading List OSHA Standards for Bloodborne Pathogens</p> <p>May include, but are not limited to</p>	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Identify, evaluate and integrate the best current evidence coupled with clinical practice to safely establish and administer parenteral fluids and medications. Use information and technology to communicate, manage knowledge, mitigate error and support decision making as it relates to establishing and maintaining parenteral access. 	<ul style="list-style-type: none"> Identify, evaluate and integrate the best current evidence coupled with clinical practice to safely establish and administer parenteral fluids and medications. Use information and technology to communicate, manage knowledge, mitigate error and support decision making as it relates to establishing and maintaining parenteral access.

Changed	Field	Current Version	Proposed Version
!	CSLOs	<p>CSLOs Insert, secure and maintain six (6) intravenous catheters successfully following universal precautions and nursing standards of care.</p> <p>Expected SLO Performance 0.0</p>	<p>CSLOs Insert, secure and maintain six (6) intravenous catheters successfully following universal precautions and nursing standards of care.</p> <p>Expected SLO Performance 0.0</p>
		<p>CSLOs Maintain an injury-free environment during intravenous insertion and blood-draw procedures following OSHA protocols.</p> <p>Expected SLO Performance 0.0</p>	<p>CSLOs Maintain an injury-free environment during intravenous insertion and blood-draw procedures following OSHA protocols.</p> <p>Expected SLO Performance 0.0</p>
			<p>CSLOs Demonstrate ability to insert, secure and maintain six (6) intravenous catheters successfully following universal precautions and nursing standards of care.</p> <p>Expected SLO Performance 0.0</p>
			<p>CSLOs Demonstrate ability to maintain an injury-free environment during intravenous insertion and blood-draw procedures following OSHA protocols.</p> <p>Expected SLO Performance 0.0</p>

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Identify, evaluate and integrate the best current evidence coupled with clinical practice to safely establish and administer parenteral fluids and medications. <ol style="list-style-type: none"> 1. Use the nursing process to identify measures to minimize the risk of infection during parenteral therapy. 2. Discuss the advanced vascular access methods of fluid and medication administration. 3. Follow CDC and OSHA guidelines and QSEN principles for the safe administration of parenteral fluids and medications. 4. Demonstrate proficiency during inserting and managing IV lines. 2. Use information and technology to communicate, manage knowledge, mitigate error and support decision making as it relates to establishing and maintaining parenteral access. <ol style="list-style-type: none"> 1. Delineate appropriate resources for IV insertion techniques. 2. Delineate appropriate resources for the management of parenteral fluid administration problems. 	<ol style="list-style-type: none"> 1. Identify, evaluate and integrate the best current evidence coupled with clinical practice to safely establish and administer parenteral fluids and medications. <ol style="list-style-type: none"> 1. Use the nursing process to identify measures to minimize the risk of infection during parenteral therapy. 2. Discuss the advanced vascular access methods of fluid and medication administration. 3. Follow CDC and OSHA guidelines and QSEN principles for the safe administration of parenteral fluids and medications. 4. Demonstrate proficiency during inserting and managing IV lines. 2. Use information and technology to communicate, manage knowledge, mitigate error and support decision making as it relates to establishing and maintaining parenteral access. <ol style="list-style-type: none"> 1. Delineate appropriate resources for IV insertion techniques. 2. Delineate appropriate resources for the management of parenteral fluid administration problems.
	Lab Component in this Course	No	No

Changed	Field	Current Version	Proposed Version
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	NURS D092P	NURS D092P
	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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2BH	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	NURS 093PL	NURS 093PL
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	NURS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	One and one-half hours laboratory (18 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237004	No Value
!	Account Code	1320	No Value
!	Program Code	123010	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Effect. year 2018 per redistribution.(mc) Course number change appr. 11/6/18 (effect. F20).-mkct 	<ul style="list-style-type: none"> Effect. year 2018 per redistribution.(mc) Course number change appr. 11/6/18 (effect. F20).-mkct
!	Print/No Print to Catalog	Yes	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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
	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
	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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

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 not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	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
	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	DateName - Role OR TabPart - Field	Type of Edit	Edit	Initiated
			3/28 Req/Adv 5/14 Specifications	Suggested reading	Req.	Please complete matrix for requisite Please remove all entries from suggested reading
	Stage 4: Division Dean	No Value	No Value			Y

Changed Questions Current Version Proposed Version

<p>! Stage 5: SLO Coordinator</p> <p>No Value</p>	DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit
	6/25/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1	Required	Begin outcome sentences with a Bloom's Taxonomy verb (http://dilbert.fh)
	6/25/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #2	Required	Begin outcome sentences with a Bloom's Taxonomy verb (http://dilbert.fh)
	5/20/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1 - 3	Required	Change the CSLO so that the words "Student will" are removed and the s
	4/27/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1	Required	Apostrophe missing: Demonstrate post-secondary reading and writing pro OR Demonstrate post-secondary reading and writing processes through meta
	4/22/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1	Required	Change the CSLO so that the words "Student will" are removed and the s
	4/22/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #2	Required	Change the CSLO so that the words "Student will" are removed and the s
	4/22/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #3	Required	Change the CSLO so that the words "Student will" are removed and the s
	4/22/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #4	Required	Change the CSLO so that the words "Student will" are removed and the s
	3/31/2024	Mary Pape - SLO Coordinator	Learning Outcomes - PSLOs	Required	Instead of: PSLOs Program Student Learning Outcomes - Upon completion, students will be speakers, using appropriate language, style, sensitivity, and respectfulness. I should just see just the outcome and that outcome must begin with a Blk PSLOs Demonstrate a working command of a core vocabulary of approximately frequency situations within familiar contexts. Demonstrate an increasingly accurate grasp of social protocols and contr
	3/20/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #2-3	Required	Understanding is not a Bloom's Taxonomy (<a apply="" href="https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%28) word but a category heading. Change CSLOs 2-3 to begin with a Bloor</td> </tr> <tr> <td>3/13/2024</td> <td>Mary Pape - SLO Coordinator</td> <td>Learning Outcomes - CSLO #1</td> <td>Required</td> <td>Reword so the word 'apply' is not repeated twice. Suggestion: " kno<="" td="">
	3/19/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1	Required	Start the outcome with a Bloom's Taxonomy (<a a="" are="" c<="" href="https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%28) word. And the words " omitted.="" students"="" suggestion:="" synthesize="">

<p>! Stage 7: Content Review Matrix Liaison</p> <p>No Value</p>	Date	Tab	Part - Field	Type of Edit	Edit
	7/9/24	Matrix G		Required	When filling out the matrix you need to match objectives in the requisite co
	9/18/24	Matrix G		Required	In each field in the left hand column, list only one objective from the requisi In the corresponding field in the right hand column, list the skills/assignmer

<p>Stage 8: Dean of Online Learning</p> <p>No Value</p>	No Value				
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<p>! Stage 9: Articulation Officer</p> <p>No Value</p>	Date	Tab	Part - Field	Type of Edit	Edit
	10/21/2024	Specifications	Primary Texts	Required	This is listed as a laboratory course, but there is no lab manual

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	NURSD93PL
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000186503

Articulation		
Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	