De Anza College Change Report ^{08/01/2024}

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
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

Section	Changed field
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	Outline
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.

Section	Changed field
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
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.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
F-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.
F-Matrix Form	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.
F-Matrix Form	Objective 3: Apply the order of operations to evaluate signed numerical expressions.
F-Matrix Form	Objective 4: Solve problems involving operations with signed numbers.
F-Matrix Form	Objective 5: Explore the characteristics and properties of real numbers.
F-Matrix Form	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.
F-Matrix Form	Objective 7: Explore rates and ratios and use proportions to solve problems.
F-Matrix Form	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.
F-Matrix Form	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.
F-Matrix Form	Objective 10: Solve linear equations in one variable numerically and algebraically.
F-Matrix Form	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

F-Matrix Form Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world. De Anza GE Form Criteria 1: Present core concepts and scope that define the discipline. (NLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.) De Anza GE Form Criteria 2: Foster oral and written communication, written communication, and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (Note Yusing the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.) De Anza GE Form Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.) De Anza GE Form Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, cultire, values, and/or societal perspectives and contributions in the discipline such as: gender, cultire, values, and/or societal perspectives of Evaluation areas, cite, copy and paste the area referenced.) De Anza GE Form Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area area referenced.) De Anza GE Form Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area areferenced.) De Anza GE Form Criteria 6: Use real-world	Section	Changed field
define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)De Anza GE FormCriteria 2: Foster oral and written communication, written communication, and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)De Anza GE FormCriteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)De Anza GE FormCriteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)De Anza GE FormCriteria 4: Include diverse perspectives and contributions in the discipline such as: gender, outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)De Anza GE FormCriteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)De Anza GE FormCriteria 6: Use real-world or hands-on applications area ferenced.)De Anza GE FormCriteria 6: Use real-world or hands-on applications area referenced.)De Anza GE FormCriteria 6: Use real-world or hands-on applications area referenced.)De Anza GE FormCriteria 6: Use real-world or hands-on applications area referenced.)De Anza GE FormCriteria 6: Use real-world or hands-on applications area referenced.)Course Justification <td>F-Matrix Form</td> <td>applicable, how mathematics has developed as a</td>	F-Matrix Form	applicable, how mathematics has developed as a
Answer ControlCinclus 2.1 void of a lab with communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)De Anza GE FormCriteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)De Anza GE FormCriteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)De Anza GE FormCriteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)De Anza GE FormCriteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)De Anza GE FormCriteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)De Anza GE FormCriteria 6: Use real-world or hands-on applications that will provide a context of the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)De Anza GE FormCriteria 6: Use real-world or hands-on applications that will provide a context or the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)CommentsStage 8: AVP - Instructio	De Anza GE Form	define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite,
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Course Philosophy Course Philosophy Foothill Equivalency Foothill Faculty Consultation Name	Comments	Stage 8: AVP - Instruction
Foothill Equivalency Foothill Faculty Consultation Name	Course Justification	Course Justification
	Course Philosophy	Course Philosophy
Foothill Equivalency Foothill Course ID	Foothill Equivalency	Foothill Faculty Consultation Name
	Foothill Equivalency	Foothill Course ID

Section	Changed field
Foothill Equivalency	Does the course have a Foothill equivalent?
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	Bob Kalpin	Caitlin KeppleCichanski, Marek
	Course ID (CB01A and CB01B)	ASTRD015L	ASTRD015L
	Course Control Number	CCC000534918	CCC000534918
	Course Title (CB02)	Astronomy Laboratory	Astronomy Laboratory
	Short Course Title	ASTRONOMY LAB	ASTRONOMY LAB
	TOP Code (CB03)	1911.00	1911.00 Astronomy
	CIP Code	Astronomy	40.0201 Astronomy
	Department	ASTR - Astronomy	ASTR - Astronomy
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	Introductory astronomy lab in which students use astronomical techniques, data, and software to evaluate hypotheses about the physical universe. Areas of investigation include our solar system and the extrasolar planets, as well as stars, galaxies, and the evolution of the universe.	Introductory astronomy lab in which students use astronomical techniques, data, and software to evaluate hypotheses about the physical universe. Areas of investigation include our solar system and the extrasolar planets, as well as stars, galaxies, and the evolution of the universe.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	• Online

Faculty Re	Faculty Requirements				
Changed	Field	Current Version	Proposed Version		
0	Discipline 1	No value	Astronomy		
	Discipline 2	No value	No value		
	Discipline 3	No value	No value		
0	FSA	No value	Astronomy		

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

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza, CSUGE and IGETC. This course is transferable to CSU and UC. In this course, students learn about the methods of science by using those methods in an astronomical context.	This course meets a general education requirement for De Anza, CSUGE and IGETC. <u>CALGETC.</u> This course is transferable to CSU and UC. In this course, students learn about the methods of science by using those methods in an astronomical context.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	Note on Mathematics: The goal of this course is for students to grasp and make use of the broad relationships between quantities, for the purpose of forming and evaluating hypotheses about the universe. To this end, basic mathematical concepts will be introduced and reviewed where necessary. Additionally, a variety of tools will obviate the need for students to perform higher-math operations as the students evaluate quantitative relationships. Such tools will include software to allow students to manipulate one quantity, and see how that affects another quantity, with the complex calculations being done `under the hood' by the software.	Note on Mathematics: The goal of this course is for students to grasp and make use of the broad relationships between quantities, for the purpose of forming and evaluating hypotheses about the universe. To this end, basic mathematical concepts will be introduced and reviewed where necessary. Additionally, a variety of tools will obviate the need for students to perform higher-math operations as the students evaluate quantitative relationships. Such tools will include software to allow students to manipulate one quantity, and see how that affects another quantity, with the complex calculations being done <u>`under "under the hood" hood"</u> by the software.

Foothill Equivalency				
Changed	Field	Current Version	Proposed Version	
	Foothill Faculty Consultation Name	No value	Geoff Mathews	
	Foothill Course ID	No value	ASTR 10L	
0	Does the course have a Foothill equivalent?	Νο	No <u>Yes</u>	

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

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

Mirrored Credit/Noncredit Course

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

Associated Programs

Changed	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	IGETC	Associated Program	IGETC
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	IGETC	Associated Program	IGETC
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	IGETC	Associated Program	IGETC
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)

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

Changed	Field
enangea	1 1010

Information	System/Institution	De Anza GE	System/Institution	De Anza GE
	Area(s)	 2GBX - Approved. 	Area(s)	 2GBX - Approv
	-	This is a stand- alone lab course that must be completed with or after the corresponding lecture course for GE credit.	-	This is a stand alone lab count that must be completed with or after the corresponding lecture course for GE credit.
	System/Institution	IGETC	System/Institution	Cal-GETC
	Area(s)	 IG5C - Approved. 	Area(s)	 CA5C - Approve
	-	No value	-	No value
	System/Institution	CSU GE		
	Area(s)	 CGB3 - Approved. 		
	-	No value		

Changed	Field	Current Version	Proposed Version
	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 Stu	udent Hours - Pr	ofile Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	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

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

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

Total Contact -	0
Hours per	
Term	
Total Credit 1	1
Units	

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

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

Changed	Field	Current Versi	on	Proposed Ver	sion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Examination of visual aids In-class exploration of Internet sites Collaborative learning and small group exercises Discussion and problem solving performed in class Collaborative projects Laboratory discussion sessions and quizzes that evaluate laboratory exercises from previous weeks Quiz and examination review performed in class	Methods of Instruction	Examination of visua aids In-class exploration of Internet sites Collaborative learning and small group exercises Discussion and problem solving performed in class Collaborative projects Laboratory discussion sessions and quizzes that evaluate laboratory exercises from previous weeks Quiz and examination review performed in class

Changed	Field	Current Version	Proposed Version
Changed	Field Assignments	 Required readings from the Laboratory Manual, which introduce concepts to be covered in the next laboratory exercise. Analysis and discussion of astronomical data, to develop critical thinking skills by testing hypotheses about the physical universe. Quantitative, analytical work products from lab exercises. Some examples: Diagrams showing models of the solar 	 Required readings from the Laboratory Manual, which introduce concepts to be covered in the next laboratory exercise. Analysis and discussion of astronomical data, to develop critical thinking skills by testing hypotheses about the physical universe. Quantitative, analytical work products from lab exercises. Some examples: Diagrams showing models of the solar
		system that students develop through examination and critical discussion of the apparent motions of the	system that students develop through examination and critical discussion of the apparent motions of the
		planets in the sky. 2. Diagrams, images, and physical models of simple telescopes, to evaluate the advantages and	planets in the sky. 2. Diagrams, images, and physical models of simpl telescopes, to evaluate the advantages and
		disadvantages of different telescope types. 3. Computer-processed images of astronomical objects, in which the	disadvantages of different telescope types. 3. Computer-processed images of astronomical objects, in which the
		collaboratively-made choices of processing methods are used to evaluate the composition, history, distance, etc. of the object(s) being	collaboratively-made choices of processing methods are used to evaluate the composition history, distance, etc. of the object(s) being

Changed	Field	Current Version	Ρ	roposed Ver	sion
0	Methods of Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation

Methods of	1. Lab quizzes and final exam	Methods of	1. Lab quizzes and final exam
Evaluation		Evaluation	
Evaluation	that appraise comprehension	Evaluation	that appraise comprehension
	and require		and require
	analysis,		analysis,
	synthesis, and		synthesis, and
	application of		application of
	course		course
	material.		material.
	2. Participation in		2. Participation in
	small-group		small-group
	and class		and class
	discussions		discussions
	and analyses		and analyses
	of astronomical		of astronomica
	data, so as to		data, so as to
	demonstrate		demonstrate
	an increasing		an increasing
	ability to		ability to
	evaluate		evaluate
	hypotheses		hypotheses
	about the		about the
	nature and		nature and
	history of the		history of the
	physical		physical
	universe.		universe.
	3. Work products		3. Work products
	from laboratory		from laborator
	exercises		exercises
	demonstrate		demonstrate
	proficiency in		proficiency in
	standard		standard
	astronomical		astronomical
	data-analysis		data-analysis
	techniques, as		techniques, as
	well as critical		well as critical
	thinking		thinking
	regarding the		regarding the
	choice of		choice of
	analytical		analytical
	methods.		methods.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	 Essential Student Materials: None. Essential College Facilities: Classroom with sufficient desktop space for laying out star charts, printed images, and laptop computers Printer for printing new star charts, images, student-produced images, and ink and paper for the printer (we have this as of Fall 2017) Simple hand-held spectroscopes for looking at glowing objects like lamps and sunlit surfaces (we have these spectroscopes as of Fall 2017) Laptop computers with the necessary software for simulating astronomical processes and for processing astronomical image data (we have these computers and software as of Fall 2017) 	 Essential Student Materials: None Essential College Facilities: Classroom with sufficient desktop space for laying out star charts, printed images, and laptop computers Printer for printing new star charts, images, student-produced images, and ink and paper for the printer (we have this as of Winter 2024) Simple hand-held spectroscopes for looking at glowing objects like lamps and sunlit surfaces (we have these spectroscopes as of Winter 2024) Laptop computers with the necessary software for simulating astronomical processes and for processing astronomical image data (we have these computers and software as of Winter 2024) Access to campus Planetarium facilities for viewing a three dimensional view of the night

sky during the laboratory

classroom time

nanged	Field	Current Vers	ion	Proposed Version
0	Examples of Primary Texts and	Title	No value	No value
	References	Author	Astronomy 15L Laboratory Manual, to be written by De Anza Astronomy faculty and made available either as a website or as a printed manual through the De Anza bookstore.	
		Publisher	No value	
		Date/Edition	n No value	
		ISBN	No value	
9	Suggested			No value
	Reading List	List L F N	Astronomy 4 and 10 Lecture textbook: Astronomy, by Andrew Fraknoi, David Morrison, Sidney Wolff, and contributors, DpenStax.org, 2016.	
		May May include, but are not limited to	No value	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion. Distinguish between different types of astronomical objects by measuring their positions and designations on star charts, and by using publicly-available imagery from research observatories and the Hubble Space Telescope. Compare and contrast the different types of objects to assess their relative sizes, ages, and formation 	 Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion. Distinguish between different types of astronomical objects by measuring their positions and designations on star charts, and by using publicly-available imagery from research observatories and the Hubble Space Telescope. Compare and contrast the different types of objects to assess their relative sizes, ages, and formation
		 histories. Develop a predictive model for the appearance of the Moon's phases, using images of the Moon as seen from Earth, along with software tools for simulating its orbit and phases. Relate the Moon's phase to its rising and 	 histories. Develop a predictive model for the appearance of the Moon's phases, using images of the Moon as seen from Earth, along with software tools for simulating its orbit and phases. Relate the Moon's phase to its rising and
		 setting times, and to its apparent motion across the sky. Predict the positions and speeds of planets in their orbits using Kepler's laws of planetary motion. Formulate hypothetical pathways for spacecraft traveling between planets, to assess the most feasible and 	 setting times, and to its apparent motion across the sky. Predict the positions and speeds of planets in their orbits using Kepler's laws of planetary motion. Formulate hypothetical pathways for spacecraft traveling between planets, to assess the most feasible and
		 assess the most leasible and practical times for launching probes to planetary bodies. Formulate interpretive histories of the atmospheres of planetary bodies in our solar system, based on data about their current atmospheric compositions and their gravitational atronation. 	 assess the most leasible and practical times for launching probes to planetary bodies. Formulate interpretive histories of the atmospheres of planetary bodies in our solar system, based on data about their current atmospheric compositions and their arguitational atrongthe. Using

gravitational strengths. Using

gravitational strengths. Using

Changed Field	Current Version	Proposed Version
	 simulations, develop hypotheses for the past and future compositions of planetary atmospheres. Process astronomical image data, such as that collected by the Astronomy Department, by research observatories, or by the Hubble Space Telescope, to produce calibrated astronomical images that can be used to make measurements and assess hypotheses about the nature of astronomical objects. Assess the effects of star temperature on a stars brightness and color, and use published data on star colors to formulate a system for deriving stellar temperatures from their brightnesses, to develop a Hertzsprung-Russell diagram on which changes in stellar parameters can be studied during the stars' lifetimes. Use the diagram and the positions of known stars on it to make predictions about the stellar population in the Sun's region of the Galaxy. Assess the likelihood that planets exist around other stars, using real and simulated data from spectroscopic and photometric studies of candidate stars. Apply the principle of parallax to derive the distances to planets and stars, as the first step in constructing a cosmic distance ladder. Formulate methods for determining the distances to astronomical objects using the concept of a `standard candle' 	 simulations, develop hypotheses for the past and future compositions of planetary atmospheres. Process astronomical image data, such as that collected by the Astronomy Department, by research observatories, or by the Hubble Space Telescope, to produce calibrated astronomical images that can be used to make measurements and assess hypotheses about the nature of astronomical objects. Assess the effects of star temperature on a stars brightness and color, and use published data on star colors to formulate a system for deriving stellar temperatures from their brightnesses, to develop a Hertzsprung-Russell diagram on which changes in stellar parameters can be studied during the stars' lifetimes. Use the diagram and the positions of known stars on it to make predictions about the stellar population in the Sun's region of the Galaxy. Assess the likelihood that planets exist around other stars, using real and simulated data from spectroscopic and photometric studies of candidate stars. Apply the principle of parallax to derive the distances to planets and stars, as the first step in constructing a cosmic distance ladder. Formulate methods for determining the distances to astronomical objects using the concept of a `standard candle'

Changed	Field	Current Versio	on	Proposed Vers	ion
		these dis redshifts formulate	ndard ruler'. Relate stances to the measured of galaxies, to e a basic model for the ng universe.	these dis redshifts formulate	idard ruler'. Relate tances to the measured of galaxies, to a basic model for the g universe.
0	CSLOs)		
-		CSLOs	Evaluate claims about the nature of the physical universe using the scientific method of hypothesis testing.	CSLOs	Evaluate claims about the nature of the physical universe using the scientific method of hypothesis testing.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Compare and contrast the histories of solar- system bodies (e.g. moons, planets, asteroids, comets, meteorites) by integrating data from spacecraft and Earth-based observatories.	CSLOs	Compare and contrast the histories and characteristics of astronomical (e.g., solar system and stellar) phenomena by integrating data from spacecraft and Earth-based observatories.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion. Recognize and describe the apparent diurnal motion of the sky, by observing the Sun's motion during class, or by using software simulations on cloudy days. Construct maps of the ground and sky, to compare and contrast the use of directions on ground maps and sky maps. Simulate the sky at different times of night and different seasons of the year, to predict how the sky will appear to move, and use these predictions to compare ancient and modern models of the Earth's motion. Distinguish between different types of astronomical objects by measuring their positions and 	 Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion. Recognize and describe the apparent diurnal motion of the sky, by observing the Sun's motion during class, or by using software simulations on cloudy days. Construct maps of the ground and sky, to compare and contrast the use of directions on ground maps and sky maps. Simulate the sky at different times of night and different seasons of the year, to predict how the sky will appear to move, and use these predictions to compare ancient and modern models of the Earth's motion. Distinguish between different types of astronomical objects by measuring their positions and
		measuring their positions and designations on star charts, and by using publicly-available imagery from research observatories and the Hubble Space Telescope. Compare and contrast the different types of objects to assess their relative sizes, ages, and formation histories.	measuring their positions and designations on star charts, and by using publicly-available imagery from research observatories and the Hubble Space Telescope. Compare and contrast the different types of objects to assess their relative sizes, ages, and formation histories.

- Use detailed star charts to measure the positions of celestial objects, and interpret symbols on the charts to determine the nature of each object in question.
- 2. Obtain images of the objects in question, after assessing the quality and reliability of the online image sources.
- 3. Compare and classify images of different object types in order to form hypotheses about how they form, and their genetic relationships to each other.
- Develop a predictive model for the appearance of the Moon's phases, using images of the Moon as seen from Earth, along with software tools for simulating its orbit and phases. Relate the Moon's phase to its rising and setting times, and to its apparent motion across the sky.
 - 1. Compare images of the Moon as seen from the Earth at different times, to develop an ordering scheme that accurately represents the progression of Moon phases.
 - 2. By making drawings and/or using software simulations, visualize the Earth-Moon-Sun system in three dimensions, predict the appearance of the Moon as seen from the Earth at different points in the Moon's orbit, and compare these

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- 3. Compare and classify images of different object types in order to form hypotheses about how they form, and their genetic relationships to each other.
- Develop a predictive model for the appearance of the Moon's phases, using images of the Moon as seen from Earth, along with software tools for simulating its orbit and phases. Relate the Moon's phase to its rising and setting times, and to its apparent motion across the sky.
 - 1. Compare images of the Moon as seen from the Earth at different times, to develop an ordering scheme that accurately represents the progression of Moon phases.
 - 2. By making drawings and/or using software simulations, visualize the Earth-Moon-Sun system in three dimensions, predict the appearance of the Moon as seen from the Earth at different points in the Moon's orbit, and compare these

predictions to the Moon's actual appearance.

- 3. Predict the rising, setting, and meridian-crossing times of the Moon during different Moon phases, by visualizing its orbital position (commonly using software simulations), and compare these predictions to the actual appearance of the Moon in the sky.
- 4. Predict the positions and speeds of planets in their orbits using Kepler's laws of planetary motion. Formulate hypothetical pathways for spacecraft traveling between planets, to assess the most feasible and practical times for launching probes to planetary bodies.
 - Visualize the solar system as seen from above its plane, using software simulations, and compare the speeds, orbital distances, and orbital eccentricities of the solar system's planets.
 - 2. Formulate relationships between orbital quantities like distance and speed, using software tools that remove the need to perform calculations or solve equations, and assess the validity of these hypotheses through comparisons between planets.
 - 3. Simulate the paths taken by spacecraft between planets, to develop launch and landing scenarios for interplanetary missions,

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predictions to the Moon's actual appearance.

- 3. Predict the rising, setting, and meridian-crossing times of the Moon during different Moon phases, by visualizing its orbital position (commonly using software simulations), and compare these predictions to the actual appearance of the Moon in the sky.
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 - Simulate the paths taken by spacecraft between planets, to develop launch and landing scenarios for interplanetary missions,

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and use these results to assess the relative feasibilities of the scenarios.

- 5. Formulate interpretive histories of the atmospheres of planetary bodies in our solar system, based on data about their current atmospheric compositions and their gravitational strengths. Using simulations, develop hypotheses for the past and future compositions of planetary atmospheres.
 - 1. Using software tools that remove the need to perform complex calculations or to solve equations, determine and compare the escape speeds from the surfaces of various planetary bodies.
 - 2. Using software tools that remove the need to perform complex calculations or to solve equations, determine and compare the speeds of molecules in the atmospheres of planets in the solar system.
 - 3. Simulate the behaviors of planetary atmospheres by comparing rates of escape of various atmospheric gases, and use these simulations to develop plausible scenarios for how these atmospheres have changed through time, thus affecting planetary properties like potential habitability.
- 6. Process astronomical image data, such as that collected by

and use these results to assess the relative feasibilities of the scenarios.

- 5. Formulate interpretive histories of the atmospheres of planetary bodies in our solar system, based on data about their current atmospheric compositions and their gravitational strengths. Using simulations, develop hypotheses for the past and future compositions of planetary atmospheres.
 - 1. Using software tools that remove the need to perform complex calculations or to solve equations, determine and compare the escape speeds from the surfaces of various planetary bodies.
 - 2. Using software tools that remove the need to perform complex calculations or to solve equations, determine and compare the speeds of molecules in the atmospheres of planets in the solar system.
 - 3. Simulate the behaviors of planetary atmospheres by comparing rates of escape of various atmospheric gases, and use these simulations to develop plausible scenarios for how these atmospheres have changed through time, thus affecting planetary properties like potential habitability.
- 6. Process astronomical image data, such as that collected by

the Astronomy Department, by research observatories, or by the Hubble Space Telescope, to produce calibrated astronomical images that can be used to make measurements and assess hypotheses about the nature of astronomical objects.

- 1. Compare visual representations of astronomical images with their numerical representations (i.e. compare pictures to grids of numbers), to formulate a relationship between numerical pixel value and local image brightness.
- 2. Examine and compare individual images in a set of astro-imaging data, to assess the sources of visual noise and the resultant measurement uncertainties, with the intent of devising strategies to minimize the effects that these sources have on a combined final image.
- 3. Using image-processing software, calibrate astronomical images and combine them to produce higher-quality final images, and assess the effects of this processing on astronomers' ability to measure and interpret the properties of the objects that were photographed.
- 7. Assess the effects of star temperature on a star's brightness and color, and use published data on star colors to formulate a system for deriving stellar temperatures from their

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- 2. Examine and compare individual images in a set of astro-imaging data, to assess the sources of visual noise and the resultant measurement uncertainties, with the intent of devising strategies to minimize the effects that these sources have on a combined final image.
- 3. Using image-processing software, calibrate astronomical images and combine them to produce higher-quality final images, and assess the effects of this processing on astronomers' ability to measure and interpret the properties of the objects that were photographed.
- Assess the effects of star temperature on a star's brightness and color, and use published data on star colors to formulate a system for deriving stellar temperatures from their

Changed	Field	Current Version	Proposed Version
		brightnesses as seen through	brightnesses as seen through
		different-colored filters.	different-colored filters.
		1. Compare continuous	1. Compare continuous
		spectra from	spectra from
		incandescent objects	incandescent objects
		(like lamps) to other	(like lamps) to other
		types of spectra, using	types of spectra, using
		simple spectroscopes.	simple spectroscopes.
		2. Using software	2. Using software
		simulations, assess the	simulations, assess the
		effect of increasing	effect of increasing
		temperature on the	temperature on the
		intensity and shapes of	intensity and shapes of
		continuous spectra, to	continuous spectra, to
		develop a model of how	develop a model of how
		hot objects (like stars)	hot objects (like stars)
		emit light of various	emit light of various
		colors.	colors.
		3. Simulate the effects of	3. Simulate the effects of
		different stellar	different stellar
		temperatures on the	temperatures on the
		brightnesses of stars as	brightnesses of stars as
		photographed through	photographed through
		different-colored filters, to	different-colored filters, t
		develop a `color index'	develop a `color index'
		classification system.	classification system.
		4. Compare the derived	4. Compare the derived
		color-index system to the	color-index system to th
		system of spectral	system of spectral
		classification developed	classification developed
		by Annie Jump Cannon in	by Annie Jump Cannon
		the early 20th century,	the early 20th century,
		and assess the feasibility	and assess the feasibilit
		of both methods for	of both methods for
		measuring star	measuring star
		temperatures.	temperatures.
		8. Relate the temperatures and	8. Relate the temperatures and
		colors of stars to their intrinsic	colors of stars to their intrinsic
		brightnesses, to develop a	brightnesses, to develop a
		Hertzsprung-Russell diagram	Hertzsprung-Russell diagram
		on which changes in stellar	on which changes in stellar
		parameters can be studied	parameters can be studied
		during the stars' lifetimes. Use	during the stars' lifetimes. Use
		the diagram and the positions of	the diagram and the positions
		known stars on it to make	known stars on it to make
		predictions about the stellar	predictions about the stellar
		•	
		population in the Sun's region of	population in the Sun's region

Changed Field	Current Version	Proposed Version
	1. Classify stars into	1. Classify stars into
	different stellar	different stellar
	populations by plotting	populations by plotting
	them on a diagram of	them on a diagram of
	spectral type (or	spectral type (or
	temperature or color)	temperature or color)
	versus luminosity.	versus luminosity.
	2. Relate the positions of	2. Relate the positions of
	stars on the Hertzsprung-	stars on the Hertzsprung-
	Russell diagram to their	Russell diagram to their
	masses and sizes, and	masses and sizes, and
	develop hypotheses	develop hypotheses
	about the relationship of	about the relationship of
	stellar mass to the rate of	stellar mass to the rate of
	energy generation and to	energy generation and to
	their lifetimes.	their lifetimes.
	3. Predict the likelihood of	3. Predict the likelihood of
	being able to observe	being able to observe
	various stars from the	various stars from the
	Earth, given their position	Earth, given their position
	on the Hertzsprung-	on the Hertzsprung-
	Russell diagram and the	Russell diagram and the
	population of stars near	population of stars near
	the Sun.	the Sun.
	9. Assess the likelihood that	9. Assess the likelihood that
	planets exist around other stars,	planets exist around other stars
	using real and simulated data	using real and simulated data
	from spectroscopic and	from spectroscopic and
	photometric studies of	photometric studies of
	candidate stars.	candidate stars.
	1. Relate the change in a	 Relate the change in a star's observed
	star's observed	
	wavelength (i.e. the	wavelength (i.e. the
	Doppler shift of its light)	Doppler shift of its light)
	to the star's velocity	to the star's velocity
	toward or away from the	toward or away from the
	Earth, under the	Earth, under the
	gravitational influence of	gravitational influence of
	an orbiting planet.	an orbiting planet.
	2. Compare real and	2. Compare real and
	simulated Doppler-shift	simulated Doppler-shift
	data to predictions of	data to predictions of
	stellar motion, and	stellar motion, and
	assess the likelihood of	assess the likelihood of
	detecting planets in the	detecting planets in the
	face of the noise and	face of the noise and
	uncertainty that	uncertainty that

Changed	Field	Current Version	Proposed Version
		accompany real	accompany real
		observations	observations
		3. Compare real and	3. Compare real and
		simulated stellar	simulated stellar
		brightness	brightness
		measurements to	measurements to
		predictions of a star's	predictions of a star's
		brightness when	brightness when
		exoplanets pass in front	exoplanets pass in front
		of it, and assess the	of it, and assess the
		likelihood of detecting	likelihood of detecting
		planets given the real-	planets given the real-
		world constraints on	world constraints on
		transit surveys' like	transit surveys' like
		these.	these.
		10. Apply the principle of parallax to derive the distances to planets	 10. Apply the principle of parallax derive the distances to planets
		derive the distances to planets	•
		and stars, as the first step in	and stars, as the first step in
		constructing a cosmic distance	constructing a cosmic distance
		ladder. Formulate methods for	ladder. Formulate methods for
		determining the distances to	determining the distances to
		astronomical objects using the	astronomical objects using the
		concept of a `standard candle'	concept of a `standard candle
		or a `standard ruler'. Relate	or a `standard ruler'. Relate
		these distances to the	these distances to the
		measured redshifts of galaxies,	measured redshifts of galaxies
		to formulate a basic model for	to formulate a basic model for
		the expanding universe.	the expanding universe.
		1. Measure distances to	1. Measure distances to
		real or simulated	real or simulated
		terrestrial objects by	terrestrial objects by
		observing them from	observing them from
		different positions, and	different positions, and
		develop an analogy	develop an analogy
		between this operation	between this operation
		and the measurement of	and the measurement of
		stellar distances by	stellar distances by
		parallax.	parallax.
		2. Use the period-luminosity	2. Use the period-luminosi
		relation for Cepheid	relation for Cepheid
		variable stars, developed	variable stars, develope
		by Henrietta Leavitt in the	
		early 20th century, to	early 20th century, to
		determine the distances	determine the distances
		to star clusters and	to star clusters and
		galaxies.	galaxies.
		3. Relate the redshifts of the	-

spectra of galaxies to

3. Relate the redshifts of the spectra of galaxies to

Changed	Field	Current Ve	ersion	Proposed	Version
			their distances, to determine the expansion rate of the universe, and compare the resulting age of the universe to the calculated ages of objects in it.		their distances, to determine the expansion rate of the universe, and compare the resulting age of the universe to the calculated ages of objects in it.
	Lab Component in this Course	No		No	
	Lab Outline	No value		No value	

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ASTR D004. or ASTR D010. (either course may be taken concurrently)	ASTR D004. or ASTR D010. (either course may be taken concurrently)
	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. Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra
	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
	General	(See general education pages for the	(See general education pages for the
	Course	requirements this course meets.)	requirements this course meets.)
	Statement(s):		
	General	No Value	No Value
	Course		
	Statement(s) -		
	Other:		

Curriculum Office	

Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
9	Banner Division	2PS	No Value
9	Catalog Term (21-22)	23-24	No Value
9	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	ASTR 015L	ASTR 015L
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	ASTR	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	ΝΑ	NA
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value
•	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
3	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
8	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	C	No Value
0	Fund Code	114000	No Value
9	Organization Code	235008	No Value
0	Account Code	1320	No Value
θ	Program Code	191100	No Value
0	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
θ	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
θ	Outline	No Value	SLO's update
	Other	No Value	No Value

Blue Form

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

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

A-Matrix Form

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

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

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
•	Objective 2: Develop analytical ideas and topics for essays.	No Value	E: Formulate interpretive histories of the atmospheres of planetary bodies in our solar system, based on data about their current atmospheric compositions and their gravitational strengths. Using simulations, develop hypotheses for the past and future compositions of planetary atmospheres
0	Objective 3: Compose and support thesis statements for analytical essays.	No Value	A: Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
Ð	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	A: Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion.
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
8	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Participation in small-group and class discussions and analyses of astronomical data, so as to demonstrate an increasing ability to evaluate hypotheses about the nature and history of the physical universe.
0	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Lab quizzes and final exam that appraise comprehension and require analysis, synthesis, and application of course material.

C-Matrix Form

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

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

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

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

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
9	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	Participation in small-group and class discussions and analyses of astronomical data, so as to demonstrate an increasing ability to evaluate hypotheses about the nature and history of the physical universe.
•	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	J.1: Measure distances to real or simulated terrestrial objects by observing them from different positions, and develop an analogy between this operation and the measurement of stellar distances by parallax.
0	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	J.2: Use the period-luminosity relation for Cepheid variable stars, developed by Henrietta Leavitt in the early 20th century, to determine the distances to star clusters and galaxies.

Changed	Questions	Current Version	Proposed Version
9	Objective 4: Solve problems involving operations with signed numbers.	No Value	I.1: Relate the change in a star's observed wavelength (i.e. the Doppler shift of its light) to the star's velocity toward or away from the Earth, under the gravitational influence of an orbiting planet.
9	Objective 5: Explore the characteristics and properties of real numbers.	No Value	F.1: Compare visual representations of astronomical images with their numerical representations (i.e. compare pictures to grids of numbers), to formulate a relationship between numerical pixel value and local image brightness.
9	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	H.3: Predict the likelihood of being able to observe various stars from the Earth, given their position on the Hertzsprung-Russell diagram and the population of stars near the Sun.
9	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	E.1: Using software tools that remove the need to perform complex calculations or to solve equations, determine and compare the escape speeds from the surfaces of various planetary bodies.
9	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	D.3: Simulate the paths taken by spacecraft between planets, to develop launch and landing scenarios for interplanetary missions, and use these results to assess the relative feasibility of the scenarios.

Changed	Questions	Current Version	Proposed Version
8	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	D.1: Visualize the solar system as seen from above its plane, using software simulations, and compare the speeds, orbital distances, and orbital eccentricities of the solar system's planets.
8	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	D.2: Formulate relationships between orbital quantities like distance and speed, using software tools that remove the need to perform calculations or solve equations, and assess the validity of these hypotheses through comparisons between planets.
8	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	H.1: Classify stars into different stellar populations by plotting them on a diagram of spectral type (or temperature or color) versus luminosity.
9	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	F.3: Using image-processing software, calibrate astronomical images and combine them to produce higher- quality final images, and assess the effects of this processing on astronomers' ability to measure and interpret the properties of the objects that were photographed.

G-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
0	Criteria 1:	No Value	CLSOs: Evaluate claims about the
	Present core		nature of the physical universe using
	concepts and		the scientific method of hypothesis
	scope that		testing.
	define the		,
	discipline.		
	(ONLY using		
	the Outline,		
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite,		
	copy and paste		
	the area		
	referenced.)		

Changed	Questions	Current Version	Proposed Version
9	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation: A. Lab quizzes and final exam that appraise comprehension and require analysis, synthesis, and application of course material. B. Participation in small- group and class discussions and analyses of astronomical data, so as to demonstrate an increasing ability to evaluate hypotheses about the nature and history of the physical universe.
•	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area	No Value	Methods of Evaluation: C. Work products from laboratory exercises demonstrate proficiency in standard astronomical data-analysis techniques, as well as critical thinking regarding the choice of analytical methods.

referenced.)

Changed	Questions	Current Version	Proposed Version
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline: J (#2). Use the period-luminosity relation for Cepheid variable stars, developed by Henrietta Leavitt in the early 20th century, to determine the distances to star clusters and galaxies.
9	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline: G(#4). Compare the derived color-index system to the system of spectral classification developed by Annie Jump Cannon in the early 20th century, and assess the feasibility of both methods for measuring star temperatures.

Changed	Questions	Current Version	Proposed Version
0	Criteria 6: Use	No Value	Course Outline: B. Distinguish
	real-world or		between different types of
	hands-on		astronomical objects by measuring
	applications		their positions and designations on
	that will provide		star charts, and by using publicly-
	a context for		available imagery from research
	the concepts		observatories and the Hubble Space
	being		Telescope
	discussed.		
	(ONLY using		
	the Outline,		
	Assignments or		
	Methods of		
	Evaluation		
	areas, cite,		
	copy and paste		
	the area		
	referenced.)		

De Anza GE - ESGC Form

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

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

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

Comments

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

Changed	Questions	Current Version	Propos	ed Versio	n			
•	Stage 8: AVP - Instruction	No Value	Date 5/17/24	4Nocito	Basic	Type of Edit Required	Forms approved	Initiator - Indicate "Y" When Completed
							in 2022 are available within eLumen.	
	Stage 9: Articulation Officer	No Value	No Valu	le				
	Stage 11: ESGC Faculty Coordinator	No Value	No Valu	le				
	Stage 14: Curriculum Committee	No Value	No Valu	le				
Course Administration Codes								
Course Administration Codes								
Articulation	occurs after course	e approval. T	he follow	ing fields v	vill not show a	Proposed	Version.	
Changed	Field	Current Ve	ersion					
	Curriculum ID	ASTRD015	5L					
	Distance	N						

Distance No Education Approved

Changed	Field	Current Version
	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	CCC000534918

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

De Anza College Change Report 05/31/2024

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	Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office Sports/Physical Education Course 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
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.
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	
0	Faculty Initiator	Mike Appio	Pete Vernazza	
	Course ID (CB01A and CB01B)	AUTOD065P	AUTOD065P	
	Course Control Number	CCC000083221	CCC000083221	
	Course Title (CB02)	Smog Inspector - Level 1 Training	Smog Inspector - Level 1 Training	
	Short Course Title	SMOG INSPECTOR-LEVEL 1 TRAININ	SMOG INSPECTOR-LEVEL 1 TRAININ	
	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	
0	Effective Term	Fall 2023	Fall 2023 2025	
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational	
0	Course Description	Automotive technician training program for California's Smog inspection program. Course content is mandated by the Bureau of Automotive Repair (BAR).	Automotive This course is comprised of an automotive technician training program for the California's Smog inspection program. Course This course meets one of the Bureau of Automotive Repair (BAR) requirements for obtaining a Smog Inspector License. The course content is mandated by the Bureau of Automotive Repair (BAR).	

Changed	Changed Field Current Version Proposed Version		Proposed Version	
0	Course Type (CB27)	No value	Lower Division	
0	Mode of Delivery	• NA	In person ONLY	
Faculty Re	quirements			
Changed	Field	Current Version	Proposed Version	
9	Discipline 1	No value	Automotive Technology	
	Discipline 2	No value	No value	
	Discipline 3	No value	No value	
0	FSA	No value	FHDA FSA - AUTO TECH	
Formerly S	itatement			
Changed	Field	Current Version	Proposed Version	
	Formerly Statement	No value		
Course Ju	stification			
Changed	Field	Current Version	Proposed Version	
	Course Justification	This CTE, CSU transferable course belongs on the Smog Technician Certificate of Achievement in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of level 1 emissions training, as advised by our industry advisory committee.	This CTE, CSU transferable course belongs on the Smog Technician Certificate of Achievement in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of level 1 emissions training, as advised by our industry advisory committee.	
Stand-Alor	ne Statement			
Stand-Alor Changed		Current Version	Proposed Version	
			Proposed Version	
	Field Stand-Alone Statement		Proposed Version	
Changed	Field Stand-Alone Statement ilosophy		Proposed Version Proposed Version	
Changed Course Ph	Field Stand-Alone Statement ilosophy	No value		
Changed Course Ph	Field Stand-Alone Statement ilosophy Field Course Philosophy	No value Current Version		
Changed Course Ph Changed	Field Stand-Alone Statement ilosophy Field Course Philosophy uivalency	No value Current Version		

Changed Field		Current Version Proposed Version	
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
CTE Cours	e		
Changed	Field	Current Version	Proposed Version
0	Is this a CTE (Career Technical Education) course?	No value	Yes
Honors/No	n-honors Course		
Changed	Field	Current Version	Proposed Version
0	Is this an honors/non- honors course?	No value	No
Mirrored C	redit/Noncredit Course		
Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Cross-liste	d Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross-listed course?	No value	No
_	course?	No value	No
_	course?	No value Current Version	No Proposed Version
More Optic	course?		
More Optic	course? ons Field Basic Skill Status	Current Version	Proposed Version
More Optic	course? ons Field Basic Skill Status (CB08) Course Prior To	Current Version Course is not a basic skills course.	Proposed Version Course is not a basic skills course.
More Optic	course? ms Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class	Current Version Course is not a basic skills course. Not applicable.	Proposed Version Course is not a basic skills course. Not applicable.
More Optic	course? Ins Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class Status (CB13) Course Support Status	Current Version Course is not a basic skills course. Not applicable. Course is not a special class.	Proposed Version Course is not a basic skills course. Not applicable. Course is not a special class.
More Optic	course? Ins Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class Status (CB13) Course Support Status (CB26)	Current Version Course is not a basic skills course. Not applicable. Course is not a special class. Course is not a support course	Proposed Version Course is not a basic skills course. Not applicable. Course is not a special class. Course is not a support course

Changed	Field	Current Version	Proposed Version
	Repeatability Statement	No value	
Associated	d Programs		
Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Smog Technician Program	Associated Smog Technician Program
		Award Certificate of Achievement (COA) Type	Award Certificate of Achievement (COA) Type

Transferability & Gen. Ed. Options			
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	
	Field Transfer Status (CB05) Course General Education Status (CB25) Transfer Status	FieldCurrent VersionTransfer Status (CB05)Transferable to CSU onlyCourse General Education Status (CB25)YTransfer StatusApproved	

Changed	Field	Current Version	Proposed Version		
	Lecture Hours - In Class	7	7		
	Lecture Hours - Out of Class	14	14		
	Laboratory Hours - In Class	0	0		
	Laboratory Hours - Out of Class	0	0		
	NA Hours - In Class	0	0		
	NA Hours - Out of Class	0	0		

Course Stu	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		

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	84	84
	Lecture Hours - Course Out-of-Class per Term	168	168
	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	84	84
	Total - Course Out-of- Class Hours	168	168
	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 / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)		

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	252	252
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	7	7
	Minimum Credit Units	7	7
	Maximum Credit Units	7	7

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

Changed	Field	Current Version		Proposed Ver	rsion
0	Methods of Instruction			Methods	Methods of
			Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class	of Instruction Methods	Instruction
			Quiz and examination review performed in class Collaborative learning and small group exercises	of	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	diagnose emissions sy 6. Presentation	ourses 1 through 7 ort answer quizzes that requires the students to identify and	through 3. Worksh 4. Smog c through 5. Multiple answer the stud diagnos 6. Present 7. compre consisti	eets heck training courses 7 -choice and short quizzes that requires lents to identify and e emissions systems

0	Methods of Evaluation	Methods of Evaluation		Methods Methods of of Evaluation Evaluation	
		Methods of Evaluation	 Completeness of assignments on worksheets Passing grades on BAR online modules and smog check training Number of correctly answered questions on the quizzes Participation in the presentation Number of correctly answered questions on the final examinations 	Methods of Evaluation	 Completeness of assignments on worksheets Passing grades on BAR online modules and smog check training Number of correctly answered questions on the quizzes Participation in the presentation Number of
9	Essential Student Materials/Essential College Facilities	 Bureau of Auto https://www.ba Safety glasses Essential College F Access to the automatic sector of the s	ded through Course Studio omotive Repair's Web Site material ar.ca.gov/Industry/Training/index.html s for lab demonstrations	Materia Course Bureau Web Si https://\ Safety g demons Essential Col	correctly answered questions on the final examinations dent Materials: I provided through Studio of Automotive Repair ¹ te material www.bar.ca.gov/Indust glasses for lab strations Ilege Facilities: to the automotive lab
				Diagno:	ionstrations stic equipment includir alyzer System (TAS)

Changed Field	Changed	Field
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Proposed Version

				· · · · · · · · · · · · · · · · · · ·
0	Examples of Primary Texts and	Title	No value	No value
	References	Author	Bureau of Automotive Repair. Write it Guide for ARDs	
		Publisher	https://www.bar.ca.gov/pdf/WriteItRight.pdf	
		Date/Edition	No value	
		ISBN	No value	
		Title	No value	
		Author	Bureau of Automotive Repair. 2013 Smog Check Manuel https://www.bar.ca.gov/pdf/Smog_Check_Manual_ENG_2013.pdf	
		Publisher	No value	
		Date/Edition	No value	
		ISBN	No value	
		Title	No value	
		Author	Bureau of Automotive Repair. 2014 Smog check Reference guide https://www.bar.ca.gov/pdf/Smog_Check_Reference_Guide.pdf	
		Publisher	No value	
		Date/Edition	No value	
		ISBN	No value	
		Title	No value	
		Author	Bureau of Automotive Repair Smog Check OBD Reference https://www.bar.ca.govpdfSmog_Check_OBD_Reference_Full_Version.pdf	
		Publisher	No value	
		Date/Edition	No value	
		ISBN	No value	
		Title	No value	
		Author	Bureau of Automotive Repair CAP operations Manuel https://www.bar.ca.gov/pdf/2016_CAP_Operations_Manual.pdf	
		Publisher	No value	
		Date/Edition	No value	
		ISBN	No value	
Ø	Suggested			No value
	Reading List	Reading List	None.	

Learning Outcomes and Objectives

May include,

but are not limited to No value

Changed	Field	Current Version		Proposed Version	on	
	Course Objectives	 and vehicle Describe er gasoline an Demonstrat identifying e Describe er operation fc Demonstrat identifying e designs. Demonstrat checking ig Demonstrat checking th systems on Demonstrat checking m 	 Demonstrate their knowledge, skills and abilities in checking ignition timing on various vehicle designs. Demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs. Demonstrate their knowledge, skills and abilities in checking monitor readiness on vehicles equipped with second generation on-board diagnostics systems 		 Describe and demonstrate personal, shop, equipment and vehicle safety practices. Describe engine theory, design, and operation for both gasoline and diesel vehicles. Demonstrate their knowledge, skills and abilities in identifying engine systems, parts and components. Describe emission control systems theory, design and operation for both gasoline and diesel vehicles. Demonstrate their knowledge, skills and abilities in identifying emission control systems on various vehicle designs. Demonstrate their knowledge, skills and abilities in checking ignition timing on various vehicle designs. Demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs. Demonstrate their knowledge, skills and abilities in checking monitor readiness on vehicles equipped with second generation on-board diagnostics systems (OBDII). 	
0	CSLOs	CSLOs	Student will be able to answer correctly, selected questions on the final exam concerning Bureau of Automotive Repair rules, regulations, and proper procedures to perform a smog check in the state of CA.	CSLOs	Answer correctly, selected questions on the final exam concerning Bureau of Automotive Repair rules, regulations, and proper procedures to perform a smog check in the state of CA	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	

Course Outline

Changed	Field	Current Version	Proposed Version
Changed	Field Course Content	 Current Version 1. Describe and demonstrate personal, shop, equipment, and vehicle safety practices. Personal Safety Vehicle Safety Describe engine theory, design, and operation for both gasoline and diesel vehicles. Four cycle theory Puel system design gasoline and diesel engines Demonstrate their knowledge, skills and abilities in identifying engine systems, parts and components. Fuel System Ignition system Lubrication system Describe emission control systems theory, design and operation for both gasoline and diesel vehicles. Gasoline emission controls Demonstrate their knowledge, skills and abilities in identifying emission control systems theory, design and operation for both gasoline and diesel vehicles. Gasoline emission controls Demonstrate their knowledge, skills and abilities in identifying emission control systems on various vehicle designs. Erknaust recalculation Exhaust recalculation Demonstrate their knowledge, skills and abilities in checking ignition timing on various vehicle designs. Review under hood label Non computer controlled ignition timing Demonstrate their knowledge, skills and abilities in checking ignition timing on various system design. Demonstrate their knowledge, skills and abilities in checking ignition timing on various system design. Computer controlled ignition timing Demonstrate their knowledge, skills and abilities in checking ignition timing on various system. Demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs. Demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs. 	<section-header> Proposed Version 1. Describe and demonstrate personal, shop, equipment, and vehicle safety practices. a. Personal Safety B. Vehicle Safety Describe engine theory, design, and operation for both gasoline and diesel vehicles. a. Four cycle theory B. Fuel system design gasoline and diesel engines Demonstrate their knowledge, skills and abilities in identifying engine systems, parts and components. a. Fuel System B. Gooling system B. Ignition system B. Iubrication systems Describe emission control systems theory, design and operation for both gasoline and diesel vehicles. Casoline emission controls Describe emission control systems theory, design and operation for both gasoline and diesel vehicles. Bescribe emission control systems theory design and operation for both gasoline and diesel vehicles. Bescribe emission control systems theory design and operation for both gasoline and diesel vehicles. Bescribe emission control systems on various vehicle designs. Bescribe emission control systems on various vehicle designs. Bescribe emission control systems on various vehicle designs. Benonstrate their knowledge, skills and abilities in identifying emission control systems on various vehicle designs. Benonstrate their knowledge, skills and abilities in identifying emission control systems on various vehicle designs. Review under hood label Non computer controlled ignition timing Comonstrate their knowledge, skills and abilities in checking ignition timing on various system design. Review under hood label Non computer controlled ignition timing Demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs. Demonstrate their knowledge, skills and abilities in checking the operation of exhau</section-header>
		 8. Demonstrate their knowledge, skills and abilities in checking monitor readiness on vehicles equipped with second generation on-board diagnostics systems (OBDII). 1. Non continuous monitor 2. Continuous monitor 	 8. Demonstrate their knowledge, skills and abilities in checking monitor readiness on vehicles equipped with second generation on-board diagnostics systems (OBDII). 1. Non continuous monitor 2. Continuous monitor
	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
0	Corequisite(s):	AUTO D065W	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	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
θ	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value
θ	Catalog Term (21-22)	23-24	No Value
θ	5 Year Revision Year (2021)	2018	No Value
θ	Effective Quarter	Fall	No Value
θ	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 065P	AUTO 065P
	Course Status	Non-substantial	Non-substantial
θ	Course Status Code	A	No Value
θ	Banner Department	AUTO	No Value
θ	Course Level	DU	No Value
θ	College Code	DA	No Value
	Course Characteristics	CTE	СТЕ
	Cross-Listed/Related Course Information	ΝΑ	ΝΑ
	Cross-Listed/Related Course ID's	No Value	No Value
θ	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
θ	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
θ	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	С	No Value
θ	Fund Code	114000	No Value
θ	Organization Code	236503	No Value
θ	Account Code	1320	No Value
θ	Program Code	094800	No Value
θ	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
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value
Summary	of Revisions		
Changed	Questions	Current Version	Proposed Version
0	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	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

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
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	Outline B. Describe engine theory, design, and operation for both gasoline and diesel vehicles. Outline E. Demonstrate their knowledge, skills, and abilities in identifying emission control systems on various vehicle designs.
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

hanged	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
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hanged	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
0	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	Outline B.2. Describe engine theory, design, and operation for both gasoline and diesel vehicles. 2. Fuel system design gasoline and diesel engines. Outline C.3. Demonstrate their knowledge, skills and abilities in identifying engine systems, parts and components.3. Ignition system.
0	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	Outline G.4. Demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs. 4. Pulse-width modulated exhaust gas recirculation (EGR).
	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

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

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

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
9	Stage 5: SLO Coordinator	No Value	Name - Role OR Tab Part - Field Type of Edit Mary Pape 2/9/2024 Learning Outcomes Required Start the outcome with a Bloom's Taxonomy (https://www.google.com/s q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894US894&oq=bloom%27s+taxonom%27s+ta
0	Stage 7: Content Review Matrix Liaison	No Value	Coordinator CSLO 8) word. The words "The student will be able to" are understood. Sugged Date Name - Role OR TabPart - FieldType of EditEdit 3/14/24 Zack Judson Matrix B Required 3/14 zj Matrix E Required In the matrix you listed things that are neither listed nor imp
	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
	ministration Co		The following fields will get show a Drangood Version
Changed		e approvar.	The following fields will not show a Proposed Version. Current Version
	Curriculum ID		AUTOD065P
	Distance Educa Approved	ition	Νο
	Board of Truste Approval Date	es	
	Curriculum Cor Approval Date	nmittee	
	Time to Next Re	eview	Sep 1, 2023 12:00:00 AM
	External Review	v	Sep 1, 2018 12:00:00 AM

Approval Date
Course Control CCC000083221
Number

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

De Anza College Change Report 05/31/2024

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Curriculum Office In Service Indicator	Curriculum Office	Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally
	Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office Sports/Physical Education Course 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
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
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	Cathy Patel	Pete Vernazza
	Course ID (CB01A and CB01B)	APRND065P	APRND065P
	Course Control Number	CCC000156688	CCC000156688
	Course Title (CB02)	Smog Inspector - Level 1 Training	Smog Inspector - Level 1 Training
	Short Course Title	SMOG INSPECTOR-LEVEL 1 TRAININ	SMOG INSPECTOR-LEVEL 1 TRAININ
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	APRN - Auto. Apprenticeship	APRN - Auto. Apprenticeship
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Apprenticeship	Apprenticeship

Jiangeu	Field	Current Version	Proposed Version
0	Course Description	Automotive technician training program for California's Smog inspection program. Course content is mandated by the Bureau of Automotive Repair (BAR).	Automotive This course is comprised of an automotive technician training program for <u>the</u> California's Smog inspection program. Course This course meets one of the Bureau of Automotive Repair (BAR) requirements for <u>obtaining a Smog Inspector License</u> . The course content is mandated by the Bureau of Automotive Repair (BAR).
0	Course Type (CB27)	No value	Lower Division
θ	Mode of Delivery	• NA	In person ONLY
aculty Re	quirements		
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
9	FSA	No value	FHDA FSA - AUTO TECH
ormerly S	tatement		
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	
Course Jus	stification		
Changed	Field	Current Version	Proposed Version
	Field Course Justification	Current Version This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of level 1 emissions training, as advised by our industry advisory committee.	This is an apprenticeship course that is only offered to a target population of students who have been approved for th Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotiv
Changed		This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of level 1 emissions training, as advised	This is an apprenticeship course that is only offered to a target population of students who have been approved for th Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotiv industry in the areas of level 1 emissions training, as advised
Changed Stand-Alon	Course Justification	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of level 1 emissions training, as advised	This is an apprenticeship course that is only offered to a target population of students who have been approved for th Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotiv industry in the areas of level 1 emissions training, as advised
Changed Stand-Alon	Course Justification	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of level 1 emissions training, as advised by our industry advisory committee.	This is an apprenticeship course that is only offered to a target population of students who have been approved for th Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotiv industry in the areas of level 1 emissions training, as advised by our industry advisory committee.
Changed Stand-Alon Changed	Course Justification	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of level 1 emissions training, as advised by our industry advisory committee.	This is an apprenticeship course that is only offered to a target population of students who have been approved for th Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotivi industry in the areas of level 1 emissions training, as advised by our industry advisory committee. Proposed Version This course is intended to educate automotive technicians who work at a union shop so these students can complete their apprenticeship program and become journeyman
Changed	Course Justification	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of level 1 emissions training, as advised by our industry advisory committee.	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of level 1 emissions training, as advised by our industry advisory committee. Proposed Version This course is intended to educate automotive technicians who work at a union shop so these students can complete their apprenticeship program and become journeyman

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	
TE Cours	se		
Changed	Field	Current Version	Proposed Version
0	Is this a CTE (Career Technical Education) course?	No value	Yes
onors/No	on-honors Course		
Changed	Field	Current Version	Proposed Version
0	Is this an honors/non- honors course?	No value	No
lirrored C	redit/Noncredit Course		
		Current Version	Proposed Version
		Current Version No value	Proposed Version Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Changed	Field Is this a mirrored credit/noncredit		Yes - don't forget to duplicate the revisions in the mirrored
Changed P Sross-liste	Field Is this a mirrored credit/noncredit course?		Yes - don't forget to duplicate the revisions in the mirrored
Changed	Field Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Changed Fross-liste Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross-listed course?	No value Current Version	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Changed ross-liste Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross-listed course?	No value Current Version	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Changed Fross-liste Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross-listed course?	No value Current Version No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course Proposed Version No
Changed Fross-liste Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross-listed course? ons Field Basic Skill Status	No value Current Version No value Current Version	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course Proposed Version No Proposed Version
Changed ross-liste Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross-listed course? ons Field Basic Skill Status (CB08) Course Prior To	No value Current Version No value Current Version Course is not a basic skills course.	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course Proposed Version No Proposed Version Course is not a basic skills course.
Changed Tross-liste	Field Is this a mirrored credit/noncredit course? Ad Course Field Is this a cross-listed course? Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class	No value Current Version Current Version Course is not a basic skills course. Not applicable.	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course Proposed Version No Proposed Version Course is not a basic skills course. Not applicable.

Changed	Field	Current Version	Proposed Version
	Grade Options	Letter Grade Pass/No Pass	Letter Grade Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	
Associate	d Programs		

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	7	7
	Lecture Hours - Out of Class	14	14
	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	252	252
	Lecture Hours - Course In-Class (Contact) per Term	84	84
	Lecture Hours - Course Out-of-Class per Term	168	168
	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	84	84
	Total - Course Out-of- Class Hours	168	168
	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 / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
		Credit - Degree Applicable Credit Course.	Credit - Degree Applicable Credit Course.
	(CB04) Course Non Credit		
	(CB04) Course Non Credit Category (CB22) Funding Agency	Credit Course.	Credit Course.

Credit Units						
Changed	Field	Current Version	Proposed Version			
	Course Duration (Weeks)	12	12			
	Total Lecture Hours per Term	252	252			
	Total Laboratory Hours per Term	-	0			
	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			

Changed	Field	Current Version	Proposed Ver	sion
0	Methods of Instruction	Methods of Instruction	Methods	Methods of
		Methods of Instruction Lecture and visual aids Discussion of assigned reading	of Instruction	Instruction
		Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises	Methods of Instruction	Lecture and visua aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination revie performed in class Collaborative learning and small group exercises
	Assignments	 Pretest BAR online training Module 1 through 9 Worksheets Smog check training courses 1 through 7 Multiple-choice and short answer quizzes that requires the students to identify and diagnose emissions systems. Presentation comprehensive Final exam consisting of multiple-choice and short answers questions. 	through 3. Workshi 4. Smog c through 5. Multiple answer the stud diagnos 6. Present 7. comprei consistin	eets heck training course 7 -choice and short quizzes that require ents to identify and e emissions system

9	Methods of Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
		Methods of Evaluation	 Completeness of assignments on worksheets Passing grades on BAR online modules and smog check training Number of correctly answered questions on the quizzes Participation in the presentation Number of correctly answered questions on the final examinations 	Methods of Evaluation	 Completeness of assignments on worksheets Passing grades on BAR online modules and smog check training Number of correctly answered questions on the quizzes Participation in the presentation Number of
	Essential Student Materials/Essential College Facilities	 Bureau of Auto https://www.ba Safety glasses Essential College F Access to the automatic sector of the s	ded through Course Studio omotive Repair's Web Site material ar.ca.gov/Industry/Training/index.html s for lab demonstrations	Materia Course Bureau Web Si https://\ Safety g demons Essential Col	correctly answered questions on the final examinations dent Materials: I provided through Studio of Automotive Repair ¹ te material www.bar.ca.gov/Indust glasses for lab strations Ilege Facilities: to the automotive lab
				Diagno:	ionstrations stic equipment includir alyzer System (TAS)

Changed Field	Changed	Field
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Proposed Version

				· · · · · · · · · · · · · · · · · · ·
0	Examples of Primary Texts and	Title	No value	No value
	References	Author	Bureau of Automotive Repair. Write it Guide for ARDs	
		Publisher	https://www.bar.ca.gov/pdf/WriteItRight.pdf	
		Date/Edition	No value	
		ISBN	No value	
		Title	No value	
		Author	Bureau of Automotive Repair. 2013 Smog Check Manuel https://www.bar.ca.gov/pdf/Smog_Check_Manual_ENG_2013.pdf	
		Publisher	No value	
		Date/Edition	No value	
		ISBN	No value	
		Title	No value	
		Author	Bureau of Automotive Repair. 2014 Smog check Reference guide https://www.bar.ca.gov/pdf/Smog_Check_Reference_Guide.pdf	
		Publisher	No value	
		Date/Edition	No value	
		ISBN	No value	
		Title	No value	
		Author	Bureau of Automotive Repair Smog Check OBD Reference https://www.bar.ca.govpdfSmog_Check_OBD_Reference_Full_Version.pdf	
		Publisher	No value	
		Date/Edition	No value	
		ISBN	No value	
		Title	No value	
		Author	Bureau of Automotive Repair CAP operations Manuel https://www.bar.ca.gov/pdf/2016_CAP_Operations_Manual.pdf	
		Publisher	No value	
		Date/Edition	No value	
		ISBN	No value	
Ø	Suggested			No value
	Reading List	Reading List	None.	

Learning Outcomes and Objectives

May include,

but are not limited to No value

Changed	Field	Current Version		Proposed Version	on
	Course Objectives	 and vehicle Describe er gasoline an Demonstratidentifying e Describe er operation fo Demonstratidentifying e designs. Demonstratichecking ig Demonstratichecking the systems on Demonstratichecking m 	nd demonstrate personal, shop, equipment, safety practices. ngine theory, design, and operation for both d diesel vehicles. te their knowledge, skills and abilities in engine systems, parts and components. mission control systems theory, design and or both gasoline and diesel vehicles. te their knowledge, skills and abilities in emission control systems on various vehicle te their knowledge, skills and abilities in nition timing on various vehicle designs. te their knowledge, skills and abilities in e operation of exhaust gas recirculation various system designs. te their knowledge, skills and abilities in onitor readiness on vehicles equipped with iteration on-board diagnostics systems	 and vehicli Describe e gasoline a Demonstratidentifying Describe e operation f Demonstratidentifying designs. Demonstratic checking ig Demonstratic checking til systems of Demonstratic checking til systems of 	and demonstrate personal, shop, equipment e safety practices. engine theory, design, and operation for both nd diesel vehicles. ate their knowledge, skills and abilities in engine systems, parts and components. emission control systems theory, design and for both gasoline and diesel vehicles. ate their knowledge, skills and abilities in emission control systems on various vehicl ate their knowledge, skills and abilities in gnition timing on various vehicle designs. ate their knowledge, skills and abilities in gnition timing on various vehicle designs. ate their knowledge, skills and abilities in he operation of exhaust gas recirculation n various system designs. ate their knowledge, skills and abilities in nonitor readiness on vehicles equipped with neration on-board diagnostics systems
0	CSLOs	CSLOs	Student will be able to answer correctly, selected questions on the final exam concerning Bureau of Automotive Repair rules, regulations, and proper procedures to perform a smog check in the state of CA.	CSLOs	Answer correctly, selected questions on the final exam concerning Bureau of Automotive Repair rules, regulations, and proper procedures to perform a smog check in the state of CA
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Changed	Field Course Content	 Current Version 1. Describe and demonstrate personal, shop, equipment, and vehicle safety practices. Personal Safety Vehicle Safety Describe engine theory, design, and operation for both gasoline and diesel vehicles. Four cycle theory Puel system design gasoline and diesel engines Demonstrate their knowledge, skills and abilities in identifying engine systems, parts and components. Fuel System Ignition system Lubrication system Describe emission control systems theory, design and operation for both gasoline and diesel vehicles. Gasoline emission controls Demonstrate their knowledge, skills and abilities in identifying emission control systems theory, design and operation for both gasoline and diesel vehicles. Gasoline emission controls Demonstrate their knowledge, skills and abilities in identifying emission control systems on various vehicle designs. Erknaust recalculation Exhaust recalculation Demonstrate their knowledge, skills and abilities in checking ignition timing on various vehicle designs. Review under hood label Non computer controlled ignition timing Demonstrate their knowledge, skills and abilities in checking ignition timing on various system design. Demonstrate their knowledge, skills and abilities in checking ignition timing on various system design. Computer controlled ignition timing Demonstrate their knowledge, skills and abilities in checking ignition timing on various system. Demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs. Demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs. 	<section-header> Proposed Version 1. Describe and demonstrate personal, shop, equipment, and vehicle safety practices. a. Personal Safety B. Vehicle Safety Describe engine theory, design, and operation for both gasoline and diesel vehicles. a. Four cycle theory B. Fuel system design gasoline and diesel engines Demonstrate their knowledge, skills and abilities in identifying engine systems, parts and components. a. Fuel System B. Gooling system B. Ignition system B. Iubrication systems Describe emission control systems theory, design and operation for both gasoline and diesel vehicles. Casoline emission controls Describe emission control systems theory, design and operation for both gasoline and diesel vehicles. Bescribe emission control systems theory design and operation for both gasoline and diesel vehicles. Bescribe emission control systems theory design and operation for both gasoline and diesel vehicles. Bescribe emission control systems on various vehicle designs. Bescribe emission control systems on various vehicle designs. Bescribe emission control systems on various vehicle designs. Benonstrate their knowledge, skills and abilities in identifying emission control systems on various vehicle designs. Benonstrate their knowledge, skills and abilities in identifying emission control systems on various vehicle designs. Review under hood label Non computer controlled ignition timing Demonstrate their knowledge, skills and abilities in checking ignition timing on various system design. Review under hood label Non computer controlled ignition timing Demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs. Demonstrate their knowledge, skills and abilities in checking the operation of exhau</section-header>
		 8. Demonstrate their knowledge, skills and abilities in checking monitor readiness on vehicles equipped with second generation on-board diagnostics systems (OBDII). 1. Non continuous monitor 2. Continuous monitor 	 8. Demonstrate their knowledge, skills and abilities in checking monitor readiness on vehicles equipped with second generation on-board diagnostics systems (OBDII). 1. Non continuous monitor 2. Continuous monitor
	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
0	Corequisite(s):	APRN D065W	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:	(Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).)	(Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).)

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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	APRN 065P	APRN 065P
	Course Status	Non-substantial	Non-substantial
θ	Course Status Code	A	No Value
θ	Banner Department	AUTO	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	ΝΑ	ΝΑ
	Cross-Listed/Related Course ID's	No Value	No Value
9	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value

hanged	Questions	Current Version	Proposed Version
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
θ	In Service Indicator	Ν	No Value
θ	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	с	No Value
0	Fund Code	114000	No Value
0	Organization Code	236503	No Value
0	Account Code	1320	No Value
0	Program Code	094800	No Value
0	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
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value
ımmary o	of Revisions		
hanged	Questions	Current Version	Proposed Version
0	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value

No Value

No Value

Blue Form

Outline

Other

No Value

No Value

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

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
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	Outline B. Describe engine theory, design, and operation for both gasoline and diesel vehicles. Outline E. Demonstrate their knowledge, skills, and abilities in identifying emission control systems on various vehicle designs.
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

hanged	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
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hanged	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
0	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	Outline B.2. Describe engine theory, design, and operation for both gasoline and diesel vehicles. 2. Fuel system design gasoline and diesel engines. Outline C.3. Demonstrate their knowledge, skills and abilities in identifying engine systems, parts and components.3. Ignition system.
0	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	Outline G.4. Demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs. 4. Pulse-width modulated exhaust gas recirculation (EGR).
	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

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
θ	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	Open only to apprentices in the Automotive Technology Apprenticeship Program, and approved program by the Division of Apprenticeship Standards. Employed by the local 1101 union or the City of San Jose.
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.	No Value	No Value
	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
	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:	No	No Value
	Department	Value	
	Chair		
	Stage 3:	No	No Value
	Division	Value	
	Curriculum		
	Representative		
	Stage 4:	No	No Value
	Division Dean	Value	

Changed	Questions	Current Version	Proposed Vers	ion				
θ	Stage 5: SLO Coordinator	No Value	Nam Role Tab	OP Pa		Type of Edit	Edit	
			2/9/2024- SL	' Pape Le Ο Οι dinator– (utcomes	Required	lq=blo	he outcome with a Bloom's Taxonomy (https://www.google.com/sea om%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%2 d. The words "Student will be able to" are understood. Suggestion:
0	Stage 7: Content Review Matrix	No Value	Date Name Tab	- Role O	R Part Field			Edit
	Liaison		3/14/24 Zack	Judson	Matri	xH Req	uired	Under objective 1 please add the prerequisites for being in the pro
			3/14/24 zj 3/14/24 zj			x E Req x B Req		Material in this matrix needs to come from the course outline; you implied under some of the objectives listed Please indicate where the essays listed can be found in the curricu
	Stage 8: AVP - Instruction	No Value	No Value					
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					
	Stage 14: Curriculum Committee	No Value	No Value					
Course Ad	ministration Co	des						
	occurs after course	e approval.	-	ds will not s	how a Pr	oposed Ve	ersion.	
Changed	Curriculum ID		Current Version					
	Distance Educa Approved		No					
	Board of Truste Approval Date	es						
	Curriculum Con Approval Date	nmittee						
	Time to Next Re	view	Sep 1, 2023 12:00	0:00 AM				
	External Review Approval Date	V	Sep 1, 2018 12:00	0:00 AM				
	Course Control		CCC000156688					

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

Number

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	CSLOs
Req/Adv	Corequisite(s):
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
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

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
Summary of Revisions	Basic Course Information
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.
G-Matrix Form	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.
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
0	Faculty Initiator	Mike Appio	Pete Vernazza
	Course ID (CB01A and CB01B)	AUTOD065W	AUTOD065W
	Course Control Number	CCC000213590	CCC000213590
	Course Title (CB02)	Smog Inspector - Level 2 Training	Smog Inspector - Level 2 Training
	Short Course Title	SMOG INSPECTOR-LEVEL 2 TRAININ	SMOG INSPECTOR-LEVEL 2 TRAININ
	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
0	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational

Changed	Field	Current Version	Proposed Version
9	Course Description	Automotive technician training program for California's Smog Inspection Program. Meets one of the Bureau of Automotive Repair (BAR) requirement for obtaining Smog Inspector License.	Automotive This course is comprised of an automotive technician training program for <u>the</u> California's Smog Inspection Program. Meets inspection program. This course <u>meets</u> one of the Bureau of Automotive Repair (BAR) requirement requirements for obtaining <u>a</u> Smog Inspector License. License. The course content is mandated by the Bureau of Automotive Repair (BAR).
θ	Course Type (CB27)	No value	Lower Division
θ	Mode of Delivery	• NA	In person ONLY
Faculty Re	quirements		
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	• FHDA FSA - AUTO TECH
Formerly S	Statement		
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	
Course Jus	stification		
Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the Smog Technician Certificate of Achievement in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of L2 emissions	This CTE, CSU transferable course belongs on the Smog Technician Certificate of Achievement in Automotive Technology. It is also intended to better prepare students for work in the automotive industry in the areas of L2 emissions
		training, as advised by our industry advisory committee.	training, as advised by our industry advisory committee.
Stand-Alor	ne Statement	training, as advised by our industry advisory committee.	training, as advised by our industry advisory committee.
Stand-Alor Changed		training, as advised by our industry advisory committee.	training, as advised by our industry advisory committee.
		Current Version	
Changed	Field Stand-Alone Statement	Current Version	
Changed	Field Stand-Alone Statement ilosophy	Current Version	
Changed Course Ph	Field Stand-Alone Statement ilosophy	Current Version No value	Proposed Version

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	Νο	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
CTE Cours	e		
Changed	Field	Current Version	Proposed Version
Ð	Is this a CTE (Career Technical Education) course?	No value	Yes
Honors/No	n-honors Course		
Changed	Field	Current Version	Proposed Version
9	Is this an honors/non- honors course?	No value	No
Mirrored C	redit/Noncredit Course		
Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Cross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross-listed course?	No value	No
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status	Course is not a basic skills course.	Course is not a basic skills course.
	(CB08)		
	(CB08) Course Prior To College Level	Not applicable.	Not applicable.
	Course Prior To	Not applicable. Course is not a special class.	Not applicable. Course is not a special class.
	Course Prior To College Level Course Special Class		
	Course Prior To College Level Course Special Class Status (CB13) Course Support Status	Course is not a special class.	Course is not a special class.

Changed	Field	Current Version	Proposed Version
	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 Smog Technician Program	Associated Smog Technician Program	
	Award Certificate of Achievement (COA) Type Type	Award Certificate of Achievement (COA) Type	

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2.5	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	

Changed	Field	Current Version	Proposed Version
	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
	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 I	Hours		
Changed			Proposed Version
	Field	Current Version	
	Field Speciality Hours	No value	No value
Credit / No			No value
Credit / Nor Changed	Speciality Hours n-Credit Options		No value Proposed Version
	Speciality Hours n-Credit Options	No value	
	Speciality Hours n-Credit Options Field COURSE CLASSIFICATION	No value Current Version	Proposed Version
	Speciality Hours n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status	No value Current Version Credit Course.	Proposed Version Credit Course.
	Speciality Hours n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit	No value Current Version Credit Course. Credit - Degree Applicable	Proposed Version Credit Course. Credit - Degree Applicable
	Speciality Hours n-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22) Funding Agency	No value Current Version Credit Course. Credit - Degree Applicable Credit Course.	Proposed Version Credit Course. Credit - Degree Applicable Credit Course.

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		

hanged	Field	Current Version		Propo
0	Methods of Instruction	Methods of Instruction		Metl
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading	of Inst
			Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises	Met of Inst
	Assignments	1. Required reading from Bure	au of Automotive Repair's Web Site and worksheets.	1
	Assignments	2. Required worksheets.	au of Automotive Repair's Web Site and worksheets.	1
	Assignments	 Required worksheets. Multiple-choice, short answered. Final exam consisting of muture consisting and muture consist	au of Automotive Repair's Web Site and worksheets. er quizzes that requires the students to identify and diagnose emissions systems. Itiple-choice and short answers questions that requires the students to identify and diagnose	2
	Assignments	 Required worksheets. Multiple-choice, short answe 	er quizzes that requires the students to identify and diagnose emissions systems.	
	Assignments	 Required worksheets. Multiple-choice, short answered. Final exam consisting of muture consisting and muture consist	er quizzes that requires the students to identify and diagnose emissions systems.	2
	Assignments	 Required worksheets. Multiple-choice, short answered. Final exam consisting of muture consisting and muture consist	er quizzes that requires the students to identify and diagnose emissions systems.	2

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θ	Methods of			
•	Evaluation	Methods of Evaluation		M
		Methods of Evaluation	 Completeness of assignments on worksheets Number of correctly answered questions on the quizzes Number of correct answers on the final exam 	Ex Mi Of Ex
	Essential Student	Essential Student Mate		Ess
	Materials/Essential College Facilities		laboratory demonstrations	
	-	Essential College Facili Classroom and act	ities: ccess to automotive technology laboratory for demonstrations	Ess
0	Examples of Primary Texts and	Title	No value	No
	References	Author	Material provided by the Bureau of Automotive Repair's Web Site	
		Publisher	No value	
		Date/Edition	No value	
		ISBN	No value	
0	Suggested Reading List	Reading List	Manufacturers' service manuals as required.	No
Ū			No value	
Ū		May include, but are not limited to		
Ū		not limited to Reading All DATA ele	ectronic information system (web based), .alldatapro.com/alldata/LIB~C8951~R0~OD~N/0/34870081/56415648/56416313/56416327/34853741	

Learning Outcomes and Objectives

Changed	Field	Current Version		Proposed Versio	n
	Course Objectives	 Describe and demonstrate personal, shop, equipment, and vehicle safety practices. Describe the laws, regulations, and procedures associated with consumer authorization of inspections and the overall administration of the Smog Check Program. Describe the standards of practice expected of Smog Check Inspectors. Demonstrate ability to calibrate an emission inspection system Demonstrate their knowledge, skills and abilities in performing Smog Check visual inspections on various vehicle designs. Demonstrate their knowledge, skills and abilities in performing Smog Check visual inspections on various vehicle designs. Describe and demonstrate they have the knowledge, skills and abilities to perform smog check functional tests on various vehicle designs. 		 Describe and demonstrate personal, shop, equipment and vehicle safety practices. Describe the laws, regulations, and procedures associated with consumer authorization of inspection and the overall administration of the Smog Check Program. Describe the standards of practice expected of Smog Check Inspectors. Demonstrate ability to calibrate an emission inspection system Demonstrate their knowledge, skills and abilities in performing Smog Check emission tests on various vehicle designs. Demonstrate their knowledge, skills and abilities in performing Smog Check visual inspections on various vehicle designs. Describe and demonstrate they have the knowledge, skills and abilities to perform smog check functional tests on various vehicle designs. 	
CSLOs		CSLOs	Student will be able to answer correctly, selected questions on the final exam concerning repairs to lower Oxides of Nitrogen (Nox) failures and procedures to perform an acceleration simulation mode (ASM) smog inspection using a dynomometer.	CSLOs	Answer correctly, selected questions on the final exam concerning repairs to lower Oxides of Nitrogen (Nox) failures and procedures to perform an acceleration simulation mode (ASM) smog inspection using a dynamometer.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

	Course Content	 Describe and demonstrate personal, shop, equipment, and vehicle safety practices. Personal safety. 	 Describe and demonstrate personal, shop, equipment, and vehicle safety practices. Personal safety.
		2. Shop safety	2. Shop safety
		3. Equipment safety.	3. Equipment safety.
		2. Describe the laws, regulations, and procedures	2. Describe the laws, regulations, and procedures
		associated with consumer authorization of inspections and the overall administration of the Smog Check	associated with consumer authorization of inspections and the overall administration of the Smog Check
		Program.	Program.
		1. Write-it-Right.	1. Write-it-Right.
		2. Laws and regulations.	2. Laws and regulations.
		3. Describe the standards of practice expected of Smog	3. Describe the standards of practice expected of Smog
		Check Inspectors.	Check Inspectors.
		1. High level of Professionalism	1. High level of Professionalism
		2. Being honest to yourself, customers and the BAR	2. Being honest to yourself, customers and the BAR
		 Understand fraud and the repercussions of committing fraud 	 Understand fraud and the repercussions of committing fraud
		4. Demonstrate ability to calibrate an emission inspection	4. Demonstrate ability to calibrate an emission inspection
		system	system
		1. Software updates.	1. Software updates.
		2. Three day calibration	2. Three day calibration
		3. Manufacture support	3. Manufacture support
		4. Machine maintenance	4. Machine maintenance
		5. Tamper	5. Tamper
		5. Demonstrate their knowledge, skills and abilities in	5. Demonstrate their knowledge, skills and abilities in
		performing Smog Check emission tests on various	performing Smog Check emission tests on various
		vehicle designs.	vehicle designs.
		1. BAR 97 smog machine.	1. BAR 97 smog machine.
		2. OIS smog inspection	2. OIS smog inspection
		3. Visual inspection	3. Visual inspection
		4. Functional inspection	4. Functional inspection
		6. Demonstrate their knowledge, skills and abilities in	6. Demonstrate their knowledge, skills and abilities in
		performing Smog Check visual inspections on various	performing Smog Check visual inspections on various
		vehicle designs.	vehicle designs.
		1. Under hood label	1. Under hood label
		Systems included in the visual inspection	Systems included in the visual inspection
		3. Liquid fuel leak	3. Liquid fuel leak
		Describe and demonstrate they have the knowledge,	Describe and demonstrate they have the knowledge,
		skills and abilities to perform smog check functional	skills and abilities to perform smog check functional
		tests on various vehicle designs.	tests on various vehicle designs.
		1. Ignition timing	1. Ignition timing
		2. EGR testing	2. EGR testing
		3. Low Pressure Fuel Evaporative Testing	3. Low Pressure Fuel Evaporative Testing
	Lab Component in this Course	No	No
I	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version	
	Prerequisite(s):	No Value	No Value	
0	Corequisite(s):	AUTO D065P	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	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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 065W	AUTO 065W
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	AUTO	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	ΝΑ
	Cross-Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
θ	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	С	No Value
θ	Fund Code	114000	No Value
θ	Organization Code	236503	No Value
θ	Account Code	1320	No Value
θ	Program Code	094800	No Value
θ	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
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value
Summary	of Revisions		
Changed	Questions	Current Version	Proposed Version
0	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	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

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
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	Outline A.1.2.3. Describe and demonstrate personal, shop, equipment, and vehicle safety practices. 1. Personal safety. 2 Shop safety. 3. Equipment safety. Write an analytical essay describing a safety plan for the Smog repair facility including personal, shop and equipment safety. Outline C.3. Describe the standards of practice expected of Smog Check Inspectors. 3. Understand fraud and the repercussions of committing fraud. Write an essay outlining the monetary fines license suspension and steps needed to regain a Smog license when committing Smog Check fraud.
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
9	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Outline B. Describe the laws, regulations, and procedures associated with consumer authorization of inspections and the overall administration of the Smog Check Program. 1. Write-it-Right. Using proper grammar and mechanics, write a repair order to a customer. Address the customer as if this were a real scenario and you are the service advisor. For legal guidance, use the online version of Write-it-Right.

C-Matrix Form

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

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

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
9	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	Outline D.2 Demonstrate ability to calibrate an emission inspection system. 2. Three-day calibration Develop a systematic approach to performing Smog machine maintenance, including problem-solving methods when the machine fails a three-day calibration including problem- solving repairs to pass a three-day calibration. Outline G.1 Describe and demonstrate they have the knowledge, skills and abilities to perform smog check functional tests on various vehicle designs. 1. Ignition timing. A Smog inspection has failed due to an incorrect ignition timing adjustment. Formulate a systematic, problem-solving method to correct and repair the misadjusted ignition timing. Outline G.2. Describe and demonstrate they have the knowledge, skills and abilities to perform smog check functional tests on various vehicle designs. 2. EGR testing. A Smog inspection has failed due to a failed EGR test. Formulate a systematic, problem-solving method to correct and repair the failed EGR system.

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
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

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

G-Matrix 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.		I would like to remove existing the corequisite. Zack Judson and I discussed this and Zack's recommendation was to remove the corequisite based on our discussion. Zack stated "neither course depends on the other, although students would be able to take their exam faster if they take them concurrently." I agree with Zack on this issue and would like t remove the corequisite.

H-Matrix Form

hanged	Questions	Current Version	Proposed Version	
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc list the prerequisite(s) to participate in the program.	No Value	No Value	
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.	No Value	No Value	
	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 Que	lestions	Current Version	Proposed Version
bas des con whi haz arou stud	ojective 4: For Prerequisites sed on Health and Safety, scribe the specific skills, ncepts, and information without nich the students would create a zard to themselves or those bound them. Also describe how udents will meet those skills, i.e. ch 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

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

hanged	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

hanged	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
0	Stage 5: SLO Coordinator	No Value	Name - Role OR Tab
			Mary Pape Learning Start the outcome with a Bloom's Taxonomy (https://www.google.com/se 2/9/2024 – SLO Outcomes q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom% Coordinator – CSLO 8) word. The words "Student will" are understood. Suggestion: "Answer
0	Stage 7: Content Review Matrix Liaison	No Value	Date Name - Role OR TabPart - FieldType of EditEdit 3/14/24Zack Judson Matrix G Required Fill out the second entry on matrix G, you can use the ideas 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:	No	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	AUTOD065W	
	Distance Education Approved	No	

Changed	Field	Current Version
	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	CCC000213590

Articulation	n		
Changed	Field	Current Version	
	Course Crosswalk CRS-DEPT-NAME		
	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	CSLOs
Req/Adv	Corequisite(s):
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
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

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
Summary of Revisions	Basic Course Information
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.
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
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	Cathy Patel	Pete Vernazza
	Course ID (CB01A and CB01B)	APRND065W	APRND065W
	Course Control Number	CCC000312890	CCC000312890
	Course Title (CB02)	Smog Inspector - Level 2 Training	Smog Inspector - Level 2 Training
	Short Course Title	SMOG INSPECTOR-LEVEL 2 TRAININ	SMOG INSPECTOR-LEVEL 2 TRAININ
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	APRN - Auto. Apprenticeship	APRN - Auto. Apprenticeship
0	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Apprenticeship	Apprenticeship

Changed	Field	Current Version	Proposed Version
9	Course Description	Automotive technician training program for California's Smog Inspection Program. Meets one of the Bureau of Automotive Repair (BAR) requirement for obtaining Smog Inspector License.	Automotive This course is comprised of an automotive technician training program for the California's Smog Inspection Program. Meets- inspection program. This course meets one of the Bureau of Automotive Repair (BAR) requirement requirements for obtaining a Smog Inspector License. License. The course content is mandated by the Bureau of Automotive Repair (BAR).
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	In person ONLY
Faculty Re	quirements		
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - AUTO TECH
Formerly S	tatement		
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	
Course Jus	stification		
Changed	Field	Current Version	Proposed Version
Changed	Field Course Justification	Current Version This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of L2 emissions training, as advised by our industry advisory committee.	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also
		This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of L2 emissions training, as advised by	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of L2 emissions training, as advised by
	Course Justification	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of L2 emissions training, as advised by	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of L2 emissions training, as advised by
Stand-Alon	Course Justification	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of L2 emissions training, as advised by our industry advisory committee.	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of L2 emissions training, as advised by our industry advisory committee.
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Stand-Alon Changed	Course Justification	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of L2 emissions training, as advised by our industry advisory committee.	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of L2 emissions training, as advised by our industry advisory committee. Proposed Version This course is intended to educate automotive technicians who work at a union shop so these students can complete their apprenticeship program and become journeyman

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	
TE Cours	se		
Changed	Field	Current Version	Proposed Version
0	Is this a CTE (Career Technical Education) course?	No value	Yes
onors/No	on-honors Course		
Changed	Field	Current Version	Proposed Version
0	Is this an honors/non- honors course?	No value	No
lirrored C	redit/Noncredit Course		
		Current Version	Proposed Version
		Current Version No value	Proposed Version Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Changed	Field Is this a mirrored credit/noncredit		Yes - don't forget to duplicate the revisions in the mirrored
Changed P Sross-liste	Field Is this a mirrored credit/noncredit course?		Yes - don't forget to duplicate the revisions in the mirrored
Changed	Field Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Changed Fross-liste Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross-listed course?	No value Current Version	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Changed ross-liste Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross-listed course?	No value Current Version	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
Changed Fross-liste Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross-listed course?	No value Current Version No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course Proposed Version No
Changed Fross-liste Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross-listed course? ons Field Basic Skill Status	No value Current Version No value Current Version	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course Proposed Version No Proposed Version
Changed ross-liste Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross-listed course? ons Field Basic Skill Status (CB08) Course Prior To	No value Current Version No value Current Version Course is not a basic skills course.	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course Proposed Version No Proposed Version Course is not a basic skills course.
Changed F Fross-liste Changed	Field Is this a mirrored credit/noncredit course? Ad Course Field Is this a cross-listed course? Field Basic Skill Status (CB08) Course Prior To College Level Course Special Class	No value Current Version Current Version Course is not a basic skills course. Not applicable.	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course Proposed Version No Proposed Version Course is not a basic skills course. Not applicable.

Changed	Field	Current Version	Proposed Version
	Grade Options	Letter Grade Pass/No Pass	Letter Grade Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	
Associate	d Programs		

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2.5	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

Changed	Field	Current Version	Proposed Version
	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
	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 / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
		Cradit Dagraa Applicable	Credit - Degree Applicable
	Course Credit Status (CB04)	Credit - Degree Applicable	
		Credit Course.	Credit Course.
	(CB04) Course Non Credit		
	(CB04) Course Non Credit Category (CB22) Funding Agency	Credit Course.	Credit Course.

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

hanged	Field	Current Version		Propo
0	Methods of Instruction	Methods of Instruction		Metl
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading	of Inst
			Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises	Met of Inst
	Assignments	1. Required reading from Bure	eau of Automotive Repair's Web Site and worksheets.	1
	Assignments	2. Required worksheets.	eau of Automotive Repair's Web Site and worksheets.	1
	Assignments	 Required worksheets. Multiple-choice, short answ Final exam consisting of modulation 	eau of Automotive Repair's Web Site and worksheets. //er quizzes that requires the students to identify and diagnose emissions systems. ultiple-choice and short answers questions that requires the students to identify and diagnose	2
	Assignments	 Required worksheets. Multiple-choice, short answ 	er quizzes that requires the students to identify and diagnose emissions systems.	
	Assignments	 Required worksheets. Multiple-choice, short answ Final exam consisting of modulation 	er quizzes that requires the students to identify and diagnose emissions systems.	2
	Assignments	 Required worksheets. Multiple-choice, short answ Final exam consisting of model 	er quizzes that requires the students to identify and diagnose emissions systems.	2

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θ	Methods of					
	Evaluation	Methods of Evaluation		M		
		Methods of Evaluation	 Completeness of assignments on worksheets Number of correctly answered questions on the quizzes Number of correct answers on the final exam 	E M of E		
	Essential Student Materials/Essential College Facilities		laboratory demonstrations	Ess		
	Conege Facilities Essential College Facilities: Classroom and access to automotive technology laboratory for demonstrations					
0	Examples of Primary Texts and References	Title	No value	No		
	References	Author	Material provided by the Bureau of Automotive Repair's Web Site			
		Publisher	No value			
		Date/Edition	No value			
		ISBN	No value			
0	Suggested Reading List	Reading List	Manufacturers' service manuals as required.	No		
		May include, but are not limited to	No value			
		Reading All DATA electronic information system (web based), List http://library.alldatapro.com/alldata/LIB~C8951~R0~OD~N/0/34870081/56415648/56416313/56416327				
		List http://library				

Learning Outcomes and Objectives

Changed	Field	Current Version		Proposed Version	
	Course Objectives	 and vehicle Describe the associated vand the ove Program. Describe the Check Inspective Check Inspective Demonstratistic system Demonstratistic Demonstratistic vehicle desi Demonstratistic Demonstratistic vehicle desi Demonstratistic Demonstratistic desi Demonstratistic desi Demonstratistic desi Demonstratistic desi Demonstratistic desi Demonstratistic desi Describe an skills and ab 	e ability to calibrate an emission inspection e their knowledge, skills and abilities in Smog Check emission tests on various igns. e their knowledge, skills and abilities in Smog Check visual inspections on various	 Describe and demonstrate personal, shop, equipment and vehicle safety practices. Describe the laws, regulations, and procedures associated with consumer authorization of inspections and the overall administration of the Smog Check Program. Describe the standards of practice expected of Smog Check Inspectors. Demonstrate ability to calibrate an emission inspection system Demonstrate their knowledge, skills and abilities in performing Smog Check emission tests on various vehicle designs. Demonstrate their knowledge, skills and abilities in performing Smog Check visual inspections on various vehicle designs. Describe and demonstrate they have the knowledge, skills and abilities to perform smog check functional tests on various vehicle designs. 	
0	CSLOs	CSLOs	Student will be able to answer correctly, selected questions on the final exam concerning Bureau of Automotive Repair rules, regulations, and proper procedures to perform a smog check in the state of CA.	CSLOs	Answer correctly, selected questions on the final exam concerning Bureau of Automotive Repair rules, regulations, and proper procedures to perform a smog check in the state of CA
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Describe and demonstrate personal, shop, equipment, and vehicle safety practices. Personal safety. Shop safety Equipment safety. Describe the laws, regulations, and procedures 	 Describe and demonstrate personal, shop, equipment, and vehicle safety practices. Personal safety. Shop safety Equipment safety. Describe the laws, regulations, and procedures
		associated with consumer authorization of inspections and the overall administration of the Smog Check Program.	associated with consumer authorization of inspections and the overall administration of the Smog Check Program.
		1. Write-it-Right.	1. Write-it-Right.
		2. Laws and regulations.	2. Laws and regulations.
		 Describe the standards of practice expected of Smog Check Inspectors. 	 Describe the standards of practice expected of Smog Check Inspectors.
		1. High level of Professionalism	1. High level of Professionalism
		2. Being honest to yourself, customers and the BAR	 Being honest to yourself, customers and the BAR
		 Understand fraud and the repercussions of committing fraud 	 Understand fraud and the repercussions of committing fraud
		4. Demonstrate ability to calibrate an emission inspection	4. Demonstrate ability to calibrate an emission inspection
		system	system
		1. Software updates.	1. Software updates.
		2. Three day calibration	2. Three day calibration
		3. Manufacture support	3. Manufacture support
		4. Machine maintenance	4. Machine maintenance
		5. Tamper	5. Tamper
		5. Demonstrate their knowledge, skills and abilities in	5. Demonstrate their knowledge, skills and abilities in
		performing Smog Check emission tests on various vehicle designs.	performing Smog Check emission tests on various vehicle designs.
		1. BAR 97 smog machine.	1. BAR 97 smog machine.
		2. OIS smog inspection	2. OIS smog inspection
		3. Visual inspection	3. Visual inspection
		4. Functional inspection	4. Functional inspection
		 Demonstrate their knowledge, skills and abilities in 	6. Demonstrate their knowledge, skills and abilities in
		performing Smog Check visual inspections on various	performing Smog Check visual inspections on various
		vehicle designs.	vehicle designs.
		1. Under hood label	1. Under hood label
		2. Systems included in the visual inspection	2. Systems included in the visual inspection
		3. Liquid fuel leak	3. Liquid fuel leak
		7. Describe and demonstrate they have the knowledge,	7. Describe and demonstrate they have the knowledge,
		skills and abilities to perform smog check functional	skills and abilities to perform smog check functional
		tests on various vehicle designs.	tests on various vehicle designs.
		1. Ignition timing	1. Ignition timing
		 EGR testing Low Pressure Fuel Evaporative Testing 	 EGR testing Low Pressure Fuel Evaporative Testing
	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
0	Corequisite(s):	APRN D065P	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:	(Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).)	(Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).)

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
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2AT	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	APRN 065W	APRN 065W
	Course Status	Non-substantial	Non-substantial
θ	Course Status Code	A	No Value
0	Banner Department	AUTO	No Value
θ	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	ΝΑ	NA
	Cross-Listed/Related Course ID's	No Value	No Value
θ	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	236503	No Value
0	Account Code	1320	No Value
0	Program Code	094800	No Value
0	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
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value
Summary	of Revisions		
Changed	Questions	Current Version	Proposed Version
0	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value

No Value

No Value

Outline

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

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
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D01A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	Outline A.1.2.3. Describe and demonstrate personal, shop, equipment, and vehicle safety practices. 1. Personal safety. Shop safety. 3. Equipment safety. Outline C.3. Describe the standards of practice expected of Smog Check Inspectors. 3 Understand fraud and the repercussions of committing fraud
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
0	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Outline B. Describe the laws, regulations, and procedures associated with consumer authorization of inspections and the overall administration of the Smog Check Program.

C-Matrix Form

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

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

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
9	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	Outline D.2 Demonstrate ability to calibrate an emission inspection system. 2. Three-day calibration Develop a systematic approach to performing Smog machine maintenance, including problem-solving methods when the machine fails a three-day calibration including problem- solving repairs to pass a three-day calibration. Outline G.1 Describe and demonstrate they have the knowledge, skills and abilities to perform smog check functional tests on various vehicle designs. 1. Ignition timing. A Smog inspection has failed due to an incorrect ignition timing adjustment. Formulate a systematic, problem-solving method to correct and repair the misadjusted ignition timing. Outline G.2. Describe and demonstrate they have the knowledge, skills and abilities to perform smog check functional tests on various vehicle designs. 2. EGR testing. A Smog inspection has failed due to a failed EGR test. Formulate a systematic, problem-solving method to correct and repair the failed EGR system.

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
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

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

G-Matrix Form

hanged	Questions	Current Version	Proposed Version	
	If the requisite does	No Value	No Value	
	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.			

H-Matrix Form

hanged	Questions	Current Version	Proposed Version
θ	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	Open only to apprentices in the Automotive Technolog Apprenticeship Program, and approved program by the Division of Apprenticeship Standards. Employed by the local 1101 union or the City of San Jose.
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.	No Value	No Value
	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

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

hanged	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	lo Value	
	Stage 3: Division Curriculum Representative	No Value	lo Value	
	Stage 4: Division Dean	No Value	lo Value	
0	Stage 5: SLO Coordinator	No Value	Name - Part - Type of Role OR Field Edit Tab	
			2/9/2024 SLO Outcomes Required g=bloom %27s+ta	with a Bloom's Taxonomy (https://www.google.com/sear xonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%27 Is "Student will be able to" are understood. Suggestion: "/
0	Stage 7: Content Review Matrix Liaison	No Value		Initiat requirements for acceptance to program Y se indicate where essays can be found in the CORY
	Stage 8: AVP - Instruction	No Value	lo Value	
	Stage 9: Articulation Officer	No Value	lo Value	
	Stage 11: ESGC Faculty Coordinator	No Value	lo Value	
	Stage 14: Curriculum Committee	No Value	lo Value	

Course Ad	ministration Codes	
Articulation of	occurs after course approv	al. The following fields will not show a Proposed Version.
Changed	Field	Current Version
	Curriculum ID	APRND065W
	Distance Education Approved	No

Changed	Field	Current Version
	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	CCC000312890

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	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)

Section		Changed field
Curriculum Office		Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office		Noncredit Enhanced Funding Indicator
Curriculum Office		In Service Indicator
Curriculum Office		Sports/Physical Education Course Indicator
Curriculum Office		COA Code
Curriculum Office		Fund Code
Curriculum Office		Organization Code
Curriculum Office		Account Code
Curriculum Office		Program Code
Curriculum Office		Percent
Curriculum Office		Print/No Print to Catalog
Summary of Revisions		Specifications
B-Matrix Form		Objective 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 5: Identify and practice writing for different audiences and purposes.
Comments		Stage 2: Department Chair
CTE Course		Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course		Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course		Is this a mirrored credit/noncredit course?
Cross-listed Course		Is this a cross-listed course?
General Information		
Observed Field		
Changed Field	Current Version	Proposed Version
Faculty Initiator	Zack Judson	Jayanti Roy
Course ID (CB01A and CB01B)	C DD068.	C DD068.
Course Control Number	CCC000536411	CCC000536411

Course Title (CB02)

Teaching in a Diverse Society

Teaching in a Diverse Society

Changed	Field	Current Version	Proposed Version
	Short Course Title	TCHNG IN A DIVERSE SOCIETY	TCHNG IN A DIVERSE SOCIETY
	TOP Code (CB03)	1305.00	1305.00 Child Development/Early Care and Education
	CIP Code	Child Care Provider/Assistant	19.0709 Child Care Provider/Assistant
	Department	C D - Child Development	C D - Child Development
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	Course Description	Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Includes a self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling. (This course meets NAEYC Standards 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 5b, 5c; NBPTS Standards II, VII; CEC/DEC Standards CC2-K3, CC2-K4, EC2- K4, CC3-K3, CC3-K4, CC5-K9, CC5-K10, CC6- K1, CC6-K2, CC6-K3, CC9-K1, CC9-S6, CC10- S3.)	Examination This course conducts an examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various In this course, various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Includes The course includes a self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling. (This course meets NAEYC Standards 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 5b, 5c; NBPTS Standards II, VII; CEC/DEC Standards CC2-K3, CC2-K4, EC2-K4, CC3-K3, CC3-K4, CC5-K9, CC5-K10, CC6-K1, CC6-K2, CC6-K3, CC9-K1, CC9-S6, CC10-S3.)
θ	Course Type (CB27)	No value	Lower Division
θ	Mode of Delivery	• NA	OnlineHybrid
Faculty Re	quirements		
-			
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	Child Development/Early Childhood Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value

• FHDA FSA - CHILD DEVELOPMENT

0

FSA

No value

Formerly Statement

Changed Field

No value

Current Version

Formerly Statement

Course Justification

Changed	Field	Current Version	Proposed Version
	Course	This course meets student and community	This course meets student and community
	Justification	needs by focusing on the attitudes, behaviors	needs by focusing on the attitudes, behaviors
		and skills required of teachers to work with	and skills required of teachers to work with
		diverse populations of children in early childhood	diverse populations of children in early childhoo
		settings. In this course, students develop the	settings. In this course, students develop the
		ability to create inclusive, equitable	ability to create inclusive, equitable
		environments that support each child's unique	environments that support each child's unique
		social identity. This course is CSU Transferable.	social identity. This course is CSU Transferable
		This course is required for the AA degree in	This course is required for the AA degree in
		Child Development. It meets the requirements of	Child Development. It meets the requirements
		the Early Childhood Education Transfer Model	the Early Childhood Education Transfer Model
		and the Curriculum Alignment Program minimum	and the Curriculum Alignment Program minimu
		transfer requirements to a four year university	transfer requirements to a four year university
		program.	program.

Proposed Version

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	Νο	

	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
TE Cours	e		
Changed	Field	Current Version	Proposed Version
0	ls this a CTE (Career Technical Education) course?	No value	Yes
onors/No	n-honors Course		
Changed	Field	Current Version	Proposed Version
θ	ls this an honors/non- honors course?	No value	No
lirrored C	redit/Noncredit Cou	ırse	
		urse Current Version	Proposed Version
			Proposed Version No
Changed P	Field Is this a mirrored credit/noncredit	Current Version	
Changed P Pross-liste	Field Is this a mirrored credit/noncredit course?	Current Version	
Changed P	Field Is this a mirrored credit/noncredit course?	Current Version No value	No
Changed Cross-liste Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross- listed course?	Current Version No value Current Version	No Proposed Version
Changed Cross-liste Changed	Field Is this a mirrored credit/noncredit course? d Course Field Is this a cross- listed course?	Current Version No value Current Version	No Proposed Version

Changed	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	Letter GradePass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	

Associated Programs

Changed Field

Field	Current Version		Proposed Version	
Course is part of a program	Associated Program	Child Development	Associate Program	d Child Development
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	Child Development	Associate Program	d Child Development
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Early Childhood Education for Transfer	Associate Program	d Early Childhood Education for Transfer
	Award Type	Associate in Science for Transfer (A.ST.) Degree	Award Type	Associate in Science for Transfer (A.ST.) Degree
	Associated Program	Child Development	Associate Program	d Child Development
	Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associate Program	d Liberal Arts (Social and Behavioral Sciences Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)	Associate Program	d Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Associate in Science in Early Childhood Education for Transfer	Associate Program	d Associate in Science in Early Childhood Education for Transfer
	Award Type	Associate in Science for Transfer (A.ST.) Degree	Award Type	Associate in Science for Transfer (A.ST.) Degree
	Associated Program	Early Intervention/Special Education Assistant	Associate Program	d Early Intervention/Special Education Assistant
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)

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	System/Institution C-ID Area(s) • ECE - Appr	oved. Area(s) • ECE - Approved.
		- C-ID ECE 230	- C-ID ECE 230

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

Course Student Hours - Profile Name: Default Profile Changed Field Current Version Proposed Version Course Duration (Weeks) 12 12 Hours per unit divisor 36 36

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
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	n-Credit Options		

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

Credit Units

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

Methods of Instruction

0

Current Version

Methods of Instruction		Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture, power point and visual aids Collaborative learning and small group exercises Discussion of assigned reading Homework with weekly feedback through instructor's written responses to student's writing	Methods of Instruction	Lecture, power point and visual aids Collaborative learning and small group exercises Discussion of assigned reading Homework with weekly feedback through instructor's written responses to student's writing

0

Methods of			
Evaluation Methods of Evaluation	1	Methods Methods of Evaluation of Evaluation	
Methods of Evaluation	 Midterm and final essay exams: Essay questions evaluate comprehension of major concepts in course and demonstrate student's ability to integrate knowledge and apply theory to teaching practices. Completion of a bibliography of twenty linguistically/culturally appropriate anti-bias books with an anecdotal description for each book including justification on how this book supports an anti- bias teaching approach. Weekly writing assignments to evaluate student's ability to critically synthesize course content and personal experience related to the development of social identities and systems of oppression and privilege as they apply to young children, families and early childhood programs. Completion of an Environmental Assessment of anti-bias materials within a preschool environment: books, manipulatives, dramatic play, classroom displays and visuals, and art materials including an analysis of results and suggestions for improvement. 		

Methods	1. Midterm and final
of Evaluation	essay exams: Essay questions evaluate comprehension of major concepts in course and
	demonstrate student's ability to integrate knowledge and apply theory to teaching practices.
	 Completion of a bibliography of twenty
	linguistically/culturally appropriate anti-bias books with an
	anecdotal description for each book including justification on how this book
	supports an anti-bias teaching approach. 3. Weekly writing
	assignments to evaluate student's ability to critically synthesize course
	content and personal experience related to the development of social identities and
	systems of oppression and privilege as they
	apply to young children, families and early childhood
	programs. 4. Completion of an Environmental Assessment of anti-
	bias materials within a preschool environment: books,
	manipulatives, dramatic play, classroom displays
	and visuals, and art materials including an analysis of results
	and suggestions for improvement.

Changed	Field	Current Version	Proposed Version
0	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: None Essential College Facilities: None

0

Examples of Primary Texts and References Auth Pub Date

Title	No value
Author	Derman-Sparks, L. & Olsen Edwards, J. "Anti-Bias Education for Young Children and Ourselves." Washington, D.C.: National Association for the Education of Young Children, 2012
Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Author	Gonzalez-Mena, J. "Diversity in Early Care and Education: Honoring Differences, Fifth Edition." New York, New York: McGraw-Hill, 2007.
Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Author	Tehrensaft,D. (2016)The Gender Creative Child:Pathways for Nurturing and Supporting children who live outside gender boxes
Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Author	Greenfield,P.M.& Cocking,R.R. (Eds.)2014. Cross Cultural roots of minority child development.New York.Psychology Press
Publisher	No value
Date/Edition	No value

Title	Anti-Bias Education for Young Children and Ourselves
Author	Derman-Sparks, Louise & Olsen Edwards, Julie
Publisher	The National Association for the Education of Young Children
Date/Edition	2nd edition (April 14, 2020)
ISBN	978-1938113574
Title	Celebrate!: An Anti-Bias Guide to Including Holidays in Early Childhood Programs
Author	Bisson, Julie & Derman- Sparks, Louise
Publisher	Redleaf Press
Date/Edition	Second edition (January 3, 2017)
ISBN	978-1605544533
Title	Roots and Wings: Affirming Culture and Preventing Bias in Early Childhood
Author	York, Stacey
Publisher	Redleaf Press
Date/Edition	Third edition (July 19, 2016)
ISBN	978-1605544557

Changed	Field	Current Ve	rsion	Proposed Version
8	Suggested Reading List	Reading List May include, but are	Cartaphen, M. & Sanchez, John P. "American Indians and the Mass Media." Norman, Oklahoma: University of Oklahoma Press, 2012. No value	No value
		not limited to		
		Reading List	Eleanor W. Lynch & Marci J. Hanson "Developing Cross-Cultural Competence" Brooks Publishing 2011	
		May include, but are not limited to	No value	
		Reading List	Derman-Sparks,L, Ramsey, P. "What If All The Kids Are White?" New York, New York: Teachers College Press, 2006.	
		May include, but are not limited to	No value	
		Reading List	Hooks, Bell. "Where We Stand: Class Matters." New York, New York: Routledge, 2000.	
		May include, but are not limited to	No value	
		Reading List	Johnson, Allen. "Privilege, Power and Difference." New York, New York: McGraw-Hill, 2005.	

May include,	No value
but are not limited to	

 Reading
 Levin, Diane. "Teaching Young Children in

 List
 Violent Times: Building a Peaceable

 Classroom." National Association for the
 Education of Young Children; Washington,

 D.C., 2003.
 No value

way	No value	
include,		
but are		
not		
limited		
to		

Reading List	Paley, Gussin Vivian. "White Teacher." Harvard University Press, Cambridge, Massachusetts, 1989.
May include, but are not limited to	No value

Reading List	Pelo, Ann, Editor. "Rethinking Early Childhood Education." Milwaukee, Wisconsin: Rethinking Schools Press, 2008.
May include, but are not limited to	No value

Reading	NEA (National Education Association).
List	"NEA Focus on American Indians and
	Alaska Natives: Charting A New Course on
	Native Education." Washington, D. C .:
	National Education Association
	Publication, 2011.
	(www.nea.org/assets/docs/AIAnfocus2010)

No value

ReadingMacqillivray, Ian. "Gay-straight Alliances."ListNew York, New York: Harrington Press,
2007.

May N include, but are not limited to	No value
--	----------

 Reading
 VIDEO: "Mirrors of Privilege: Making

 List
 Whiteness Visible." Shakti Butler, World

 Trust Services, Inc. Berkeley, California

 May
 No value

include, but are not limited to

Reading
ListVIDEO "Gay Youth," Video by Pam
Walton.May
include,
but are
not
limited
toNo value

Reading	VIDEO "The Way Home" Shanti Butler,
List	World Trust Organization, Berkeley.
May include, but are not limited to	No value

Reading List	VIDEO "Essential Connections: Ten Keys to Culturally Sensitive Care." Program for Infant and Toddler Caregivers and The Department of Education, CDD. Sacramento.
May include, but are not limited to	No value

Reading	VIDEO "Starting Small." Teaching
List	Tolerance, Montgomery, Alabama.
May include, but are not limited to	No value

Reading List	VIDEO "Start Seeing Diversity" Washington School, St. Paul, MN. Ellen Wolpert.
May include, but are not limited to	No value

Reading List	VIDEO: "That's My Family!" Debra Chasnoff, Ground Spark, San Francisco, CA
May include, but are not limited to	No value

Reading	VIDEO: Unlearning Indian Stereotypes."
List	Rethinking Schools, Milwaukee,Wisconsin.
May include, but are not limited to	No value

Learning Outcomes and Objectives

nanged Field	Current Version	Proposed Version
Course Objectives	 Explain the nature and structure of systemic and internalized privilege and oppression and the impact this has on children's identity and learning. Analyze the teacher's role and responsibility for creating classrooms and using strategies that encourage positive self-identity, comfort with diversity, resistance to injustice and advocacy for a just world for every child. Define and examine issues of cultural identity including all of the factors that are part of our experience and history to better understand ourselves as members of groups, as unique individuals and as teachers. Examine the process of how children develop social identities and the impact of historical and current perspectives on this development and learning. Develop a variety of strategies for creating trusting relationships with parents by building collaborative partnerships to challenge bias and prejudice in the lives of young children. Employ anti-bias approaches to help children negotiate and resolve conflicts caused by misinformation, limited thinking, pre-prejudice and societal messages. Evaluate classroom environments, materials, and approaches to determine if they are inclusive, responsive to cultural and linguistic differences and are developmentally appropriate for each child. 	 Explain the nature and structure of systemic and internalized privilege and oppression and the impact this has on children's identity and learning. Analyze the teacher's role and responsibility for creating classrooms and using strategies that encourage positive self-identity, comfort with diversity, resistance to injustice and advocacy for a just world for every child. Define and examine issues of cultural identity including all of the factors that are part of our experience and history to bett understand ourselves as members of groups, as unique individuals and as teachers. Examine the process of how children develop social identities and the impact of historical and current perspectives on this development and learning. Develop a variety of strategies for creatint trusting relationships with parents by building collaborative partnerships to challenge bias and prejudice in the lives young children. Employ anti-bias approaches to help children negotiate and resolve conflicts caused by misinformation, limited thinking pre-prejudice and societal messages. Evaluate classroom environments, materials, and approaches to determine if they are inclusive, responsive to cultural and linguistic differences and are developmentally appropriate for each chi

hanged Field	Current Versior		Proposed Versi	on
CSLOs	CSLOs	Examine the development of social identities in diverse societies, comparing oppression and privilege as they apply to young children, families, and child care programs.	CSLOs	Examine the development of social identities in diverse societies, comparing oppression and privilege as they apply to young children, families, and child care programs.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0
	CSLOs	Analyze components of linguistically/culturally relevant, inclusive anti-bias approaches to curriculum and programs that promote optimal learning and development of children.	CSLOs	Analyze components of linguistically/culturally relevant, inclusive anti-bias approaches to curriculum and programs that promote optimal learning and development of children.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0
	CSLOs	Evaluate the impact of social identities and personal experiences on teaching effectiveness.	CSLOs	Evaluate the impact of social identities and personal experiences on teaching effectiveness.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Changed	Field Course Content Image: Provide the second sec	 Current Version 1. Explain the nature and structure of systemic and internalized privilege and oppression and the impact this has on children's identity and learning. 1. Examine the societal context for systemic oppression. 2. Distinguish the difference between personal and institutional prejudice 3. Use an understanding of social identities to confront internalized oppression 4. Assess the impact of societal messages of power, privilege, equity and social justice on identity development. 5. Identify the importance of resistance and allies in overcoming all forms of oppression. 2. Analyze the teacher's role and responsibility for creating classrooms and using strategies that encourage positive self-identity, comfort with diversity, resistance to injustice and advocacy for a just world for every child. 1. Realize the power that teachers have as role models; the importance of self-knowledge, respect for differences, acknowledgment of biases; see teachers role as a change agent for self, children and families. 2. Identify how personal history, experience and culture impacts identity, our choices and our teaching. 3. Incorporate the goals of an anti-bias approach into all aspects of the classroom - environment, curriculum, activities, interactions and assessment. 4. Review professional ethics and 	 Explain the nature and structure of systemic and internalized privilege and oppression and the impact this has on children's identity and learning. Examine the societal context for systemic oppression. Distinguish the difference between personal and institutional prejudice Use an understanding of social identities to confront internalized oppression Assess the impact of societal messages of power, privilege, equity and social justice on identity development. Identify the importance of resistance and allies in overcoming all forms of oppression. Analyze the teacher's role and responsibility for creating classrooms and using strategies that encourage positive self-identity, comfort with diversity, resistance to injustice and advocacy for a just world for every child. Realize the power that teachers have as role models; the importance of self-knowledge, respect for differences, acknowledgment of biases; see teachers role as a change agent for self, children and families. Identify how personal history, experience and culture impacts identity, our choices and our teaching.
		Define and examine issues of cultural identity including all of the factors that are part of our experience and history to better	 Define and examine issues of cultural identity including all of the factors that are part of our experience and history to better
		understand ourselves as members of groups, as unique individuals and as teachers. 1. Distinguish how everyone has a	understand ourselves as members of groups, as unique individuals and as teachers. 1. Distinguish how everyone has a
		culture that shapes values, beliefs, and behavior determining how we organize our understanding of the world	culture that shapes values, beliefs, and behavior determining how we organize our understanding of the world

2. Recognize how culture is pervasive

and invisible to the individuals in

2. Recognize how culture is pervasive and invisible to the individuals in

Changed	Field C	urrent Version	Proposed Version
Changed	Field	 that group 3. Make a distinction between surface and deep culture, recognizing the importance of a deeper understanding of values, beliefs and practices. 4. Acknowledge and value our own culture as part of learning to accept and value the cultures of others. 5. Differentiate between culture and systems of oppression that result when groups are targets within a society. 4. Examine the process of how children develop social identities and the impact of historical and current perspectives on this development and learning. 1. Review the demographics and statistics on children in California and the United States as the context for understanding social identities and inequity. 2. Apply what research tells us about children's identity formation and socialization to issues of race, gender, class, language, ability, sexual orientation and all other "isms." 3. Assess how societies messages about the value of different groups who are the "norm" creates visibility and identity for some children while erasing the identity of children who are not in the norm. 4. Examine the process of prejudice formation in children related to how children think, pre-prejudice, overt and covert messages and the impact of silence. 5. Identify stereotypes and biased messages in the media/classroom and explore approaches that teach children to challenge these messages and develop alternative behaviors. 5. Develop a variety of strategies for creating trusting relationships with parents by building collaborative partnerships to challenge bias and prejudice in the lives of young children. 	 Proposed Version that group Make a distinction between surface and deep culture, recognizing the importance of a deeper understanding of values, beliefs and practices. Acknowledge and value our own culture as part of learning to accept and value the cultures of others. Differentiate between culture and systems of oppression that result when groups are targets within a society. Examine the process of how children develop social identifies and the impact of historical and current perspectives on this development and learning. Review the demographics and statistics on children in California and the United States as the context for understanding social identifies and inequity. Apply what research tells us about children's identity formation and socialization to issues of race, gender, class, language, ability, sexual orientation and all other "isms." Assess how societies messages about the value of different groups who are the "norm" creates visibility and identity for some children while erasing the identity of children who are not in the norm. Examine the process of prejudice formation in children related to how children think, pre-prejudice, overt and covert messages and the impact of silence. Identify stereotypes and biased messages in the media/classroom and explore approaches that teach children to challenge these messages and develop alternative behaviors. Develop a variety of strategies for creating trusting relationships with parents by building collaborative partnerships to challenge bias and prejudice in the lives of young children.

Current Version

support information sharing, conflict resolution and dialogue.

- Build collaborative relationships with families through mutual support, shared problem solving, daily contact and ongoing interactions.
- Involve parents in curriculum planning, classroom activities and program evaluation.
- Employ anti-bias approaches to help children negotiate and resolve conflicts caused by misinformation, limited thinking, pre-prejudice and societal messages.
 - Recognize and address exclusion, discrimination and stereotyping in children's behavior by intervening and supporting standing up to mistreatment, self-expression, talking about feelings, and encouraging questions.
 - 2. Practice overcoming personal discomfort by responding to discriminatory behavior through the use of neutral, non-judgmental language, clear goals and intervention strategies.
 - 3. Employ a sound social curriculum to create a sense of community that makes all children and families visible, develops empathy and a sense of fairness.
 - 4. Support children's critical thinking as a way to address stereotyped behaviors and bias by challenging misinformation, engaging children in dialogue, listening carefully and using open ended questions.
- Evaluate classroom environments, materials, and approaches to determine if they are inclusive, responsive to cultural and linguistic differences and are developmentally appropriate for each child.
 - 1. Assess the visual/aesthetic environment to see if it reflects all the children in the classroom, art from different cultures, posters, pictures and photographs that represent the cultures present in the community.
 - 2. Assess how the materials and curriculum reflect the cultures, experiences, abilities, and values of the children, families and teachers in the classroom.

Proposed Version

support information sharing, conflict resolution and dialogue.

- 3. Build collaborative relationships with families through mutual support, shared problem solving, daily contact and ongoing interactions.
- 4. Involve parents in curriculum planning, classroom activities and program evaluation.
- 6. Employ anti-bias approaches to help children negotiate and resolve conflicts caused by misinformation, limited thinking, pre-prejudice and societal messages.
 - Recognize and address exclusion, discrimination and stereotyping in children's behavior by intervening and supporting standing up to mistreatment, self-expression, talking about feelings, and encouraging questions.
 - 2. Practice overcoming personal discomfort by responding to discriminatory behavior through the use of neutral, non-judgmental language, clear goals and intervention strategies.
 - Employ a sound social curriculum to create a sense of community that makes all children and families visible, develops empathy and a sense of fairness.
 - 4. Support children's critical thinking as a way to address stereotyped behaviors and bias by challenging misinformation, engaging children in dialogue, listening carefully and using open ended questions.
- Evaluate classroom environments, materials, and approaches to determine if they are inclusive, responsive to cultural and linguistic differences and are developmentally appropriate for each child.
 - Assess the visual/aesthetic environment to see if it reflects all the children in the classroom, art from different cultures, posters, pictures and photographs that represent the cultures present in the community.
 - 2. Assess how the materials and curriculum reflect the cultures, experiences, abilities, and values of the children, families and teachers in the classroom.

Changed	Field	Current Version	Proposed Version
		 Describe how families are made welcome, included, visible and involved in the classroom. Analyze the presence of anti-bias books that make all children visible, counter stereotypes, give accurate information about groups who are targets of oppression and expose children to good anti-bias literature. Create ways to address holidays in the curriculum by including authentic traditions and celebrations of all of the families in the classroom 	 Describe how families are made welcome, included, visible and involved in the classroom. Analyze the presence of anti-bias books that make all children visible, counter stereotypes, give accurate information about groups who are targets of oppression and expose children to good anti-bias literature. Create ways to address holidays in the curriculum by including authentic traditions and celebrations of all of the families in the classroom
	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

Image: Banner Start Term (202122)202122No ValueImage: Banner Division2SSNo ValueImage: Banner Division2SSNo ValueImage: Catalog Term (21- 22)23-24No ValueImage: S Year Revision Year (2021)2018No ValueImage: B Effective Quarter (2021)FallNo ValueImage: B Effective Year (2021)2023No Value	
Catalog Term (21- 22)23-24No ValueS Year Revision Year (2021)2018No ValueEffective Quarter Image: FallFallNo ValueEffective Year2023No Value	
22) Image: Second system Second system No Value Image: Second system Second system No Value Image: Second system Fall No Value Image: Second system Second system No Value	
Year (2021) No Value Effective Quarter Fall No Value Effective Year 2023 No Value	
Effective Year 2023 No Value	
Sort ID (00 < 10; 0 C D 068 C D 068 < 100)	
Course Status Non-substantial Non-substantial	
Course Status A No Value	
Banner C D No Value Department	
Course Level DU No Value	
College Code DA No Value	
CourseCTECTECharacteristicsCTE	
Cross- NA NA Listed/Related Course Information	
Cross-No ValueNo ValueListed/RelatedCourse ID's	
CTE Status Yes No Value	
DL Approval Date No Value No Value (MM/DD/YYYY) No Value No Value	
Hybrid Approval No Value No Value Date (MM/DD/YYYY)	
Emergency No No Value Approval Value Value	

Changed	Questions	Current Version	Proposed Version
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
θ	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
θ	Organization Code	239013	No Value
0	Account Code	1320	No Value
0	Program Code	130500	No Value
0	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
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

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

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
-Matrix Fo	orm		
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	No Value	No Value

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	Completion of midterm and final essay exams that evaluate comprehension of major concepts in course and demonstrate student's ability to integrate knowledge and apply theory to teaching practices.
Objective 2: Develop analytical ideas and topics for essays.	No Value	Completion of a bibliography of twenty linguistically/culturally appropriate anti-bias books with an anecdotal description for each book including justification on how this book supports an anti-bias teaching approach.

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
0	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Complete weekly writing assignments to evaluate student's ability to critically synthesize course content and personal experience related to the development of social identities and systems of oppression and privilege as they apply to young children, families and early childhood programs.
	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

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

D-Matrix Form

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

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

E-Matrix	Form
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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

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	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

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

G-Matrix Form

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

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version	
	Criteria 1: 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	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
	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:	No Value	No Value
	Demonstrate an		
	understanding of		
	how the student's		
	personal activities		
	impact the		
	environment and		
	communities by		
	participating in		
	actions to create a		
	more		
	environmentally		
	sustainable and		
	equitable future.		
	-		

hanged	Questions	Current Version	Proposed Version
0	Stage 2: Department Chair	No Value	Name - Role OR TabType
	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	C DD068.
	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	CCC000536411

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	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

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Specifications
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.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

Section	Changed field
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
0	Faculty Initiator	Zack Judson	• Li Sun
	Course ID (CB01A and CB01B)	C DD071.	C DD071.
	Course Control Number	CCC000504486	CCC000504486
	Course Title (CB02)	Constructive Guidance and Positive Discipline in Early Childhood	Constructive Guidance and Positive Discipline in Early Childhood
	Short Course Title	CONSTRCTV GUID & POS DISCIPLN	CONSTRCTV GUID & POS DISCIPLN
	TOP Code (CB03)	1305.60	1305.60 Parenting and Family Education
	CIP Code	Family and Community Services	19.0707 Family and Community Services
	Department	C D - Child Development	C D - Child Development
0	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	Explores the principals and techniques that promote high self-esteem and positive behaviors in young children. (This course meets NAEYC Standards 1a,1c,2a,2b,2c,3a,3b,4a, 4b,4c,4d,5c,6b,6e, SS3,SS4,SS5; DEC/CEC Standards CC3-K3, EC3- S1, CC6-K3; NBPTS Standard 2; and EIA Reflective Practice 2, 3, 8, 9.)	Explores This course explores the principals and techniques that promote high self-esteem and positive behaviors in young children. (This course meets NAEYC Standards 1a,1c,2a,2b,2c,3a,3b,4a, 4b,4c,4d,5c,6b,6e, SS3,SS4,SS5; DEC/CEC Standards CC3-K3, EC3- S1, CC6-K3; NBPTS Standard 2; and EIA Reflective Practice 2, 3, 8, 9.)
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	OnlineHybrid

Faculty Requirements

nanged	Field	Current Version	Proposed Version
0	Discipline 1	No value	Child Development/Early Childhood Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - CHILD DEVELOPMENT

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

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course provides students with the opportunity to acquire the foundational skills and knowledge to integrate developmentally appropriate practices in positive behaviors and their	This course provides students with the opportunity to acquire the foundational skills and knowledge to integrate developmentally appropriate practices in positive behaviors and their
		application to teach young children. The course is CSU transferable. It is	application to teach young children. The course is CSU transferable. It is
		designed to meet the requirements of the Child Development Certificate of Achievement, Certificate of	designed to meet the requirements of the Child Development Certificate of Achievement, Certificate of
		Achievement Advance, A.A. Degree and the California Child Development Permit.	Achievement Advance, A.A. Degree and the California Child Development Permit.

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	

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

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

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

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

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

Cross-listed Course

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

Associated Programs

Changed	Field	Current Versi	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Child Development	Associated Program	Child Development
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	Child Development	Associated Program	Child Development
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Child Development	Associated Program	Child Development
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Early Intervention/Special Education Assistant	Associated Program	Early Intervention/Special Education Assistant
		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	

Changed	Field	Current Version	Proposed Version	
	Lecture Hours - In Class	3	3	
	Lecture Hours - Out of Class	6	6	
	Laboratory Hours - In Class	0	0	
	Laboratory Hours - Out of Class	0	0	
	NA Hours - In Class	0	0	
	NA Hours - Out of Class	0	0	

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In- Class (Contact) per Term	36	36
	Lecture Hours - Course Out- of-Class per Term	72	72
	Laboratory Hours - Course In- Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of- Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36

	Field	Current Version	
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
			Nevelue
	Speciality Hours	No value	No value
	Hours		
Credit / No Changed	Hours	Current Version Credit Course.	Proposed Version Credit Course.
	Hours m-Credit Options Field COURSE CLASSIFICATION	Current Version Credit Course.	Proposed Version
	Hours m-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit	Current Version Credit Course.	Proposed Version Credit Course.
	Hours In-Credit Options Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category	Current Version Credit Course. Credit - Degree Applicable	Proposed Version Credit Course. Credit - Degree Applicable

Changed	Field	Current Version	Proposed Version
	Variable Credit Course		

Credit Units

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

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

Specifications

Methods of				
Instruction	Methods of Instruction	of		Methods of Instruction
	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class reflections Homework and extended projects Collaborative learning and small group exercises Practice with guidance tools Modeling of appropriate techniques Role plays	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class reflections Homework and extended projects Collaborative learning and small group exercises Practice with guidance tools Modeling of appropriate techniques Role plays
Assignments	and a b 2. Reflecting plan imp 3. Implement and writ 4. Plan an worksho guidanc or co-we 5. Parent i disciplin	nterview on guidance and ne practices ed reading assignments	and a be 2. Reflectiv plan imp 3. Impleme and writ 4. Plan an worksho guidanc or co-we 5. Parent i and disc	nterview on guidance cipline practices d reading assignments

Methods of Evaluation	Methods of Evaluation	MethodsMethods ofofEvaluationEvaluation

Methods	1. Midterm and	Methods	1. Midterm and
of	final essay	of	final essay
Evaluation	exams related to	Evaluation	exams relate
Evaluation	reading	Lvalaation	to reading
	assignments to		assignments
	evaluate		evaluate
	comprehension		comprehensi
	and mastery of		and mastery
	concepts.		concepts.
	2. Behavioral plan		2. Behavioral
	to evaluate		plan to
	ability to critically		evaluate abil
	analyze		to critically
	observations		analyze
	and the ability to		observations
	write a report.		and the abilit
	3. Written reflection		to write a
	on behavioral		
			report. 3. Written
	plan		reflection on
	implementation to examine the		
			behavioral p
	effectiveness of		implementat
	the plan.		to examine t effectiveness
	4. Written reports		
	on implemented behavioral		of the plan.
			4. Written repo
	techniques to		on
	demonstrate and		implemented
	understanding		behavioral
	and use of the		techniques to
	techniques.		demonstrate
	5. Oral and written		and
	presentation of		understandir
	positive		and use of the
	guidance		techniques.
	techniques for		5. Oral and
	parents and co-		written
	workers to apply		presentation
	concepts		positive
	examined		guidance
	throughout the		techniques fo
	course.		parents and
	6. Written report of		co-workers to
	parent interview		apply concep
	on guidance and		examined
	discipline		throughout the
	practices		course.
	showing ability		

Changed	Field	Current Version	Proposed Version
		to collect,	6. Written report
		analyze and	of parent
		present data.	interview on
			guidance and
			discipline
			practices
			showing ability
			to collect,
			analyze and
			present data.
0	Essential Student	Essential Student Materials:	Essential Student Materials:
	Materials/Essential	None.	None
	College Facilities	Essential College Facilities:	Essential College Facilities:
		None.	None

Changed Field

Current Version

0	Examples of				
•	Primary Texts and References	Title	No value	Title	Constructive Guidance and
		Author	Fields, M. and Fields, D. "Constructive Guidance and		Discipline: Birth to Age Eight
		Discipline: Birth to Age Eight, 7th edition". Pearson- Merrill Prentice Hall. New Jersey 2017	Author	Fields, M. and Fields, D. "Constructive Guidance and Discipline: Birth to	
		Publisher	No value		Age Eight, 7th edition". Pearson-
		Date/Edition	No value		Merrill Prentice Hall. New Jersey
		ISBN	No value		2017
	Title	No value	Publisher	Pearson-Merrill Prentice Hall	
	Author	Kaiser, B and	Date/Edition	7th Ed., 2017	
			Rasminsky, J. "Challenging	ISBN	9780132853323
		Behavior in Young Children, 4th edition". Pearson, 2017	Title	Challenging Behavior in Young Children	
		Publisher	No value	Author	Kaiser, B and Rasminsky, J. "Challenging Behavior in Young Children, 4th
		Date/Edition	No value		
		ISBN	No value		
		Title	No value		edition". Pearson, 2017
	Author	Ferris Miller D. "Positive Child	Publisher	Pearson	
		Guidance, 7th edition". Wadsworth,	Date/Edition	4th Ed., 2017	
		Cengage Learning 2013	ISBN	9780132159128	
		Publisher	No value	Title	Positive Child
		Date/Edition	No value		Guidance
		ISBN	No value	Author	Ferris Miller Darla

Changed	Field	Current Version	Proposed Vers	ion
			Publisher	Wadsworth, Cengage Learning
			Date/Edition	January 1st, 2015/8 Edition
			ISBN	9780357625309

onungeu				
8	Suggested Reading List	Reading List	Nelsen, J., Erwin,C. and Duffy, R. "Positive Discipline: The First Three Years". Prima Publishing. United States, 1998	No value
		May include, but are not limited to	No value	
		Reading List	Hearron, P. and Hildebrand, V. "Guiding Young Children. 7th Edition". Pearson- Prentice Hall. New Jersey, 2005	
		May include, but are not limited to	No value	
		Reading List	Center for the Social Emotional Foundations of Early Learning. www.csefel.vanderbilt.edu	
		May include, but are not limited to	No value	
		Reading List	Wheeler, E. "Conflict Resolution in Early	

Childhood". Pearson Merrill Prentice Hall 2004

May include,	No value
but are not limited to	

Reading	Mah, R. "Difficult		
List	Behavior in Early		
	Childhood: Positive		
	Discipline in PreK-3		
	classroom and Beyond"		
	Corwin Press, 2007		

May No value include, but are not limited to

Reading List	Brault, L. "Children with Challenging Behavior: Strategies for Reflective Thinking". CPG Publishing Company, Phoenix, AZ. 2005
May include, but are not limited to	No value

Reading	Curwin, R. "Discipline	
List	with Dignity:New	
	Challenges, New	
	Solutions, 3rd edition".	
	ASCD Publications, 2008	

Changed Field	Current Ve	rsion
	May include, but are not limited to	No value
	Reading List	Rosenberg, M. "Nonviolent Communication, 3rd edition". PuddleDancer Press, 2015
	May include, but are not limited to	No value

Reading List	Rosenberg, M. "Teaching Children Compassionately". PuddleDancer Press, 2005
May include, but are not limited to	No value

Proposed Version

Learning Outcomes and Objectives

Changed	Field	Current Version	n	Proposed Vers	sion
	Course Objectives	discipline Analyze ti understar and devel practices guidance Examine in unders Recogniz misbehav Identify of assessme guidance Create pr that preve Analyze a technique	bservation and ent techniques in child osocial environments ent discipline problems and implement tools and es for positive guidance special emotional needs	 discipline Analyze funderstalling Analyze funderstalling and develoption practices guidance Examine in understalling Recognizion 	bservation and ent techniques in child
	CSLOs	CSLOs	Create prosocial environments that prevent discipline problems.	CSLOs	Create prosocial environments that prevent discipline problems.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline			

Changed	Field	Current Version	Proposed Version
	Course	1. Explore the definitions of	1. Explore the definitions of
	Content	discipline and guidance	discipline and guidance
		1. Look at the long-term	1. Look at the long-term
		goals of discipline	goals of discipline
		2. Define self-esteem, self-	2. Define self-esteem, self-
		concept and self-discipline	concept and self-disciplin
		 Cultural views of discipline and guidance 	 Cultural views of disciplin and guidance
		4. Family values and their	4. Family values and their
		impacts on discipline	impacts on discipline
		5. Personal beliefs and	5. Personal beliefs and
		influence on discipline	
		practices	influence on discipline practices
		2. Analyze the importance of	2. Analyze the importance of
		understanding child development	understanding child developme
		and developmentally appropriate	and developmentally appropriat
		practices as they relate to	practices as they relate to
		guidance techniques	guidance techniques
		1. Knowledge and	1. Knowledge and
		understanding of ages and	understanding of ages ar
		stages	stages
		2. Identifying what is typical	2. Identifying what is typical
		and atypical behavior for	and atypical behavior for
		different age groups	different age groups
		3. The impact of child's	3. The impact of child's
		perception on behavior	perception on behavior
		4. Milestones in the	4. Milestones in the
		development of memory	development of memory
		and their impact on	and their impact on
		behavior	behavior
		5. Impacts of temperament	5. Impacts of temperament
		on behavior	on behavior
		6. Social cognition and	6. Social cognition and
		children's perspectives on	children's perspectives o
		behavior	behavior
		7. Defining self-control and	7. Defining self-control and
		how it relates to child's	how it relates to child's
		development	development
		3. Examine theoretical foundations	3. Examine theoretical foundations
		in understanding behavior	in understanding behavior
		1. The importance of	1. The importance of
		normative behavior and	normative behavior and
		guidelines - Gesell	guidelines - Gesell
		2. Behavioral conditioning- Bandura	2. Behavioral conditioning- Bandura
		3. Needs hierarchy and	3. Needs hierarchy and
		development - Maslow	development - Maslow

Changed	Field	Current Version	Proposed Version
		4. The child in context -	4. The child in context -
		Bronfenbrenner 5. The child in social	Bronfenbrenner 5. The child in social
		relationships - Vygotsky	relationships - Vygotsky
		6. Attachment as	6. Attachment as
		foundational security-	foundational security-
		Ainsworth, Bowlby	Ainsworth, Bowlby
		7. Biological underpinnings-	7. Biological underpinnings-
		Lorenz, Freud	Lorenz, Freud
		8. Emotional needs- a	8. Emotional needs- a
		developmental	developmental
		perspective- Erikson	perspective- Erikson
		9. Parenting styles- Baumrind	9. Parenting styles- Baumrind
		10. Parenting and cross	10. Parenting and cross
		cultural perspectives	cultural perspectives
		11. Parenting the child with	11. Parenting the child with
		special needs	special needs
		4. Recognize the causes of	4. Recognize the causes of
		misbehavior	misbehavior
		1. Understanding needs	1. Understanding needs
		1. Unmet needs	1. Unmet needs
		2. Privacy needs	2. Privacy needs
		3. Power needs	3. Power needs
		4. Ownership needs	4. Ownership needs
		5. Attention needs	5. Attention needs
		6. Needs for success	6. Needs for success
		and challenge	and challenge
		7. Need for security	7. Need for security
		8. Need for love,	8. Need for love,
		acceptance and	acceptance and
		belonging	belonging
		2. Temperament	2. Temperament
		1. New York	1. New York
		Longitudinal Study	Longitudinal Study
		2. Difficult	2. Difficult
		temperament	temperament
		3. Easy temperament	3. Easy temperament
		4. Slow to warm	4. Slow to warm
		temperament	temperament
		5. Goodness of fit and	5. Goodness of fit and
		parenting/teaching	parenting/teaching
		style	style
		6. Goodness of fit as it	6. Goodness of fit as it
		applies in the	applies in the
		classroom	classroom
		7. Understanding the	7. Understanding the
		difference between	difference between
		ullerence beiween	
		children who are shy	children who are shy

8. Working with children who are shy 9. Working with children who are withdrawn and may exhibit clinical symptoms 3. Developmental reasons for behavior 3. Developmental reasons for behavior 1. Toddler behavior 2. Preschooler initiative issues 3. Developmental reasons for behavior 3. Identity development in school age children 3. Identity development in school age children 4. Cortext and environmental reasons for misbehavior 1. Schedules and timing 2. Too many or too few choices 1. Schedules and timing 3. Alterials in the dassroom 3. Materials in the dassroom 4. Curriculum issues 5. Children with specific special needs 1. ADHD - Attention Deficit Hyperactivity Disorder 9. Sterturi Disorders 4. ODD - Oppositional Defiant Disorders 9. Sterturi Disorders 5. Identify observation and assessment techniques for assessing behavior 1. Time and event sampling 1. Time and event sampling 2. Running recod	Changed	Field	Current Version	Proposed Version
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			1. Time and event	1. Time and event
2. Running record 2. Running record			sampling	sampling
			2. Running record	2. Running record
3. Anecdotal record 3. Anecdotal record			3. Anecdotal record	3. Anecdotal record
4. Portfolio 4. Portfolio			4. Portfolio	4. Portfolio
development development			development	development
5. Desired results 5. Desired results			5. Desired results	5. Desired results
developmental developmental			developmental	developmental

leiu		Proposed version
	profile	profile
	6. A.B.C. Narratives	6. A.B.C. Narratives
	3. Parental input to the	3. Parental input to the
	behavior assessment	behavior assessment
	process	process
	1. Anecdotal	1. Anecdotal
	information	information
	2. Health history	2. Health history
	3. Family history	3. Family history
	4. Copies of Individual	Copies of Individual
	Education Plans or	Education Plans or
	Individual Family	Individual Family
	Services Plans	Services Plans
	5. Parent meetings	5. Parent meetings
	6. Parental values and	6. Parental values and
	views of guidance	views of guidance
	and discipline	and discipline
	6. Create prosocial environments	6. Create prosocial environments
	that prevent discipline problems	that prevent discipline problems
	1. Social emotional	1. Social emotional
	environment	environment
	2. The nurturing adult	2. The nurturing adult
	3. Physical environment	3. Physical environment
	7. Analyze and implement tools and	7. Analyze and implement tools and
	techniques for positive guidance	techniques for positive guidance
	1. The myth of the perfect	1. The myth of the perfect
	child	child
	2. Setting limits	2. Setting limits
	3. Teach conflict resolution	3. Teach conflict resolution
	and problem solving	and problem solving
	4. Active listening	4. Active listening
	5. Ignoring behavior	5. Ignoring behavior
	6. Teach calming techniques	6. Teach calming techniques
	7. "I" and "you" messages	7. "I" and "you" messages
	8. Redirection	8. Redirection
	9. Prevent over-stimulation	9. Prevent over-stimulation
	10. Recognize and intervene	10. Recognize and intervene
	on signs of stress, anxiety	on signs of stress, anxiety
	and strong emotion	and strong emotion
	11. Changing the environment	11. Changing the environment
	12. Give signal and cues of	12. Give signal and cues of
	appropriate behavior	appropriate behavior
	13. Maintain objectivity	13. Maintain objectivity
	14. Consider gender, learning,	14. Consider gender, learning,
	cultural differences and	cultural differences and
	special needs	special needs
		AE Duckles 11 11

15. Problem solving strategy to understand and modify behavior 15. Problem solving strategy

behavior

to understand and modify

Changed	Field	Current Version	Proposed Version
		16. Antibias curriculum to help	16. Antibias curriculum to help
		guide behavior	guide behavior
		8. Analyze special emotional needs	8. Analyze special emotional needs
		related to behavior	related to behavior
		1. Risk factors that impact	1. Risk factors that impact
		behavior	behavior
		1. Prenatal drug and	1. Prenatal drug and
		alcohol exposure	alcohol exposure
		2. Teen pregnancy	2. Teen pregnancy
		3. Poverty	3. Poverty
		4. Parental education	4. Parental education
		levels	levels
		5. Poor health due to	5. Poor health due to
		environmental	environmental
		factors	factors
		6. Special needs	6. Special needs
		2. Effects on negative	2. Effects on negative
		experiences on the	experiences on the
		developing brain	developing brain
		1. Impact of domestic	1. Impact of domestic
		violence, media	violence, media
		violence, community	violence, community
		violence	violence
		2. Child abuse	2. Child abuse
		3. Trauma	3. Trauma
		4. Neglect	4. Neglect
	Lab Component	No	No
	in this Course		
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.

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

Curriculum	Curriculum Office					
Changed	Questions	Current Version	Proposed Version			
0	Banner Start Term (202122)	202122	No Value			
0	Banner Division	2SS	No Value			
0	Catalog Term (21-22)	23-24	No Value			
0	5 Year Revision Year (2021)	2018	No Value			
9	Effective Quarter	Fall	No Value			
0	Effective Year (2021)	2023	No Value			
	Sort ID (00 < 10; 0 < 100)	C D 071	C D 071			

Changed	Questions	Current Version	Proposed Version
	Course Status	Non-substantial	Non-substantial
9	Course Status Code	A	No Value
9	Banner Department	C D	No Value
9	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value

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

Changed	Questions	Current Version	Proposed Version
9	Organization Code	239013	No Value
θ	Account Code	1320	No Value
θ	Program Code	130500	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
9	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions Changed Questions **Proposed Version Current Version** No Value Basic Course No Value Information Units and No Value No Value Hours 0 Updated textbooks and references to Specifications No Value 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

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-N	latrix	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	No Value	No Value
	explanation as to why.		

Changed	Questions	Current Version	Proposed Version
9	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	Assignment F: Student will complete the required reading assignments from the text. Evaluation A: Student will take midterm and final essay exams related to reading assignments to evaluate comprehension and mastery of concepts.
9	Objective 2: Develop analytical ideas and topics for essays.	No Value	Assignment E: Student will conduct a parent interview on guidance and discipline practices. Evaluation F: Student will complete a written report of parent interview on guidance and discipline practices showing ability to collet, analyze, and present data.
9	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignment A: Student will conduct an observation of a child with a behavior problem and develop a behavior plan. Evaluation D: Student will complete written reports on implemented behavioral techniques to demonstrate an understanding and use of the techniques.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
9	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Assignment B: Student will complete a reflective writings on behavior plan implementation. Evaluation C: Student will write a reflection on behavioral plan implementation to examine the effectiveness of the plan.

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

C-Matrix Form

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

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

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

G-Matrix Form

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

H-Matrix Form

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

De Anza GE - ESGC Form

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

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

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

Changed	Questions	Current Version	Propos	ed Vers	ion		
	Stage 2: Department Chair	No Value	No Valu	le			
9	Stage 3: Division Curriculum Representative	No Value	Date 2/25/24	OR Tab RG -	Part - Field Course Description	Needs to be a	Initiator - Indicate "Y' When Completed Completed 2/29/24
	Stage 4: Division Dean	No Value	No Valu	ie			
	Stage 5: SLO Coordinator	No Value	No Valu	ie			

Changed	Questions	Current Version	Propos	ed Vers	ion		
•	Stage 7: Content Review Matrix Liaison	No Value	Date 3/27/24	OR Tab	Part - Type of Field Edit Matrix _{Required}	Edit Information listed under objectives does not seem to be in the places that are indicated.	Y
	Stage 8: AVP - Instruction	No Value	No Valu	Ie			
	Stage 9: Articulation Officer	No Value	No Valu	IE			
	Stage 11: ESGC Faculty Coordinator	No Value	No Valu	IE			
	Stage 14: Curriculum Committee	No Value	No Valu	le			

Course Ad	Course Administration Codes					
Articulation	occurs after course	e approval. The following fields will not show a Proposed Version.				
Changed	Changed Field Current Version					
	Curriculum ID	C DD071.				
	Distance Education	No				
	Approved					
	Board of					
	Trustees					
	Approval Date					

Changed	Field	Current Version
	Curriculum	
	Committee	
	Approval Date	
	Time to Next	Sep 1, 2023 12:00:00 AM
	Review	
	External	Sep 1, 2018 12:00:00 AM
	Review	
	Approval Date	
	Course	CCC000504486
	Control	
	Number	

rticulatio	n	
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 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	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Specifications
B-Matrix Form	Objective 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.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 5: SLO Coordinator
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	Zack Judson	• Li Sun
	Course ID (CB01A and CB01B)	C DD075.	C DD075.
	Course Control Number	CCC000501304	CCC000501304
	Course Title (CB02)	Social Emotional Development in Early Childhood	Social Emotional Development in Early Childhood
	Short Course Title	SOC EMTL DEVLPMT EARLY CHLDHD	SOC EMTL DEVLPMT EARLY CHLDHD
	TOP Code (CB03)	1305.00	1305.00 Child Development/Early Care and Education
	CIP Code	Child Care Provider/Assistant	19.0709 Child Care Provider/Assistant
	Department	C D - Child Development	C D - Child Development
θ	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	Course Description	Social emotional development and how peer, family, gender, teachers and society influence this development. The impact of variations in development on learning and life outcomes. (This course meets National Association for the Education of Young Children (NAEYC) Standards 1a, 1b, 1c, 2b, 4a; Council for Exceptional Children/ Division for Early Childhood Standards CC2-K1; National Board for Professional Teaching Standards 1 and 4; the California Early Start Early Intervention Assistant competencies; and the California Personnel Competencies in Infant-Family and Early Childhood Mental Health.)	Social-This course introduces social emotional development and how peer, family, gender, teachers and society influence this development. The <u>course</u> <u>also discusses the</u> impact of variations in development on learning and life outcomes. (This course meets National Association for the Education of Young Children (NAEYC) Standards 1a, 1b, 1c, 2b, 4a; Council for Exceptional Children/ Division for Early Childhood Standards CC2-K1; National Board for Professional Teaching Standards 1 and 4; the California Early Start Early Intervention Assistant competencies; and the California Personnel Competencies in Infant-Family and Early Childhood Mental Health.)
9	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	OnlineHybrid

Faculty Requirements					
Changed	Field	Current Version	Proposed Version		
0	Discipline 1	No value	Child Development/Early Childhood Education		
	Discipline 2	No value	No value		
	Discipline 3	No value	No value		
0	FSA	No value	FHDA FSA - CHILD DEVELOPMENT		

l Curre	nt Version	Proposed Version
nerly No val	ue	
ement		
		nerly No value

Changed	Field	Current Version	Proposed Version
	Course	The course is designed to meet the	The course is designed to meet the
	Justification	requirements of the Child Development -	requirements of the Child Development -
		Early Childhood Mental Health Certificate program. It is CSU transferable. It is also	Early Childhood Mental Health Certificate program. It is CSU transferable. It is also
		considered specialization units in	considered specialization units in
		Infant/toddler/preschool development under	Infant/toddler/preschool development unde
		the California Child Development Permit.	the California Child Development Permit.
		Course content meets required hours as a	Course content meets required hours as a
		transdisciplinary mental health practitioner	transdisciplinary mental health practitioner
		under the California Infant-Family Early	under the California Infant-Family Early
		Childhood Mental Health Personnel	Childhood Mental Health Personnel
		Competencies. The course provides	Competencies. The course provides
		students the opportunity to learn about the	students the opportunity to learn about the
		impact of social emotional development on	impact of social emotional development on
		the developing child.	the developing child.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
Course Ph	ilosophy		
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
oothill Eq	uivalency		
Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	Νο
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
CTE Cours	e		
Changed	Field	Current Version	Proposed Version
8	Is this a CTE (Career Technical Education) course?	No value	Yes
lonors/No	n-honors Course		
Changed	Field	Current Version	Proposed Version
0	ls this an honors/non- honors course?	No value	No

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

Associated Programs

anged	Field	Current Versi	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Child Development	Associated Program	Child Development
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Early Childhood Mental Health	Associated Program	Early Childhood Mental Health
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Trauma Informed Care	Associated Program	Trauma Informed Care
		Award Type	zZ_Skills Certificate	Award Type	zZ_Skills Certificate
		Associated Program	Early Intervention/Special Education Assistant	Associated Program	Early Intervention/Special Education Assistant
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement Advanced (COA-A)
		Associated Program	Trauma Informed Care (In Development)	Associated Program	Trauma Informed Care (In Development)
		Award Type	zZ_Skills Certificate	Award Type	zZ_Skills Certificate

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	3	3		
	Lecture Hours - Out of Class	6	6		
	Laboratory Hours - In Class	0	0		
	Laboratory Hours - Out of Class	0	0		
	NA Hours - In Class	0	0		
	NA Hours - Out of Class	0	0		

Course Student Hours - Profile Name: Default Profile					
Changed Field Current Version Proposed Version					
	Course Duration (Weeks)	12	12		
	Hours per unit divisor	36	36		

Changed	Field	Current Version	Proposed Version
	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
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3
Speciality F	lours		

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

Credit Units

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

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3
SKIP			
Changed	Field	Current Version	Proposed Version

No Value

Specifications

SKIP

No Value

0

emotional development presented and discussed Other: research articles, on-line publications, webcasts, webinars, on-line videos such as Ted Talks

Instruction outlines Discussion and practiced in class Discussion of re- topics	s Instruction outlines
group exercises Reviews and de resource materi social emotiona Examples of chi related to social development pr discussed Other: research publications, we	problem solving problem solving practiced in class practiced in class practiced in class Discussion of related research topics Observation Rubric monstrations of als for teaching skills Idren's literature emotional esented and Collaborative learning and small

Changed Field	Current Version	Proposed Version
Assignments	 Weekly reading on current research, on-line articles, web casts, webinars and videos. Research paper on critical issues in social emotional development Oral presentation of research report and teaching aids Observation of children in a natural setting focused on social emotional development Critical analysis of social emotional development based on observation using a valid assessment instrument such as the CA Desired Results Developmental Profile (DRDP) or Ages and Stages Questionnaire (ASQ). Select children's literature on social emotional development and read to/interview child about the book ,write a reflective essay on the experience 	 Weekly reading on current research, on-line articles, web casts, webinars and videos. Research paper on critical issues in social emotional development Oral presentation of research report and teaching aids Observation of children in a natural setting focused on social emotional development Critical analysis of social emotional development based on observation using a valid assessment instrument such as the CA Desired Results Developmental Profile (DRDF or Ages and Stages Questionnaire (ASQ). Select children's literature on social emotional development and read to/interview child about the book ,write a reflective essay on the experience

0

Methods of1. Midterm Reflection paper based on course content and weekly reading to demonstrate application to teaching practices2. Oral report on research paper to demonstrate knowledge and depth of understanding of topic and to show ability to collect, analyze, and present data3. Written reflection on content to examine its relevancy based on assignment rubric4. Two teaching aids to	
 demonstrate the ability to prepare, plan and provide structure experiences for children 5. Written final observation of children in a natural setting focused on social emotional development. The observation will evaluate student's ability to observe and analyze data. It will be assessed through the naturalistic observation rubric. 6. Written report on child literature experience demonstrating ability to summarize the child's experience and determine ways to support his/her 	

Methods	1. Midterm
of For the time	Reflection
Evaluation	paper based
	on course
	content and
	weekly
	reading to
	demonstrate
	application to
	teaching
	practices
	2. Oral report on
	research
	paper to
	demonstrate
	knowledge
	and depth of
	understanding
	of topic and to
	show ability to
	collect,
	analyze, and
	present data
	3. Written
	reflection on
	content to
	examine its
	relevancy
	based on
	assignment
	rubric
	4. Two teaching
	aids to
	demonstrate
	the ability to
	prepare, plan
	and provide
	structure
	experiences
	for children
	5. Written final
	observation of
	children in a
	natural setting
	focused on
	social
	emotional
	development. The
	observation will evaluate
	student's
	ability to

0

College Facilities

Essential College Facilities:

• None.

ial Student Essential Student Materials: Is/Essential • None.	Essential Student Materials:None
	development
	his/her
	support
	ways to
	determine
	and
	experience
	the child's
	summarize
	ability to
	demonstrating
	experience
	literature
	on child
	6. Written report
	rubric.
	observation
	naturalistic
	through the
	assessed
	It will be
	analyze data.
	observe and

Essential College Facilities:

None

Changed Field

0

Current Version

Examples of				
Primary Texts and References	Title	No value	Title	Me You, US: Social Emotional
	Author	Epstein, A. "Me, You, Us: Social Emotional Learning in Preschool. High Scope Press. Ipslanti,		Learning in Preschool
		MI.2010	Author	Epstein, A.
	Publisher	No value	Publisher	HighScope Press, 1st Edition
	Date/Edition	No value		
	ISBN	No value	Date/Edition	January 1st,2000/ 1st Edition
	Title	No value	ISBN	9781573794251
	Author	Lally, J.R. Ed "Infant/Toddler Caregiving: A Guide to Social Emotional Growth and Socialization. CDE Press. Sacramento CA., Second Edition 2011	Title	Infant/Toddler Caregiving: A guide to Social Emotional Growth and Socialization
	Publisher	No value	Author	Lally, J.R. Ed
	Date/Edition	No value	Publisher	CDE Press
	ISBN	No value	Date/Edition	September 15,1990/1st Edition
	Title	No value	ISBN	9780801117114
	Author	California Preschool Learning Foundations and Frameworks Volume 1, Social Emotional Development Domain, CDE Press. Sacramento CA., 2008	Title	Your Child's Emotional and Behavioral Development
	Publisher	No value	Author	Brazelton, Berry T.
	Date/Edition	No value	Publisher	Da Capo Lifelong
	ISBN	No value	Date/Edition	Books
			Date/Edition	September 26, 2006/2nd Edition
			ISBN	9780062737304

Changeu		Current ve	131011	Proposed version
9	Suggested Reading List	Reading List	Brazelton, Berry T. "Your Child's Emotional and Behavioral Development". Basic Books. New York. 1992	No value
		May include, but are not limited to	No value	
		Reading List	Brault, L. & Brault,T. "Children with Challenging Behaviors: Strategies for Reflective Thinking". CPG Publishing Co. Phoenix, AZ.2005	
		May include, but are not limited to	No value	
		Reading List	Center for the Social Emotional Foundations of Early Learning (CSEFEL):http://csefel.vanderbilt.edu/	
		May include, but are not limited to	No value	
		Reading List	Gonzalez-Mena, Janet & Widmeyer, Diane Eyer. "Infants, Toddlers and Caregivers: A Curriculum of Respectful, Responsive Care and Education". 5th Edition. McGraw-Hill. New York.2007	
		May include, but are not limited to	No value	

Current Version

Proposed Version

Changed Field

Changed Field	Current Ve	rsion	Proposed Version
	Reading List	Greenspan, Stanley & Thorndike- Greenspan, Nancy. "The essential Partnership: How parents and children can meet the emotional challenges of infancy and childhood". Penguin Books. New York. 1989	
	May include, but are not limited to	No value	
	Reading List	Greenspan, Stanley & Thorndike- Greenspan, Nancy. "First Feelings: Milestones in the Emotional Development of Your Baby and Child". Penguin Books. New York. 1989	
	May include, but are not limited to	No value	
	Reading List	Plotts, Cynthia & Webber, Jo. "Emotional and Behavior Disorders: Theory and Practice". 5th Edition. Pearson Education. 2008	
	May include, but are not limited to	No value	
	Reading List	Riley, Dave PhD., San Juan, Robert R., Klinkner, Joan & Ramminger Ann. "Social and Emotional Development: Connecting Science and Practice in Early Childhood Settings". Redleaf Press. 2007	

Мау	No value	
include,		
but are		
not		
limited		
to		

Reading List	Wenar, Charles. & Kerig, Patricia. " Developmental Psychopathology: From Infancy Through Adolescence". 5th Edition. McGraw-Hill Higher Education. 2006
May include, but are	No value

 not

 limited

 to

 Reading

 Galinsky, E., "Mind in the Making:

 The Seven Essential Life Skills Every

 Child Needs". Harper Collins. 2010

 May

 No value

include, but are not limited to

Reading List	Bilmes, J. "Beyond Behavior Management: The Six Life Skills Children Need". 2nd Edition. Redleaf Press. 2012
May include, but are	No value

not limited to

Reading Bilmes, J. & Welker, T. "Common List Psychological Disorders in Young Children: A Handbook for Early Childhood Professionals" . Readleaf Press, 2006

Changed Field	Current Version	Proposed Version
	May No value include, but are not limited to	

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Analyze social and emotional development in infancy Describe theories of temperament and its influences on psychosocial development Investigate personality development in the context of attachment theory and relationships Analyze social emotional development in early childhood Research the development of gender roles and gender identity Examine and evaluate social influences on gender identity Examine and evaluate parental influences on social emotional development Develop an understanding of the effects of trauma on psychosocial development and how to mitigate effects Increase understanding of family system impacts on social emotional development Increase knowledge of the function of play in psychosocial development Analyze the practices that contribute to the development of healthy selfesteem and self concept Examine contemporary influences on social emotional development 	 Analyze social and emotional development in infancy Describe theories of temperament and its influences on psychosocial development Investigate personality development in the context of attachment theory and relationships Analyze social emotional development in early childhood Research the development of gender roles and gender identity Examine and evaluate social influences on gender identity Examine and evaluate parental influences on social emotional development Develop an understanding of the effects of trauma on psychosocial development and how to mitigate effects Increase understanding of family system impacts on social emotional development Increase knowledge of the function of play in psychosocial development Analyze the practices that contribute to the development of healthy selfesteem and self concept Examine contemporary influences on social emotional development

Changed Field	Current Version	on	Proposed Vers	sion
CSLOs	CSLOs	Investigate psychosocial development in infancy through early childhood.	CSLOs	Investigate psychosocia development in infancy through early childhood.
	Expected SLO Performance	0.0 e	Expected SLO Performance	0.0

Course Outline

hanged	Field	Current Version	Proposed Version
	Course Content	1. Analyze social and emotional	1. Analyze social and emotional
		development in infancy	development in infancy
		1. Biological foundations and	1. Biological foundations and
		experiences	experiences
		2. Early developmental changes	2. Early developmental changes
		in emotions	in emotions
		3. Sequence of indicators in	3. Sequence of indicators in
		social emotional development	social emotional developmen
		4. Social emotional development	4. Social emotional development
		and children with special needs	and children with special needs
		5. Cultural influences on social	5. Cultural influences on social
		emotional development in	emotional development in
		infancy	infancy
		Describe theories of temperament and its influences on psychosocial	Describe theories of temperament and its influences on psychosocial
		development	development
		1. Thomas and Chess' basic	1. Thomas and Chess' basic
		temperament types	temperament types
		2. Current theories on	2. Current theories on
		temperament	temperament
		3. Rothbart and Bates'	3. Rothbart and Bates'
		classification	classification
		4. Implications of "goodness of	4. Implications of "goodness of
		fit"	fit"
		5. Parental and teacher / child	5. Parental and teacher / child
		interactions and temperament	interactions and temperamer
		6. Cultural views on temperament	6. Cultural views on temperame
		3. Investigate personality development	3. Investigate personality development
		in the context of attachment theory	in the context of attachment theory
		and relationships	and relationships
		1. Erikson's developmental stages	1. Erikson's developmental stages
		2. Bowlby's research on mother-	2. Bowlby's research on mother
		child attachment and	child attachment and
		separation	separation
		3. Ainsworth's differences in	3. Ainsworth's differences in
		attachment behavior and the	attachment behavior and the
		strange situation	strange situation
		 Liberman's disorders of attachment 	 Liberman's disorders of attachment
		5. Brazelton's touchpoints	5. Brazelton's touchpoints
		6. Tronick's still face experiments	6. Tronick's still face experimen
		 Cultural influences on attachment 	 Cultural influences on attachment
		8. Attachment and children with	8. Attachment and children with
		special needs	special needs
		4. Analyze social emotional	4. Analyze social emotional
		development in early childhood	development in early childhood
		1. Development of the self and	1. Development of the self and
		self understanding	self understanding
		2. Development of self regulation	2. Development of self regulation
		skills	skills

Changed	Field	Current Version	Proposed Version
		 Emotions and peer relations Moral development Behaviorist, social 	 Emotions and peer relations Moral development Behaviorist, social
		cognitive and	cognitive and
		psychoanalytic theories	psychoanalytic theories
		2. Kohlberg's theory of	2. Kohlberg's theory of
		moral developmental	moral developmental
		stages	stages
		3. Piaget's developmental	3. Piaget's developmental
		progression of morality	progression of morality
		 Research the development of gender roles and gender identity 	 Research the development of gender roles and gender identity
		1. Biological influences	1. Biological influences
		2. Gender and exceptionalities	2. Gender and exceptionalities
		3. Theoretical views of gender	3. Theoretical views of gender
		identity	identity
		 Examine and evaluate social influences on gender identity 	 Examine and evaluate social influences on gender identity
		1. Peer influences	1. Peer influences
		2. School and teacher influences	2. School and teacher influences
		3. Media influences	3. Media influences
		4. Cognitive influences	4. Cognitive influences
		7. Examine and evaluate parental	7. Examine and evaluate parental
		influences on social emotional	influences on social emotional
		development	development
		1. Impact of culture on child	1. Impact of culture on child
		rearing practices 2. Effect of parenting styles and	rearing practices 2. Effect of parenting styles and
		ethnicity on the child	ethnicity on the child
		3. Parent knowledge of child	3. Parent knowledge of child
		development and effects on the child	development and effects on the child
		4. Practices and attitude toward	4. Practices and attitude toward
		punishment and discipline	punishment and discipline
		5. Parental attitude toward child	5. Parental attitude toward child
		with special needs	with special needs
		8. Develop an understanding of the	8. Develop an understanding of the
		effects of trauma on psychosocial	effects of trauma on psychosocial
		development and how to mitigate	development and how to mitigate
		effects	effects
		1. Recognize contexts for abuse	1. Recognize contexts for abuse
		and neglect	and neglect
		2. Identify the warning signs of	2. Identify the warning signs of
		abuse and neglect	abuse and neglect
		3. Understand the developmental	3. Understand the developmental
		consequences of abuse at	consequences of abuse at
		each stage of development	each stage of development
		4. Investigate prevention and	4. Investigate prevention and
		intervention techniques	intervention techniques
		5. Explore protective factors that	5. Explore protective factors that
		mitigate the effects of child	mitigate the effects of child

abuse

abuse

Changed	Field	Current Version	Proposed Version
		6. Discover the relationship between ACES (Adverse Childhood Experiences) and their impact on all aspects of	6. Discover the relationship between ACES (Adverse Childhood Experiences) and their impact on all aspects of
		development including physical and emotional health and/or effects of chronic stress on brain development 9. Increase understanding of family	development including physical and emotional health and/or effects of chronic stress on brain development 9. Increase understanding of family
		system impacts on social emotional development	system impacts on social emotional development
		 Effects of co-parenting Impact of divorce at each stage of development Common and the of monitor 	 Effects of co-parenting Impact of divorce at each stage of development
		 Components of positive parenting Explore variations in family 	 Components of positive parenting Explore variations in family
		systems and their influence 1. Cross-cultural and bi- racial families 2. Lesbian, gay, bi-sexual	systems and their influence 1. Cross-cultural and bi- racial families 2. Lesbian, gay, bi-sexual
		and trans-sexual families 3. Levels of cultural	and trans-sexual families 3. Levels of cultural
		assimilation 4. Multi-generational families 5. Immigrant families	assimilation 4. Multi-generational families 5. Immigrant families
		6. Adoptive and foster families	6. Adoptive and foster families
		 Increase knowledge of the function of play in psychosocial development Parten's categories of play Peer relationships and choices Gender influences on play Types of typical and atypical play at each stage of development Impact of media on play Play and children with special 	 Increase knowledge of the function of play in psychosocial development Parten's categories of play Peer relationships and choices Gender influences on play Types of typical and atypical play at each stage of development Impact of media on play Play and children with special
		needs 11. Analyze the practices that contribute to the development of healthy self- esteem and self concept 1. Development of self-	needs 11. Analyze the practices that contribute to the development of healthy self- esteem and self concept 1. Development of self-
		understanding 2. Examine research on self- esteem 3. Gain knowledge of methods to increase children's self-esteem	understanding 2. Examine research on self- esteem 3. Gain knowledge of methods to increase children's self-esteem
		4. Resiliency and coping with life stressors	4. Resiliency and coping with life stressors

Changed Field	Current Version	Proposed Version
	 5. Kohlberg's theory of moral development and self-esteem 12. Examine contemporary influences on social emotional development 1. Effects of obesity on self- esteem 2. Eating disorders and their relationship to self-image 3. Effects of bullying 4. School practices of assessment, grouping and testing 5. Impact of ethnicity and socio- economic status 6. Challenges of improving relationships in diverse schools and communities 7. Influence of childcare and education policies and practices 8. Use of technology 	 5. Kohlberg's theory of moral development and self-esteem 12. Examine contemporary influences on social emotional development 1. Effects of obesity on self-esteem 2. Eating disorders and their relationship to self-image 3. Effects of bullying 4. School practices of assessment, grouping and testing 5. Impact of ethnicity and socio-economic status 6. Challenges of improving relationships in diverse schools and communities 7. Influence of childcare and education policies and practices 8. Use of technology
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

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

Curriculum Office				
Changed	Questions	Current Version	Proposed Version	
0	Banner Start Term (202122)	202122	No Value	
0	Banner Division	2SS	No Value	
θ	Catalog Term (21-22)	23-24	No Value	
0	5 Year Revision Year (2021)	2018	No Value	
•	Effective Quarter	Fall	No Value	
0	Effective Year (2021)	2023	No Value	
	Sort ID (00 < 10; 0 < 100)	C D 075	C D 075	
	Course Status	Non-substantial	Non-substantial	
0	Course Status Code	Α	No Value	
0	Banner Department	CD	No Value	
9	Course Level	DU	No Value	
9	College Code	DA	No Value	
	Course Characteristics	CTE	CTE	

Changed	Questions	Current Version	Proposed Version
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
θ	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
θ	Emergency Approval	No	No Value
0	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
9	COA Code	C	No Value
•	Fund Code	114000	No Value
0	Organization Code	239013	No Value
9	Account Code	1320	No Value
9	Program Code	130500	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	
0	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** 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. 1. Is the unit(s) No Value No Value change required for articulation? 2. If the course is UC No Value No Value 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. 3. Identify the areas No Value No Value in the course outline of record that justify the unit(s) and/or hour(s) change. Office Use ONLY: For No Value No Value a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count. Office Use ONLY: For No Value No Value a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

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

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
0	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	Assignment A: Student will complete weekly reading on current research, on- line articles, web casts, webinars and videos. Student will take a series of quizzes which are essay and questions, and demonstrate reasoning skills and understanding and implementation of concepts from class content.
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
9	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignment D: Student will conduct an observation of a child in a natural setting and collect data on the child's social- emotional development. Comprehension and application of observation and data gathering skills, as well as organization and structure of the analysis report is evaluated.
	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
9	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Assignment E: Student will observe a child in social-emotional area using the DRDP or ASQ assessment instrument. Comprehension and application of observation and data gathering skills using DRDP or ASQ, as well as organization and structure of the analysis report is evaluated.
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

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

H-Matrix Form

hanged	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.	No Value	No Value
	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:	No Value	No Value	
	Present core			
	concepts and			
	scope that			
	define the			
	discipline. (ONLY			
	using the			
	Outline,			
	Assignments or			
	Methods of			
	Evaluation			
	areas, cite, copy			
	and paste the			
	area referenced.)			

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

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	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 Que	estions Current Versio	n Proposed Version
Den und how stuc pers activ the and by p in a crea envi	eria 5: No Value nonstrate an lerstanding of v the dent's sonal vities impact environment communities participating ctions to ate a more ironmentally tainable and itable future.	No Value

Changed	Questions	Current Version	Propos	ad Vars	ion		
Changed	Stage 2: Department Chair	No Value	No Valu				
9	Stage 3: Division Curriculum Representative	No Value	Date 2/27/24	OR Tab RG -	Part - Field Course Description	Type of Edit Needs to be a complete sentence	Initiator - Indicate "Y' When Completed Completed 2/29/24
	Stage 4: Division Dean	No Value	No Valu	е			

Changed	Questions	Current Version	Propos	ed Vers	ion		
9	Stage 5: SLO Coordinator	No Value	Date 3/27/24	OR Tab	Part - Field	Edit Under objective 1, the assignment	t Y
	Stage 7: Content Review Matrix Liaison	No Value	No Valu	Ie			
	Stage 8: AVP - Instruction	No Value	No Valu	le			
	Stage 9: Articulation Officer	No Value	No Valu	ie			
	Stage 11: ESGC Faculty Coordinator	No Value	No Valu	IE			
	Stage 14: Curriculum Committee	No Value	No Valu	Ie			

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	C DD075.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000501304

rticulatio			
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	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	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
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
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?

Section			Changed field	I
Honors/Nor	n-honors Course		Is this an hono	ors/non-honors course?
Mirrored Cr	edit/Noncredit Course		Is this a mirror	ed credit/noncredit course?
Cross-listed	d Course		Is this a cross-	listed course?
General In	formation			
Changed	Field	Current Version		Proposed Version
θ	Faculty Initiator	Zack Judson		Nellie Vargas
	Course ID (CB01A and CB01B)	C DD090.		C DD090.
	Course Control Number	CCC000075219		CCC000075219
	Course Title (CB02)	Facilitating Inclusion in Early Programs: Intervention Strate		Facilitating Inclusion in Early Childhood Programs: Intervention Strategies
	Short Course Title	INTERVENTION STRATEGIE	ES	INTERVENTION STRATEGIES
	TOP Code (CB03)	1305.20		1305.20 Children with Special Needs
	CIP Code	Education/Teaching of Individ Childhood Special	luals in Early	13.1015 Education/Teaching of Individuals in Early Childhood Special
	Department	C D - Child Development		C D - Child Development
θ	Effective Term	Fall 2023		Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Advanced Occupational		Advanced Occupational

Changed	Field	Current Version	Proposed Version
0	Course Description	Expands upon a student's ability to work effectively with all children in early childhood programs and more specifically with infants, toddlers and preschoolers with disabilities and other special needs in inclusive environments. Focus will include theories, research, and practical applications of best practices from both the fields of Early Childhood Education and Early Intervention/Early Childhood Special Education. Students will learn to design practical and effective intervention strategies for individual children with special needs within the context of natural environments and will learn to work in collaboration with IFSP/IEP teams. (This course meets NAEYC Standards 1a, 1c, 2b, 3a, 3b, 3d, 4b; CEC/DEC Standards CC3- K4, CCK-5, CC4-S1-6, EC4-S1-3, CC5-K3, CC5-S1-5; and NBPTS Standards 2 and 4; California Early Childhood Educator Competencies: Competency Area 7: Performance Areas: 1-4; California Interagency Coordination Council in Early Intervention, Early Intervention Assistant level competencies.)	Expands- This course expands upon a student's ability to work effectively with all children in early childhood programs and more specifically with infants, toddlers and preschoolers with disabilities and other special needs in inclusive environments. Focus will include theories, research, and practical applications of best practices from both the fields of Early Childhood Education and Early Intervention/Early Childhood Special Education. Students will learn to design practical and effective intervention strategies for individual children with special needs within the context of natural environments and will learn to work in collaboration with IFSP/IEP teams. (This course meets NAEYC Standards 1a, 1c, 2b 3a, 3b, 3d, 4b; CEC/DEC Standards 2 and 4; California Early Childhood Educator Competencies: Competency Area 7: Performance Areas: 1-4; California Interagency Coordination Council in Early Intervention, Early Intervention Assistant level competencies.)
9	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	OnlineHybrid
aculty Re	quirements		
Changed	Field	Current Version	Proposed Version

θ	Discipline 1	No value	Child Development/Early Childhood Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - CHILD DEVELOPMENT

Changed Field

Current Version

Proposed Version

Formerly Statement No value

Course Justification

Changed Field	Current Version	Proposed Version
Course Justifica	The course is designed to meet the	The course is designed to meet the requirements of the Child Development – Early Intervention/Special Education Certificate program and is CSU transferable. C D D090. <u>This course</u> is considered the capstone course for the certificate program. It is also considered specialization units in Inclusion of Children with Disabilities and Special Needs under the California Child Development Permit. Course content meets competencies set forth by the California Interagency Coordination Council in Early Intervention, Early Intervention Assistant level.

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

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	Yes	Yes
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	CHLD F53NC	CHLD F53NC

Changed	Field	Current Version	Proposed Version
0	ls this a CTE	No value	Yes
_	(Career		
	Technical		
	Education)		
	course?		

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

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

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

More Options

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

Changed	Field	Current Version	on	Proposed Ver	sion
	Course is part				
	of a program	Associated	Liberal Arts (Social and	Associated	Liberal Arts (Social and
		Program	Behavioral Sciences	Program	Behavioral Sciences
			Emphasis)		Emphasis)
		Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
		Туре	Degree	Туре	Degree
		Associated	Early Intervention/Special	Associated	Early Intervention/Special
		Program	Education Assistant	Program	Education Assistant
		Award	Certificate of Achievement-	Award	Certificate of Achievement
		Туре	Advanced (COA-A)	Туре	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	3	3	
	Lecture Hours - Out of Class	6	6	
	Laboratory Hours - In Class	0	0	
	Laboratory Hours - Out of Class	0	0	
	NA Hours - In Class	0	0	
	NA Hours - Out of Class	0	0	

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108

Changed	Field	Current Version	Proposed Version
	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
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / No	Credit / Non-Credit Options					
Changed	Field	Current Version	Proposed Version			
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.			
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable			
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.			
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.			
	Cooperative Work Experience Education Status (CB10)					
	Variable Credit Course					

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

SKI	Ρ
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Changed Field

SKIP

No Value

Current Version

Proposed Version

No Value

Specifications

Changed	Field	Current Versio	n	Proposed Ver	rsion
Changed	Field Methods of Instruction	Current Versio	Lecture and visual aids Discussion of assigned reading In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Other: Group presentations and reflections Other: In-class journal writing, demonstrations, guest speakers, research experiences	Proposed Ver Methods of Instruction Methods of Instruction	Methods of Instruction Lecture and visual aids Discussion of assigned reading 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 Group presentations and reflections In-class journal
					learning and small group exercises Group presentations and reflections In-class journal writing, demonstrations,
					guest speakers, research experiences

Changed F	Field	Current Version	Proposed Version
	Assignments	 Conduct a developmental assessment on a child with special needs. Prepare a reflective paper on the experience and a written preliminary intervention plan. Structure weekly journal reflections to interpret, analyze, and integrate course content into personal professional knowledge base and professional practice. Participate in an IFSP or IEP meeting and write an essay on the experience. Conduct an observation of an inclusion program and prepare a report or observe both a child care center and a special education/early intervention program and write how they both could be blended together to become an inclusive program - what would it take to make the change? From a fictitious IFSP/IEP write a report showing where you would embed each individual IFSP/IEP goal within the classroom's daily routine. Include what adaptation would help the child access the curriculum. Research and write a paper choosing a specific disability and elaborating on adaptations, accommodations, and instructional strategies to help a child with disability in accessing the daily classroom activities. Conduct a task analysis and prepare a written description of the detailed steps. 	 Conduct a developmental assessment on a child with special needs. Prepare a reflective paper on the experience and a written preliminary intervention plan Structure weekly journal reflections to interpret, analyze, and integrate cours content into personal professional knowledge bas and professional practice. Participate in an IFSP or IEF meeting and write an essay on the experience. Conduct an observation of a inclusion program and prepare a report or observe both a child care center and a special education/early intervention program and write how they both could be blended together to become an inclusive program - what would it take to make the change? From a fictitious IFSP/IEP write a report showing when you would embed each individual IFSP/IEP goal within the classroom's daily routine. Include what adaptation would help the child access the curriculum. Research and write a paper choosing a specific disability and elaborating on adaptations, accommodations, and instructional strategies to help a child with disability in accessing the daily classroom activities. Conduct a task analysis and prepare a written descriptior of the detailed steps.

Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
	Methods of Evaluation	 Students will be evaluated on their ability to complete a child's assessment and present preliminary intervention strategies for the child. Students will present journal with 10-12 entries as their final examination. Journal should reflect students ability to interpret, analyze and integrate course content into their learning and professional experience. Students will submit a signed Letter of Attendance by IEP/IFSP team leader and rubric developed for essay portion, including identification of the various components of an IEP/IFSP. Students will be evaluated with an observation rubric on their ability to critically assess a program. Students will be evaluated with a rubric for report including various components of an assessment report regarding IFSP/IEP goals. Students will be evaluated with a rubric on their ability to write a research paper including components of a literature review on a specific disability or special need. Students will be evaluated with a rubric on their ability to thoroughly complete a task analysis checklist. 		

Methods of	1. Students will be
Evaluation	evaluated
	on their
	ability to
	complete a
	child's
	assessment
	and present
	preliminary
	intervention
	strategies
	for the child.
	2. Students will
	present
	journal with
	10-12
	entries as
	their final
	examination.
	Journal
	should
	reflect
	students
	ability to
	interpret,
	analyze and
	integrate
	course
	content into
	their
	learning and
	professional
	experience.
	3. Students will
	submit a
	signed Letter of
	Attendance
	by IEP/IFSP
	team leader
	and rubric
	developed
	for essay
	portion,
	including
	identification
	of the
	various
	components
	of an
	IEP/IFSP.

-	
4.	Students will
	be
	evaluated
	with an
	observation
	rubric on
	their ability
	to critically
	assess a
	program.
5.	Students will
	be
	evaluated
	with a rubric
	for report
	including
	various
	components
	of an
	assessment
	report
	regarding
	IFSP/IEP
G	goals. Students will
0.	
	be
	evaluated
	with a rubric
	on their
	ability to
	write a
	research
	paper
	including
	components
	of a
	literature
	review on a
	specific
	disability or
	special
	need.
7.	Students will
	be
	evaluated
	with a rubric
	on their
	ability to
	thoroughly
	complete a
	somploto u
	task
	task analysis
	task analysis checklist.

Changed	Field	Current Version	Proposed Version
9	Essential Student Materials/Essential College Facilities	 Essential Student Materials: None. Essential College Facilities: None. 	Essential Student Materials: • None Essential College Facilities: • None

Changed Field

Current Version

	Primary Texts and References	Title	No value	Title	Adapting Early
n		Author	Chen, Deborah, Cook, R.E.& Klein, M.D. Adapting Early Childhood Curricula for Children with Special Needs (9th Edition) Delmar,		Childhood Curricula for Children with Special Needs
			Thompson Learning Company: Albany NY,2016.	Author	Chen, Deborah, Cook, R.E. & Klein M.D.
		Publisher	No value		
		Date/Edition	No value	Publisher	Thompson Learning
		ISBN	No value		Company: Albany NY
		Title	No value	Date/Edition	2019 9th Edition
		Author	Cook, R.E., Richardson-Gibbs, A. M.	ISBN	No value
			& Klein, M.D. Strategies for Including Children with Special Needs in Early Education Settings (2nd Edition). Delmar, Thompson Learning Company: Albany, NY, 2018.	Title	Strategies for Including Children with Special Needs in
		Publisher	No value		Early Education Settings
		Date/Edition	No value	Author	Cook, R.E.,
		ISBN	No value		Richardson- Gibbs, A.M. & Klein, M.D.

Publisher	Thompson Learning Company: Albany NY
Date/Edition	2019 2nd Edition
ISBN	No value
Title	Including Students with

	Students with Special Needs: A Practical Guide for Classroom Teachers
Author	Friend, M. D., Bursuck, W.D.

Proposed Version

Changed	Field	Current Ve	rsion	Proposed Version
0	Suggested Reading List	Reading List	Bredekamp, S., (Ed). Revised Edition "Developmentally Appropriate Practices (DAP)". Washington: NAEYC, 2009.	No value
		May include, but are not limited to	No value	
		Reading List	Shaughnessy, M.F, Wright, C., Cook, R.E., Mahan, V.J. "Education in the New Millennium: Not Like Your Grandmother's Schoolhouse". University Press of America, New York, New York, 2004.	
		May include, but are not limited to	No value	
		Reading List	Cook, R.E, Sparks, S. N. "The Art and Practice of Home Visiting: Early Intervention for Children with Special Needs and Their Families". Paul H. Brookes: Baltimore, 2008.	
		May include, but are not limited to	No value	
		Reading List	Guralnick, M.J. "Early Education Inclusion: Focus on Change (Ed.)", Baltimore: Paul Brookes, 2001.	
		May include, but are not limited to	No value	

Changed Field	Current Ve	rsion	Proposed Version
	Reading List	Sandall, S., McLean, M., and Smith, B., "DEC Recommended Practices in Early Intervention/ Early Childhood Special Education". Council for Exceptional Children, Arlington, VA. (www.cec.sped.org ISBN 1-570353-53- 0), 2001.	
	May include, but are not limited to	No value	
	Reading List	Sandall, S., & Ostrosky, M. (Eds.). "Natural Environments and Inclusion". Denver: Sopris West 2001.	
	May include, but are not limited to	No value	
	Reading List	Sandall, S. & Ostosky. "What to do to Support Young Children's Development". Denver: Sopris West. 2001.	
	May include, but are not limited to	No value	
	Reading List	Young Exceptional Children Monograph Series. Division of Eaely Childhood/Council on Exceptional CHildren. www.cec.sped.org 27 May 2012.	
	May include, but are not limited to	No value	

Changed Field	Current Ve	rsion	Proposed Version
	Reading List	Friend, M. D., Bursuck, W. D. "Including Students with Special Needs: A Practical Guide for Classroom Teachers (6th Edition) Prentice Hall: Upper Saddle River, New Jersey, 2011.	
	May include, but are not limited to	No value	
	Reading List	Sandall, SR. & Schwartz, I.S. Building blocks for teaching preschoolers with special needs. Baltimore: Paul Brookes, 2002.	
	May include, but are not limited to	No value	
	Reading List	Odom, S. L. (Ed) Widening the Circle: Including Children with Disabilities in Preschool Programs. New York: Teacher College Press, 2002.	
	May include, but are not limited to	No value	
	Reading List	Inclusion Collaborative. Santa Clara County Office of Education. http://www.sccoe.org/programs/inclusion- collaborative/. 27 May 2012	
	May include, but are not limited to	No value	

Changed Field	Current Version	Proposed Version	
	ReadingCenter on the Social and EmotionalListFoundations in Early Learning. Vanderbilt University. http://csefel.vanderbilt.edu/. 27 May 2012.		
	May No value include, but are not limited to		

Changed	Field	Current Version	Proposed Version	
	Course Objectives	 Examine models of Inclusion such as full inclusion, partial inclusion, coteaching, push-in, and itinerant. Evaluate the components of successful inclusion. Examine the impact of current litigation and legislation: IDEA and ADA. Design and implement educational strategies for the inclusion of infants, toddlers, and preschoolers with special needs/disabilities based on IFSP/IEP. Design and implement practical interventions and instructional strategies to promote development and growth. Compare the purpose, value, and use of formal and informal observations and formal assessments in early intervention settings. Examine family systems and dynamics. Investigate strategies for working with adults in early intervention settings. Analyze the purpose and levels of inclusion. Develop knowledge of members, roles, and effective techniques for working with multi-disciplinary teams. 	 Examine models of Inclusion such as full inclusion, partial inclusion, coteaching, push-in, and itinerant. Evaluate the components of successful inclusion. Examine the impact of current litigation and legislation: IDEA and ADA. Design and implement educational strategies for the inclusion of infants, toddlers, and preschoolers with special needs/disabilities based on IFSP/IEP. Design and implement practical interventions and instructional strategies to promote development and growth. Compare the purpose, value, and use of formal and informal observations and formal assessments in early intervention settings. Examine family systems and dynamics. Investigate strategies for working with adults in early intervention settings. Analyze the purpose and levels of inclusion. Develop knowledge of members, roles, and effective techniques for working with multi-disciplinary teams. 	

Changed	Field	Current Versio	on	Proposed Vers	ion
	CSLOs	CSLOs	Complete a child's assessment and present preliminary intervention strategies for the child.	CSLOs	Complete a child's assessment and present preliminary intervention strategies for the child.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

hanged	Field	Current Version	Proposed Version
Ø	Course	1. Examine models of Inclusion such as	1. Examine models of Inclusion such as
	Content	full inclusion, partial inclusion, co-	full inclusion, partial inclusion, co-
		teaching, push-in,and itinerant.	teaching, push-in,and itinerant.
		1. Define inclusion	1. Define inclusion
		2. Understand the rationale for	2. Understand the rationale for
		inclusive early education	inclusive early education
		3. Understand the benefits of	3. Understand the benefits of
		inclusion	inclusion
		4. Analyze concerns and	4. Analyze concerns and
		challenges of inclusion	challenges of inclusion
		1. Discuss licensing issues	1. Discuss licensing issue
		2. Discuss special health	2. Discuss special health
			care issues including
		care issues including	•
		feeding concerns	feeding concerns
		3. Identify culturally relevant	3. Identify culturally releva
		practices	practices
		2. Evaluate the components of	2. Evaluate the components of
		successful inclusion.	successful inclusion.
		1. Identify inclusion programs:full	1. Identify inclusion programs:fu
		inclusion, partial inclusion, co-	inclusion, partial inclusion, co-
		teaching, push-in, and itinerant	teaching, push-in, and itinerar
		 Define best practices and 	 Define best practices a
		essential elements	essential elements
		2. Analyze evaluation	2. Analyze evaluation
		1. Discuss teacher	1. Discuss teacher
		training and	training and
		retraining	retraining
		2. Analyze applied	2. Analyze applied
		developmental	developmental
		approach	approach
		3. Research on	3. Research on
		consultation and	consultation and
		coaching practices	coaching practice
		4. Discuss itinerant	4. Discuss itinerant
		teacher, Co-	teacher, Co-
		teacher,	teacher,
		information sharing	information shari
		models	models
		5. Define early	5. Define early
		Intervention	Intervention
		Assistant	Assistant
		competencies	competencies
		6. Describe early	6. Describe early
		intervention	intervention
		environments	environments
		2. Describe early Intervention	2. Describe early Intervention
		competencies	competencies
		3. Understand preparation of	3. Understand preparation of
		teachers for inclusive programs	teachers for inclusive program
		3. Examine the impact of current litigation	3. Examine the impact of current litigat
		and legislation: IDEA and ADA.	and legislation: IDEA and ADA.
		1. Describe Federal Legislation	1. Describe Federal Legislation
			1. Describe i cuerai Legisialiuri

Changed	Field	Current Version	Proposed Version
		 Describe California legislation SB 946: Health care coverage: mental illness, pervasive developmental disorder or autism Describe Inclusion and case law Discuss cultural relevant issues Design and implement educational strategies for the inclusion of infants, 	 Describe California legislation SB 946: Health care coverage: mental illness, pervasive developmental disorder or autism Describe Inclusion and case law Discuss cultural relevant issues Design and implement educational strategies for the inclusion of infants,
		toddlers, and preschoolers with special needs/disabilities based on IFSP/IEP. 1. Define the developmental- behavioral approach 2. Discuss incidental teaching, use	toddlers, and preschoolers with special needs/disabilities based on IFSP/IEP. 1. Define the developmental- behavioral approach 2. Discuss incidental teaching, use
		of prompts, time delay and reinforcements, imitation 3. Discuss peer-mediated strategies: Peer management, peer modeling, peer tutoring. 4. analyze inclusion support	of prompts, time delay and reinforcements, imitation 3. Discuss peer-mediated strategies: Peer management, peer modeling, peer tutoring. 4. Analyze inclusion support
		service and equipment 1. Describe communication devices 2. Describe one-on-one assistant support 3. Describe visual devices 4. Describe visual devices	service and equipment Describe communication devices Describe one-on-one assistant support 3. Describe visual devices
		 Research on physical equipment Design and implement practical interventions and instructional strategies to promote development and growth. 	 Research on physical equipment Design and implement practical interventions and instructional strategies to promote development and growth.
		 Define embedding therapist, special educators, and health care goals in the classroom activities and environments Discuss how to arrange a culturally responsive learning environment 	 Define embedding therapist, special educators, and health care goals in the classroom activities and environments Discuss how to arrange a culturally responsive learning environment
		 1. describe social-emotional strategies 1. Discuss social skills and overall development 	 Describe social-emotional strategies Discuss social skills and overall development
		 2. Define teacher structure peer interaction 3. Identify preventing and managing challenging 	 2. Define teacher structure peer interaction 3. Identify preventing and managing challenging
		behaviors 4. Discuss adaptations for	behaviors 4. Discuss adaptations for

Changed	Field	Current Version	Pi	roposed Version
			children with	children with
			specific disabilities	specific disabilities
			escribe speech,	2. Describe speech,
			anguage, and	language, and
			ommunication	communication
		d	evelopment	development
			1. Identify sequence	1. Identify sequence
			on language	on language
			acquisition	acquisition
			2. Discuss how to use	2. Discuss how to use
			pictures, print, and	pictures, print, and
			signs	signs
			3. Describe dual	3. Describe dual
			language learning	language learning
		3. E	escribe cognitive	Describe cognitive
		le	earning	learning
			1. Define	1. Define
			developmental	developmental
			delays	delays
			2. Assess	2. Assess
			developmental	developmental
			delays and	delays and
			planning	planning
			interventions	interventions
			3. Define stimulation,	3. Define stimulation,
			repetition, and task	repetition, and task
			analysis	analysis
		4. F	acilitate self care	4. Facilitate self care
			daptive and independent	adaptive and independen
			kills	skills
		-	1. Describe self-care	1. Describe self-care
			skills in the	skills in the
			curriculum	curriculum
			2. describe self-care	2. Describe self-care
			skills and the	skills and the
			teacher	teacher
			3. Describe self-care	3. Describe self-care
			skills in the	skills in the
			home/with families	home/with families
		5 Г	efine gross and fine	5. Define gross and fine
			lotor	Motor
		IV	1. Define sequencing	1. Define sequencing
			of fine motor and	of fine motor and
			gross motor	gross motor
			acquisition	acquisition
			2. Describe	2. Describe
			positioning and	positioning and
			adaptive	adaptive
			equipment	equipment
			3. Analyze	3. Analyze
			adaptations in	adaptations in
			physical	physical
			environment to	environment to
			accommodate	accommodate

Changed Field	Current Version	Proposed Version
	child's need	s child's needs
	including	including
	specialized	specialized
	equipment	equipment
	6. Define sensory	6. Define sensory
	Processing	Processing
	1. Define low	1. Define low
	registration	registration
	2. Analyze ser	nsory 2. Analyze sensory
	seeking	seeking
	3. Describe se	nsory 3. Describe sensory
	activity	activity
	4. Identify low	4. Identify low
	threshold	threshold
	5. Describe se	nsory 5. Describe sensory
	avoiding an	
	defensivene	-
	6. Identify sen	sory 6. Identify sensory
	integration	integration
	dysfunction	dysfunction
	6. Compare the purpose, value, a	•
	of formal and informal observat	
	and formal assessments in ear	y and formal assessments in early
	intervention settings.	intervention settings.
	1. Identify role of observation	-
	1. Recognize	1. Recognize
	aptitudes/interests	-
	needs	needs
	2. Understand obser	vation 2. Understand observation
	as an ongoing pro	
	3. Document observa	
	findings	findings
	4. Describe commun	-
	observational findi	
	5. Describe observat	-
	assessment/scree	
	process	process
	2. Describe identification ar	•
	bias assessment	bias assessment
	1. Recognize needs	
	observation and	observation and
	assessment	assessment
	2. Identify problems	2. Identify problems
	associated with ea	
	identification, asse	
	and evaluation	and evaluation
	3. Define the teacher	
	in early identificati	
	-	-
	4. Develop the IFSP/	-
	5. Define culturally re	elevant 5. Define culturally relevant assessment tools
	assessment tools	
	7. Examine family systems and	7. Examine family systems and
	dynamics.	dynamics.

Changed	Field	Current Version	Proposed Version
Changed	Field	 Discuss Partnerships with families Discuss partnerships with IFSP/IEP team members. Distinguish Family systems approach/relationship based model Identify community resources, and the process of how to use these resources to meet child and families' needs Define culturally responsive parent-teacher-professional collaboration model Investigate strategies for working with adults in early intervention settings. Describe consultation Define Coaching Analyze adults learning style and conflict resolution Describe cultural competency and responsiveness Identify generic teaching strategies Define team teaching Itinerant teacher Describe one-to-one aid Analyze reflective practice and reflective supervision Analyze the purpose and levels of inclusion. Identify levels of inclusion Define reverse mainstreaming Define full inclusion Define reverse mainstreaming Define full inclusion Describe IFSP/IEP goal achievement Discuss education and acceptance Develop knowledge of members, 	 Discuss Partnerships with families Discuss partnerships with IFSP/IEP team members. Distinguish Family systems approach/relationship based model Identify community resources, and the process of how to use these resources to meet child and families' needs Define culturally responsive parent-teacher-professional collaboration model Investigate strategies for working with adults in early intervention settings. Describe consultation Define Coaching Analyze adults learning style and conflict resolution Describe cultural competency and responsiveness Identify generic teaching strategies Define team teaching Itinerant teacher Describe one-to-one aid Analyze reflective practice and reflective supervision Analyze the purpose and levels of inclusion. Identify levels of inclusion Define reverse mainstreaming Define full inclusion Describe IFSP/IEP goal achievement Discuss education and acceptance Develop knowledge of members,
		roles, and effective techniques for	roles, and effective techniques for
		working with multi-disciplinary teams. 1. Define role of the teacher and center director 1. Analyze how to educate	working with multi-disciplinary teams. 1. Define role of the teacher and center director 1. Analyze how to educate
		others on the importance of child development and your program philosophy and practices 2. Describe policy and procedures for effective	others on the importance of child development and your program philosophy and practices 2. Describe policy and procedures for effective

inclusion (scheduling time

inclusion (scheduling time

Changed Field	Current Version		Proposed Vers	sion
Changed Field	2. Descr memt conte 1. 2. 3. 4. 5.	 Describe family members and parents Describe service coordinator- Regional Center Describe therapists Identify special educators Describe technology specialist Identify mental health 	2. De m	for planning, conferencing, evaluating, staffing for continuity of care) escribe IFSP/IEP team embers within the classroom ontext 1. Describe family members and parents 2. Describe service coordinator- Regional Center 3. Describe therapists 4. Identify special educators 5. Describe technology specialist 6. Identify mental health
	7. 8. 9. 3. Resea	Identify mental health professional Define para-educators Define early childhood educators Identify advocates arch effective techniques orking with multi-		 6. Identify mental health professional 7. Define para-educators 8. Define early childhood educators 9. Identify advocates esearch effective techniques r working with multi-
	discip 1. 2.	linary teams I dentify collaboration Describe communication Analyze role reversal and expansion (cross training on specific skills and knowledge)		 sciplinary teams 1. Identify collaboration 2. Describe communication 3. Analyze role reversal and expansion (cross training on specific skills and knowledge)
Lab Component in this Course	No		No	
Lab Outline	No value		No value	

eq/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	C D D010G (or PSYC D010G) and C D D060.	C D D010G (or PSYC D010G) and C D D060.
	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.

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

urriculun	n Office		
Changed	Questions	Current Version	Proposed Version
θ	Banner Start Term (202122)	202122	No Value
0	Banner Division	2SS	No Value
θ	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
θ	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	C D 090	C D 090
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	CD	No Value

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

Changed	Questions	Current Version	Proposed Version
0	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
θ	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	C	No Value
0	Fund Code	114000	No Value
θ	Organization Code	239013	No Value
0	Account Code	1320	No Value
0	Program Code	130500	No Value
0	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
θ	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
•	Basic Course Information	No Value	Course justification update
	Units and Hours	No Value	No Value
0	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
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	(Assignments) G. Conduct a developmental assessment on a child with special needs. Prepare a reflective paper on the experience and a writen preliminary intervention plan.
0	Objective 3: Compose and support thesis statements for analytical essays.	No Value	(Assignments) G. Conduct task analysis and prepare a written description of the detailed steps.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
9	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	(Assignments) D. Conduct an observation of an inclusion program and prepare a report or observe both a child care center and a special education/early intervention program and write how they both could be blended together to become an inclusive program.
9	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	(Assignments) F. Research and write a paper choosing a specific disability and elaborating on adaptations, accommodations and instructional strategies to help a child with disability in accessing the daily classroom activities.

Changed	Questions	Current Version	Proposed Version
0	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	(Methods of Evaluations) B. Students will present journals with 10-12 entries as their final examination. Journal should reflect students ability to interpret, analyze and integrate course content into their learning and professional experience.
9	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	(Methods of Evaluations) D.Students will be evaluated with an observation rubric on their ability to critically assess a program.

C-Matrix Form

Changed	Questions	Current Version	Proposed Version	
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D01A or EWRT D01A or ESL D005. If this is the requisite for the 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
	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
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

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

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

G-Matrix Form

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

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

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

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

De Anza GE - ESGC Form

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

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

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

j		
Questions	Current Version	Proposed Version
Stage 2: Department Chair	No Value	No Value
Stage 3:	No Value	Name Initiator -
Division Curriculum Representative		Date Role Field Edit Complete Date Tab
		RG - Course Needs 2/23/24Div Description complete Yes Rep
		RG - 2/23/24Div Rep Rep RG - Learning Objectives #3 needs to be added Rep Learning Section J, #3 is an Statement to be section J, Rep
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
	Questions Stage 2: Department Chair Stage 3: Division Curriculum Representative Stage 4: Division Dean Stage 5: SLO Coordinator Stage 7: Content Review Matrix Liaison Stage 8: AVP -	QuestionsCurrent VersionStage 2: Department ChairNo ValueStage 3: Division Curriculum RepresentativeNo ValueStage 3: Division Curriculum RepresentativeNo ValueStage 4: Division DeanNo ValueStage 5: SLO CoordinatorNo ValueStage 7: Content Review Matrix LiaisonNo ValueStage 8: AVP -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	C DD090.
	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	CCC000075219

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

Course Crosswalk CRS-NUMBER

De Anza College Change Report 06/03/2024

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

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
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.
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.
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	
0	Faculty Initiator	Erik Woodbury	Mary Pape	
	Course ID (CB01A and CB01B)	CISD027.	CISD027.	
	Course Control Number	CCC000227478	CCC000227478	
	Course Title (CB02)	Programming in C++ for C/Java Programmers	Programming in C++ for C/Java Programmers	
	Short Course Title	PRGRMNG C++ FOR C/JAVA PRGMRS	PRGRMNG C++ FOR C/JAVA PRGMRS	
	TOP Code (CB03)	0707.10	0707.10 Computer Programming	
	CIP Code	Computer Programming/Programmer, General	11.0201 Computer Programming/Programmer, General	
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems	
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>	

Changed	Field	Current Version	Proposed Version	
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational	
	Course Description	A comprehensive introduction to the C++ programming language and its applications.	A comprehensive introduction to the C++ programming language and its applications.	
0	Course Type (CB27)	No value	Lower Division	
	Mode of Delivery	OnlineHybrid	OnlineHybrid	

Faculty Requirements

Changed	anged Field Current Version Propo		Proposed Version	
0	Discipline 1	No value	Computer Science	
	Discipline 2	No value	No value	
	Discipline 3	No value	No value	
θ	FSA	No value	FHDA FSA - COMPUTER SCIENCE	

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 transferable to all CSUs and UCs. This course is designed for the student that has learned the programming constructs in Java or C and now desires to apply these in the programming language of C++. This course belongs on the Liberal Arts AA degree.	This <u>CTE</u> course is transferable to all CSUs and UCs. This course is designed for the student that has learned the programming constructs in Java or C and now desire to apply these in the programming language of C++. This course belongs on the Liberal Arts AA degree.			

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

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	Νο
Foothill Faculty Consultation Name		No value	
	Foothill Course ID	No value	
TE Cours	se .		
Changed	Field	Current Version	Proposed Version
Is this a CTE (Career No value Yes Technical Education) course?		Yes	
lonors/No	n-honors Course		
Changed	Field	Current Version	Proposed Version
Is this an honors/non- No value No honors course?		No	
lirrored C	redit/Noncredit Course		
		Current Version	Proposed Version
			Proposed Version No
Changed	Field Is this a mirrored credit/noncredit	Current Version	
Changed	Field Is this a mirrored credit/noncredit course?	Current Version	
Changed Cross-liste	Field Is this a mirrored credit/noncredit course?	Current Version No value	No
Changed Cross-liste Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross-listed course?	Current Version No value Current Version	No Proposed Version
Changed P Cross-liste Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross-listed course?	Current Version No value Current Version	No Proposed Version
Changed Cross-liste Changed Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross-listed course?	Current Version No value Current Version No value	No Proposed Version No
Changed Cross-liste Changed Changed	Field Is this a mirrored credit/noncredit course? ed Course Field Is this a cross-listed course? ons Field Basic Skill Status	Current Version No value Current Version No value Current Version	No Proposed Version No Proposed Version

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

Associated Programs

Course is part of a				
Course is part of a program	Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)	Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (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	Programming in Python	Associated Program	Programming in Python
	Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
	Associated Program	Programming in Python	Associated Program	Programming in Python
	Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
	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 (Business and Computer Information Systems Emphasis)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

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

Changed	Field	Current Version		Proposed Version	
	Course General Education Status (CB25)	В		В	
	Transfer Status	Approved		Approved	
	GE Information	on			
		System/Institution De Anza GE		System/Institution De Anza GE	
		Area(s)	• 2G4M - Approved.	Area(s)	• 2G4M - Approved.
		-	No value	-	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0

0	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- 66 Class (Contact) Hours		66
	Total - Course Out-of- Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
	n-Credit Options	Current Version	Proposed Version
Credit / No Changed		Current Version Credit Course.	Proposed Version Credit Course.
	Field COURSE CLASSIFICATION		
	Field COURSE CLASSIFICATION STATUS Course Credit Status	Credit Course.	Credit Course.
	Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit	Credit Course. Credit - Degree Applicable	Credit Course. Credit - Degree Applicable
	Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22) Funding Agency	Credit Course. Credit - Degree Applicable Credit Course.	Credit Course. Credit - Degree Applicable Credit Course.
	Field COURSE CLASSIFICATION STATUS Course Credit Status (CB04) Course Non Credit Category (CB22) Funding Agency Category (CB23) Cooperative Work Experience Education	Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.	Credit Course. Credit - Degree Applicable Credit Course. Not Applicable.

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	18	18

Changed	Field	Current Versi	ion	Proposed Versio	n
	Total Contact Hours per Term	-		0	
	Total Credit Units	4.5		4.5	
	Minimum Credit Units	4.5		4.5	
	Maximum Credit Units	4.5		4.5	
SKIP					
Changed	Field	Current Versi	on	Proposed Versio	n
	SKIP	No Value		No Value	
Specificati	ons				
Changed	Field C	urrent Version		Proposed Versi	on
0		Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
	Assignments	1. Reading fro 2. 5 -7 program	om text mming homework assignments	1. Reading fr 2. 5 -7 progra	rom text amming homework assignments
0		Methods of Evaluation		of Evaluation	1ethods of Evaluation
		Methods of Evaluation	 A midterm that includes one program to be written in C++ assessing ability to write code and the application of topics discussed in reading and lectures. Code evaluated on correctness. A comprehensive final exam that includes at least one program to be written in C++ assessing ability to write code and the application of topics discussed in reading and lectures. Code evaluated on correctness. Evaluation of assigned C++ programs for completeness, correctness, and employing the key concepts presented in class lectures and class problem solving. 	Methods of Evaluation	 A midterm that includes one program be written in C++ assessing ability to write code and the application of topi discussed in reading and lectures. Code evaluated on correctness. A comprehensive final exam that includes at least one program to be written in C++ assessing ability to wr code and the application of topics discussed in reading and lectures. Code evaluated on correctness. Evaluation of assigned C++ program for completeness, correctness, and employing the key concepts presentu- in class lectures and class problem solving.

0	Essential Student Materials/Essential	Essential Stude • None.	ent Materials:	Essential Stud • None	ent Materials:
	College Facilities	• Computer	ge Facilities: • having a C++ language compiler	Essential Colle • Compute	ege Facilities: r having a C++ language compiler
	Examples of Primary Texts and	Title	No value	Title	No value
	References	Author	Nagler, Eric. "Learning C++ - A Hands-on Approach." 3rd Edition, Brooks/Cole , 2003	Author	Nagler, Eric. "Learning C++ - A Hands-on Approach." 3rd Edition, Brooks/Cole , 2003
		Publisher	No value	Publisher	No value
		Date/Edition	No value	Date/Edition	No value
		ISBN	No value	ISBN	No value
		Title	No value	Title	No value
		Author	Lippman, Stanley B., "C++ Primer", 5th Edition, Addison-Wesley, 2013 (http://www.charleshouserjr.com/Cplus2.pdf)	Author	Lippman, Stanley B., "C++ Primer", 5th Edition, Addison-Wesley, 2013 (http://www.charleshouserjr.com/Cplus2.pdf
		Publisher	No value	Publisher	No value
		Date/Edition	No value	Date/Edition	No value
		ISBN	No value	ISBN	No value
		Title	No value	Title	No value
		Author	Savitch, Walter. "Absolute C++", 6th Edition, Pearson, 2016	Author	Savitch, Walter. "Absolute C++", 6th Edition Pearson, 2016
		Publisher	No value	Publisher	No value
		Date/Edition	No value	Date/Edition	No value
		ISBN	No value	ISBN	No value
θ	Suggested Reading List	Reading No.	one.	No value	
		List	טורכ.		
		May No include, but are not limited to	o value		
		L		J	
.earning C	Outcomes and Objec	tives			

Changed	Field	Current Version	Proposed Version
	Course Objectives	Review C/Java language constructs.	Review C/Java language constructs.
		 Create C++ language programs 	 Create C++ language programs
		 Implement structured programming techniques 	 Implement structured programming techniques
		 Evaluate object-oriented programming and C++ 	 Evaluate object-oriented programming and C++
		 Analyze C++ program design, standard style conventions, and documentation 	 Analyze C++ program design, standard style conventions, and documentation

CSLOs			Proposed Version	
	CSLOs	Create object oriented programs using the C++ language.	CSLOs	Create object oriented programs using the C++ language.
	Expected SLO	0.0	Expected SLO	0.0
	Performance		Performance	

Course Outline

anged	Field	Current Version	Proposed Version
	Course Content	1. Review C/Java language constructs.	1. Review C/Java language constructs.
		1. Fundamentals: changes and additions to C	1. Fundamentals: changes and additions to
		1. Data types and constants	1. Data types and constants
		2. Identifiers and keywords	2. Identifiers and keywords
		-	-
		3. Operators and operator precedence	3. Operators and operator precedence
		rules	rules
		4. Type conversion	4. Type conversion
		5. Scoping rules	5. Scoping rules
		2. Selection	2. Selection
		3. Loops	3. Loops
		4. Arrays	4. Arrays
		5. Functions	5. Functions
		1. Pass by Value	1. Pass by Value
		2. Pass by reference	2. Pass by reference
		6. Structures	6. Structures
		2. Create C++ language programs	2. Create C++ language programs
		1. Stream I/O	1. Stream I/O
		 Insertion and extraction operators 	1. Insertion and extraction operators
		2. ostream and istream classes	2. ostream and istream classes
		3. Global instances	3. Global instances
		4. Output formatting	4. Output formatting
		5. Input formatting	5. Input formatting
		6. String class and objects	6. String class and objects
		2. C++ class definition - fundamentals	2. C++ class definition - fundamentals
		1. Data and function members	1. Data and function members
		2. Data encapsulation	2. Data encapsulation
		3. Declaration vs. definition	3. Declaration vs. definition
		4. Inline member functions	4. Inline member functions
		5. Creating instances	5. Creating instances
		6. Direct access to members	6. Direct access to members
		Indirect access to members	Indirect access to members
		8. Static data members	8. Static data members
		9. Static function members	9. Static function members
		10. Name qualifying	10. Name qualifying
		3. Inline declarations	3. Inline declarations
		4. Friend functions and classes	4. Friend functions and classes
		5. Run-time memory allocation	5. Run-time memory allocation
		1. new and delete keywords	 new and delete keywords
		Application: linked lists, arrays	Application: linked lists, arrays
		6. Function handling	6. Function handling
		1. Prototyping	1. Prototyping
		2. const modifier	2. const modifier
		3. Default arguments in functions	3. Default arguments in functions
		Argument passing by value	Argument passing by value
		5. Argument passing by address	5. Argument passing by address
		6. Argument passing by reference	6. Argument passing by reference
		7. Initializing instances	7. Initializing instances
		1. Constructor functions	1. Constructor functions
		2. Destructor function	2. Destructor function
		3. Base member initialization list	3. Base member initialization list
		4. Default contructor	4. Default contructor
		5. Copy constructor	5. Copy constructor
		8. File input/output	8. File input/output
		9. Overloading	9. Overloading
		1. Functions	1. Functions
		2. Operators	2. Operators
		3. Type casting	3. Type casting
		10. Derived classes	10. Derived classes
		1. Declaring	1. Declaring
		2. Access methods	2. Access methods
		3. Duplicate member names	3. Duplicate member names
		-	
		4. Constructors and destructors	4. Constructors and destructors
		Overloading operator =	Overloading operator =
		6. Pointers to base and derived classes	6. Pointers to base and derived class
		7. Virtual functions	7. Virtual functions
		8. Polymorphism	8. Polymorphism
		9. Abstract classes	9. Abstract classes

Changed	Field	Current Version	Proposed Version		
		10. Object-oriented programming	10. Object-oriented programming		
		11. Multiple inheritance	11. Multiple inheritance		
		Implement structured programming techniques	Implement structured programming techniques		
		1. Top down design	1. Top down design		
		1. Program structure	1. Program structure		
		2. Preprocessor directives	2. Preprocessor directives		
		2. Robustness	2. Robustness		
		3. Readability	3. Readability		
		4. Flexibility	4. Flexibility		
		4. Evaluate object-oriented programming and C++	4. Evaluate object-oriented programming and C++		
		1. Comparison to procedural programming	1. Comparison to procedural programming		
		2. Advantages	2. Advantages		
		3. Disadvantages	3. Disadvantages		
		5. Analyze C++ program design, standard style	5. Analyze C++ program design, standard style		
		conventions, and documentation	conventions, and documentation		
		1. Combining structured and object oriented	1. Combining structured and object oriented		
		program designs	program designs		
		2. C++ standards in documentation, naming	2. C++ standards in documentation, naming		
		convention, coding practices	convention, coding practices		
		convention, coding practices	convention, coding practices		
Lab Component in Yes this Course		Yes	Yes		
	Lab Outline	1. Convert a C and/or Java programs with multiple functions, looping, selection, dynamic memory	1. Convert a C and/or Java programs with multiple functions, looping, selection, dynamic memory		
		allocation, data structures, and file IO into an equivalent C++ program	allocation, data structures, and file IO into an equivalent C++ program		
		2. Perform standard input / output with the stream IO	2. Perform standard input / output with the stream IO		
		class; perform file input / output with the fstream	class; perform file input / output with the fstream		
		class; format output data; format input data; read	class; format output data; format input data; read		
		numeric data and strings; use the string class	numeric data and strings; use the string class		
		3. Use C++ features for a function: const modifier,	3. Use C++ features for a function: const modifier,		
		default arguments, arguments that are pass by	default arguments, arguments that are pass by		
		value vs. pass by address vs. pass by reference	value vs. pass by address vs. pass by reference		
		Define a class with member data and member	Define a class with member data and member		
		functions; use data encapsulation; instantiate objects from a class	functions; use data encapsulation; instantiate objects from a class		
		5. Implement more features of a class: static member	5. Implement more features of a class: static member		
		data, static member function, inline member	data, static member function, inline member		
		function, name qualifying	function, name qualifying		
		6. Make a class more robust: constructor, default	6. Make a class more robust: constructor. default		
		constructor, copy constructor, base member	constructor, copy constructor, base member		
		initialization list, destructor	initialization list, destructor		
		Make a class easier to use: function overloading, operator overloading, type casting	Make a class easier to use: function overloading, operator overloading, type casting		
		 Relate base and derived classes: access functions from one class to the other, duplicate member names, constructors / destructors / operator= 	 Relate base and derived classes: access functions from one class to the other, duplicate member names, constructors / destructors / operator= 		
		dependencies between the two classes, pointers to	dependencies between the two classes, pointers to		
		have and desired also	have a send destined also		
		base and derived classes	base and derived classes		
		 base and derived classes 9. Implement inheritance features: virtual functions, polymorphism, abstract classes 	base and derived classes 9. Implement inheritance features: virtual functions, polymorphism, abstract classes		

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.

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	CIS D026A or CIS D035A	CIS D026A or CIS D035A
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	(Students may receive credit for either (CIS D022A and CIS D022B (or CIS D22BH)) or CIS D027.)	(Students may receive credit for either (CIS D022A and CIS D022B (or CIS D22BH)) or CIS D027.)
	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
9	Banner Start Term (202122)	202122	No Value
0	Banner Division	2CB	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 027	CIS 027
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	CIS	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	ΝΑ	ΝΑ
	Cross-Listed/Related Course ID's	No Value	No Value
Ø	CTE Status	Yes	No Value
θ	DL Approval Date (MM/DD/YYYY)	02/06/2018	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	02/06/2018	No Value
θ	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
θ	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
θ	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	233003	No Value
Ø	Account Code	1320	No Value
θ	Program Code	070100	No Value
0	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
θ	Print/No Print to Catalog	Yes	No Value

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

Blue Form

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

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

Changed	Questions	Current Version	Proposed Version
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	Methods of Evaluation A: A midterm that includes one program to be written in C++ assessing ability to write code and the application of topics discussed in reading and lectures.
0	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Methods of Evaluation A & B: Completing quizzes and exams based on the reading.
9	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Methods of Evaluation C: Completing lab projects that apply theories covered in reading.
9	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Outline E.2: C++ standards in documentation, naming convention, coding practices
9	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Outline E.1: Combining structured and object oriented program designs
9	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Outline C: Implement structured programming techniques
9	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Methods of Evaluation C: Evaluation of assigned C++ programs for completeness, correctness, and employing the key concepts presented in class lectures and class problem solving.
9	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Outline E: Analyze C++ program design, standard style conventions, and documentation

C-Matrix Form

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

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

D-Matrix Form

hanged	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

Changed	Questions	Current Version	Proposed Version
	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,	No Value	No Value
	complete the objective(s) below. If this requisite is being removed, provide an		
	explanation as to why.		

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

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

G-Matrix Form

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

H-Matrix Form

Changed Questions	Current Version	Proposed Version
Objective 1: For er CTE program such AUTO, APRN, etc prerequisite(s) to p program.	as Nursing, . list the	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 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
	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

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

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	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 Ad	Course Administration Codes				
Articulation	occurs after course approv	val. The following fields will not show a Proposed Version.			
Changed	d Field Current Version				
	Curriculum ID	CISD027.			
	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	CCC000227478			

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

De Anza College Change Report 06/03/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
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
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

Section	Changed field
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	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 9: Articulation Officer
Course Justification	Course Justification
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

Field	Current Version	Proposed Version
Faculty Initiator	eLumenData, eLumenData	Mary Pape
Course ID (CB01A and CB01B)	CISD028.	CISD028.
Course Control Number	CCC000075672	CCC000075672
Course Title (CB02)	Object Oriented Analysis and Design	Object Oriented Analysis and Design
Short Course Title	OBJECT ORIENTED ANALYS & DESGN	OBJECT ORIENTED ANALYS & DESGN
TOP Code (CB03)	0707.10	0707.10 Computer Programming
CIP Code	Computer Programming/Programmer, General	11.0201 Computer Programming/Programmer, General
Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
Effective Term	Fall 2021	Fall 2021 <u>2025</u>
SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Faculty Initiator Course ID (CB01A and CB01B) Course Control Number Course Title (CB02) Short Course Title TOP Code (CB03) CIP Code CIP Code CIP Code SAM Priority	Faculty Initiator• eLumenData, eLumenDataFaculty Initiator• eLumenData, eLumenDataCourse ID (CB01A and CB01B)CISD028.Course Control NumberCCC000075672Course Title (CB02)Object Oriented Analysis and DesignShort Course TitleOBJECT ORIENTED ANALYS & DESGNTOP Code (CB03)Oro7.10CIP Code (CB03)Computer Programming/Programmer, GeneralDepartmentCIS - Computer Sci & Info SystemsEffective Term SAM PriorityFall 2021

Changed	Field	Current Version	Proposed Version
9	Course Description	Defines and illustrates the object oriented paradigm for analyzing, designing and implementing object oriented computer applications. Trade- offs between various object oriented techniques will be illustrated with a series of real world applications to allow the student to optimize his/her solutions for robustness and reuse.	Defines and illustrates the object oriented <u>advantages of applying the</u> object-oriented paradigm for analyzing, designing to analyze and design complex software applications and integrate them seamlessly into a 3-tier software enterprise. Design patterns and implementing the set of Unified Modeling Language (UML) artifacts are used to convert Functional requirements and Use Case definitions into a set of well-defined object oriented computer applications. specifications that programmers can implement using an object-oriented programming language. Trade-offs and synergies between various object oriented techniques design strategies will be illustrated with a series of real world applications presented to allow the student to optimize his/her coded software solutions for robustness- robustness, extensibility and reuse.
0	Course Type (CB27)	No value	Lower Division
	Mode of Delivery	OnlineHybrid	OnlineHybrid

Faculty Requirements				
Changed	Field	Current Version	Proposed Version	
θ	Discipline 1	No value	Computer Science	
	Discipline 2	No value	No value	
	Discipline 3	No value	No value	
0	FSA	No value	FHDA FSA - COMPUTER SCIENCE	

Changed	Field	Current Version	Proposed Version
	Course Justification	This course enables the student to analyze a problem and develop a software design for subsequent programming in C++ or other object oriented language. It is CSU and UC transferable and belongs on the Business Programming AA degree.	This <u>CTE</u> course enables is CSU and <u>UC transferrable</u> . The course is on the <u>Business Programming AA degree</u> . The <u>course covers topics leading</u> the student <u>to be able</u> to analyze a problem and develop a software design for subsequent programming in C++ or other object oriented language . It is CSU and UC transferable and belongs on the <u>Business Programming AA</u> degree . <u>language</u> .

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

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

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

hanged	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
TE Cours	se		
Changed	Field	Current Version	Proposed Version
0	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>
onors/No	on-honors Course		
Changed	Field	Current Version	Proposed Version
0	Is this an honors/non- honors course?	No value	No
irrored C	redit/Noncredit C	ourse	
Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	No
ross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
-			

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

Associated Programs

a program	Associated Program	Business Programming	Associated Program	Business Programming
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree
	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree
	Associated Program	Systems Programming	Associated Program	Systems Programming
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree
	Associated Program	Systems Programming	Associated Program	Systems Programming
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree
	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree
	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree

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

Changed Field	Current Version		Proposed Version	
	Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)	Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree
	Associated	Systems Programming	Associated	Systems Programming
	Program	(In Development)	Program	(In Development)
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree

Changed	Field	Current Version		Proposed Version	
	Transfer Status (CB05)	tatus		Transferable to both UC and CSU	
	Course General Education Status (CB25)	В		В	
	Transfer Status	Approved	Approved		Approved
	GE Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	• 2G4M - Approved.	Area(s)	 2G4M - Approved.
		-	No value	-	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162
	Lecture Hours - Course In- Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of- Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	18	18

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	66	66		
	Total - Course Out-of-Class Hours	96	96		
	Total Credit Units - Minimum Credit Units	4.5	4.5		
	Total Credit Units - Maximum Credit Units	4.5	4.5		
Speciality	Hours				
Changed	Field	Current Version	Proposed Version		
	Speciality Hours	No value	No value		
Credit / No	n-Credit Options	Credit / Non-Credit Options			

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

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

Changed Field		Current Version	Proposed Version	
SKIP		No Value	No Value	

Specifications Current Version Changed Field **Proposed Version** 0 Methods of Instruction Methods Methods Methods of of of Instruction Instruction Instruction Methods Methods Lecture and visual Lecture and visual of aids of aids Instruction Discussion of Instruction Discussion of assigned reading assigned reading Collaborative learning Collaborative learning and small group and small group exercises exercises Homework and Homework and extended projects extended projects 0 1. Reading from texts and Assignments 1. Reading from texts and handouts. handouts. 2. Four to six homework 2. Four to six homework assignments using Object assignments requiring the oriented analysis and design of object-oriented analysis and complex systems, creation of design of complex software UML diagram and Object applications, which require the Oriented Programming (in Java creation of a range of UML or C++). artifacts, selection and proper deployment of appropriate design patterns, and a background knowledge of Object-oriented Programming (in Java or C++).

Changed	Field

Methods of Evaluation	Methods of	Methods of	Methods of Evaluatio
	Evaluation	Evaluation	

Methods	1. Guided	Methods	1. Successful
of	programming	of	completion of
Evaluation	problems	Evaluation	both in-class
	involving		and assigned
	application of		homework
	major		problems
	architectural		requiring the
	patterns and		creation of
	, frameworks to		code-ready
	create software		UML artifacts
	solutions in a		from the raw
	high level		requirements
	programming		a software
	language.		application.
	Code is		These artifacts
	evaluated on		must define
	correctness.		and document
	2. Successful		the software
	completion of		design and
	assigned		direct the
	problems		detailed codin
	involving the		of complex
	design and		software
	development of		solutions in ar
	complex		object-oriented
	software		programming
	solution from		language, whi
	raw		reflecting
	requirements		explicit object-
	using Object		oriented
	Oriented		Analysis and
	Analysis and		Design
	Design		techniques.
	techniques.		These artifacts
	3. One or more		to be evaluate
	written midterm		on correctness
	exams with		attention to
	questions		details, and
	based on		completeness
	applying Object		2. One or more
	Oriented		written midterr
	Analysis and		exams with
	Design		questions
	techniques,		requiring the
	evaluated on		successful
	correctness.		demonstration
	4. A		of Object-
	comprehensive,		oriented
	written final		Analysis and
	exam involving		Design
	exam involving		Design

nanged Field	Current Version	Proposed Version
	creation of	f techniques,
	class diag	ram evaluated on
	and trans	ation correctness
	of diagrar	n into and creativity.
	code,	3. A
	evaluated	on comprehensive
	correctne	ss. written final
		exam involving
		creation of a
		conceptual
		class diagram,
		class attribute
		lists, state
		transition
		diagrams and
		sequence
		flows. The
		submitted UML
		diagrams are
		evaluated on
		correctness,
		completeness,
		level of detail,
		and ability to
		support the
		generation of
		the application
		code.
Essential St	udent Essential Student Materials:	Essential Student Materials:
Materials/Es	sential • None.	None
College Faci	ilities Essential College Facilities:	Essential College Facilities:
	None.	None

0

^{Ju}	T Ield				
	Examples of				
	Primary Texts and References	Title	No value	Title	No value
		Author	Ian Sommerville, "Software Engineering", Pearson, 2015	Author	Ian Sommerville, "Software Engineering", Pearson, 2015
		Publisher	No value	Publisher	No value
		Date/Edition	No value	Date/Edition	No value
		ISBN	No value	ISBN	No value
		Title	No value	Title	No value
		Author	Grady Booch, Robert A. Maksimchuk, Michael W. Engel, Bobbi J. Young, Jim Conallen, Kelli A. Houston. "Object- Oriented Analysis and Design with Applications" (3rd Edition) (Addison- Wesley Object Technology Series), 2007	Author	Grady Booch, Robert A. Maksimchuk, Michael W. Engel, Bobbi J. Young, Jim Conallen, Kelli A. Houston. "Object- Oriented Analysis and Design with Applications" (3rd Edition) (Addison- Wesley Object Technology Series), 2007
		Publisher	No value	Publisher	No value
		Date/Edition	No value	Date/Edition	No value
		ISBN	No value	ISBN	No value
		Title	No value	Title	No value

Title	No value
Author	Erich Gamma,
	"Design Patterns:
	Elements of
	Reusable Object-
	Oriented Software",
	Addison-Wesley
	Professional
	Computing Series,
	2003

Date/Edition	No value
ISBN	No value
Title	No value
Author	Erich Gamma, "Design Patterns: Elements of Reusable Object- Oriented Software", Addison-Wesley Professional Computing Series,

2003

Changed	Field	Current Versio	on	Proposed Vers	ion
		Publisher	No value	Publisher	No value
		Date/Edition	No value	Date/Edition	No value
		ISBN	No value	ISBN	No value
				Title	Head First Design Patterns: Building Extensible and Maintainable Object-Oriented Software
				Author	Eric Freeman, Elisabeth Robson
				Publisher	O'Reilly Media
				Date/Edition	January 12, 2021/2nd Edition
				ISBN	149207800X
0	Suggested Reading List	Reading No. List	one.	No value	
		May No include, but are not limited to	o value		

Learning Outcomes and Objectives

Changed	Field	Current Versio	n	Proposed Versi	on
9	Course Objectives	 (OOA). Understa object ori design or patterns a Apply the oriented a Explain a responsib different t Apply the (OOD). Write an a 	bout assignment of bilities using methods of	 Understar object orie design on patterns a Apply the oriented a Identify O Apply the oriented d Critique a application 	iented Analysis (OOA). Ind the application of ented analysis and major architectural and frameworks. process of object nalysis. bject Attributes process of object lesign (OOD). Java or C++ software in reference to object nalysis and design.
	CSLOs	CSLOs	Design and develop complex software solution from raw requirements using Object Oriented Analysis and Design techniques.	CSLOs	Design and develop complex software solution from raw requirements using Object Oriented Analysis and Design techniques.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Synthesize major architectural patterns and frameworks and apply them to create software solutions.	CSLOs	Synthesize major architectural patterns and frameworks and apply them to create software solutions.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
0	Course Content	 Apply Object Oriented Analysis (OOA). 	 Object Oriented Analysis (OOA). Describe definition of
		1. Describe definition of	analysis, design and an
		analysis, design and an	object.
		object.	2. Define basic concepts of
		2. Define basic concepts of	object oriented
		object oriented	methodology.
		methodology.	1. encapsulation
		1. encapsulation	2. abstraction
		2. abstraction	3. inheritance
		3. inheritance	4. reusability
		4. reusability	5. polymorphism
		3. Describe advantages and	Describe advantages and
		disadvantages of object	disadvantages of object
		oriented programming.	oriented programming.
		4. Code solution to problem	4. Reflect on application of
		using an object oriented	OOA given code solution to
		language.	problem using an object
		2. Understand the application of	oriented language.
		object oriented analysis and	2. Understand the application of
		design on major architectural	object oriented analysis and
		patterns and frameworks.	design on major architectural
		1. Discuss how to set design	patterns and frameworks.
		objectives for following	1. Setting design objectives
		architectural attributes:	1. portability
		1. portability	2. reliability
		2. reliability	3. maintainability
		3. maintainability	4. efficiency
		4. efficiency	2. Notations for Objects
		2. Learn how to apply object	3. Client/Server Model
		notation.	4. Where analysis stops and
		3. Learn the definition of	design begins.
		client/server model.	Apply the process of object
		4. Learn where analysis stops	oriented analysis.
		and design begins.	1. Use cases
		Apply the process of object	2. Object Classification
		oriented analysis.	Separation of Interface from
		1. Document use cases based	Implementation
		to clarify requirements.	4. Class hierarchy Diagrams.
		2. Learn how to apply classify	4. Identify Object Attributes
		objects and create	1. Primary methods
		properties and methods	(Constructor, Destructor and
		based on requirements.	Copy)
		3. Learn how to create	2. Secondary methods
		interfaces and separate	(get/put/identify)
		them from implementation.	3. Object Type & Inheritance
		4. Learn how to create object	4. Object State & Object
		identity, attributes and	Dynamic Behavior
		methods.	5. Object Persistence

	process of object
hierarchy, event and state oriented de	
57	esign (OOD).
diagrams. 1. Obje	ect Relationships
4. Explain about assignment of a.	Inherits (single,
responsibilities using methods of mult	tiple, mix-in)
different types. b.	Uses
1. Primary methods c.	Has
(Constructor, Destructor and d.	Associates
Copy) 2. Impl	lement relationship
2. Secondary methods mod	dels using
(get/put/identify) poly	/morphism, dynamic
3. Worker method design bind	ling and operators
4. Dynamic object behavior over	rloading.
and the Event / State 3. Coll	ection Classes: Types
Diagram and	Implementation
5. Object Persistence Con	siderations
-	Arrays and Vectors
	Stacks (LIFO, FIFO)
	Tables (Sets, Bags)
	Linked Lists (Single,
(inherit, use, has, Dou	uble) and Iterators
associate). e. S	SQL
2. Implement relationship 4. Obje	ect Design Patterns &
models using Des	ign Reusability
polymorphism, dynamic a.	Purpose
binding and operators b.	Examples (Factory,
overloading. Stat	teless, Junction,
3. Implement and learn about Pub	lisher, MVC…)
collection classes e.g. 5. Inte	grating the Application
	the Corporate
4. Explore object service Enter	erprise
invocation alternatives using a.	Application by
local object library, appl	lication
synchronous remote b.	Messaging Middleware
	Events
	Conforming to the
•	oorate Data Model
-	Link the customer
	uirements directly to the
	lementation
	Java or C++ software
	n in reference to object
	nalysis and design.
	ss Responsibility
	aboration Cards (CRCs)
	uence Flow Diagrams
	ect persistence tradeoffs
	curity Concerns
	thentication and
	horization)
programming.	,

Changed	Field	Current Version	Proposed Version
			5. Enterprise deployment options
	Lab Component in this Course	Yes	Yes
9	Lab Outline	 6-10 exercises which include design as well as coding, Document and review use cases Create sequence diagrams, activity diagrams, state diagrams and system diagram using Object Oriented Analysis and Design Create a class diagram based on OOA and OOD. Document and refine architectural requirement. Write programs based on the class diagram. 	 Six - ten homework assignments requiring the object-oriented analysis and design of complex software applications, and the production of relevant UML diagrams to document aspects of the resultant design. One assignment involving the implementation (in C++, Java or Python) of the key objects of a previously discussed enterprise- level application.

Curriculum Office Proposed Version Changed Questions **Current Version** 0 Banner Start 202122 No Value Term (202122) 0 **Banner Division** 2CB No Value 0 Catalog Term 21-22 No Value (21-22) 0 5 Year Revision 2018 No Value Year (2021) 0 Effective No Value Fall Quarter 0 Effective Year 2018 No Value (2021) Sort ID (00 < 10; CIS 028 CIS 028 0 < 100)

Non-substantial

Course Status

Non-substantial

Changed	Questions	Current Version	Proposed Version
Ð	Course Status Code	Α	No Value
0	Banner Department	CIS	No Value
θ	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
0	DL Approval Date (MM/DD/YYYY)	11/03/2020	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	11/03/2020	No Value
Ð	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Four hours lecture, one and one-half hours laboratory (66 hours total per quarter).	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
θ	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
Ð	COA Code	С	No Value
θ	Fund Code	114000	No Value
0	Organization Code	233003	No Value
θ	Account Code	1320	No Value
θ	Program Code	070100	No Value
θ	Percent	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	 Hybrid appr. 2/6/2018.; DL appr. 11/3/20 (effect. F20)mkct 	 Hybrid appr. 2/6/2018.; DL appr. 11/3/20 (effect. F20)mkct
9	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:	CIS D022B, CIS D22BH, CIS D027., CIS D035A or equivalent experience	CIS D022B, CIS D22BH, CIS D027., CIS D035A or equivalent experience
	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	of Revisions		
Changed	Questions	Current Version	Proposed Version
Ð	Basic Course Information	No Value	Course justification update

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

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

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

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

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

De Anza GE - ESGC Form

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

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

Comments

Changed	Questions	Current Version	Proposed Versio	on			
	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				
8	Stage 7: Content Review Matrix Liaison	No Value	Name - Date Role I OR Tab	Part - Field	Type of Edit	Edit In the left hand	Initiator - Indicate "Y" When Completed incomplete 4/11/24 - zj
			4/4/24 Zack Judson	Matrix G	Required	column, use only the course objectives. These can be found in the Learning Outcomes tab.	Done $4/17/2024$
			4/4/24 zj	Advisory(ies) - other	Required	Clarify whether or not this advisory is an AND or OR	Y - zj
	Stage 8: AVP - Instruction	No Value	No Value				

Changed	Questions	Current Version	Proposed \	/ersion				
0	Stage 9: Articulation Officer	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			05/02/2024		Basic Course Info: Course Title	Question	I just wanted to confirm that the course title is being hanged to include "needs files" at the end. It wasn't capitalized, so I wasn't sure if the course title was changing or if this was a note that should not be included in changes	I was working on just one computer and doing multiple tabs. Lesson learned - don't do that.
			05/02/2024	4 ^{Christa} Steine	aPrimar rTexts	^y Recommendatio	It looks like your most up- to-date textbook is from 2021, so it will meet the seven year recency requirement in 2025, but will be out-of- date before the next review cycle in 2030. Not a requirement, but a consideration	scoured the shelves for the one we came up with. There is no money in updating a text for this "boutique" type of class. I was elated to find one that the instructor who
	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	CISD028.
	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	CCC000075672

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

De Anza College Change Report 06/03/2024

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	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)
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

Section	Changed field
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.
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 2: Department Chair
Comments	Stage 7: Content Review Matrix Liaison
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
0	Faculty Initiator • Daniel Smith		Jennifer ParrishPape, MaryGoel, Manish
	Course ID (CB01A and CB01B)	CISD037.	CISD037.
	Course Control Number	CCC000361016	CCC000361016
	Course Title (CB02)	Java for Mobile Development	Java for Mobile Development
	Short Course Title	JAVA FOR MOBILE DEVELOPMENT	JAVA FOR MOBILE DEVELOPMENT
	TOP Code (CB03)	0707.10	0707.10 Computer Programming
	CIP Code	Computer Programming/Programmer, General	11.0201 Computer Programming/Programmer, General
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
θ	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational
	Course Description	This course covers mobile application development using Android features including Android development tools, activities and intents, pictures and menus, data persistence, messaging and networking, and rich media features.	This course covers mobile application development using Android features including Android development tools, activities and intents, pictures and menus, data persistence, messaging and networking, and rich media features.
	Course Type (CB27)	Lower Division	Lower Division

Changed	Field	Current Version	Proposed Version
θ	Mode of Delivery	• Hybrid	OnlineHybrid
Faculty Re	quirements		
Changed	Field	Current Version	Proposed Version
θ	Discipline 1	No value	Computer Science
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - COMPUTER SCIENCE
Formerly S	statement		
Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly CIS 053.)	(Formerly CIS 053.)
Course Jus	stification		
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is transferable to the CSU system. It is required for the Programming in Java Certificate of Achievement at De Anza College. This course provides skills in the Java-based Android operating system necessary for the creation of Android mobile apps.	This course is transferable to the CSU system. <u>and UC</u> <u>systems.</u> It is required for the Programming in Java Certificate of Achievement at De Anza College. This course provides skills in the Java-based Android operating system necessary for the creation of Android mobile apps.
Stand-Alor	ne Statement		
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
Course Phi	ilosophy		
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
Foothill Eq	uivalency		
Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	Νο	Νο
	Foothill Faculty	No value	
	Consultation Name		

Changed	Field	Current Version	Proposed Version	
0	Is this a CTE (Career Technical Education) course?	No value	Yes	
lonors/No	n-honors Course			
Changed	Field	Current Version	Proposed Version	
0	Is this an honors/non- honors course?	No value	No	
Mirrored C	redit/Noncredit Course			
Changed	Field	Current Version	Proposed Version	
0	Is this a mirrored credit/noncredit course?	No value	No	
Cross-liste	d Course			
Changed	Field	Current Version	Proposed Version	
0	Is this a cross-listed course?	No value	No	
More Optic	ons			
Changed	Field	Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	
	Course Prior To College Level	Not applicable.	Not applicable.	
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.	
	Course Support Status (CB26)	Course is not a support course	Course is not a support course	
	Repeat Limit	0	0	
	Grade Options	Letter GradePass/No Pass	Letter Grade Pass/No Pass	

Associated Programs

hanged	rielu	Current Version	511	Proposed Ver	SIGH
	Course is part of a program	Associated Program	Programming in Java	Associated Program	Programming in Java
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)	Associated Program	Liberal Arts (Science, Math and Engineerin Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)	Associated Program	Liberal Arts (Science, Math and Engineerin 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 Engineerin Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options						
Changed	Field	Current Version	Proposed Version			
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU			
	Course General Education Status (CB25)	Y	Y			
	Transfer Status	Approved	Approved			
	GE Information	No value	No value			

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In- Class (Contact) per Term	0	0
	NA Hours - Course Out- of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66
	Total - Course Out-of- Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

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

Credit Units

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

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

Specifications

hanged	FIEIQ	Current Version	Proposed Version
0	Methods of Instruction	Methods of Instruction	Methods of Methods of Instruction
		Methods of InstructionLecture and visual aids Discussion of assigned reading Homework and extended projects 	Methods of InstructionLecture and visual aids Discussion of assigned reading Homework and extended projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises Homework and extended projects Discussion and problem solving performed in class
	Assignments	 Readings from text. Documenting, coding, testing and debugging six to ten programs guided with clearly documented design, covering the Lab Topics specified in X. below, half completed in the computer lab, half completed as homework. 	 Readings from text. Documenting, coding, testing and debugging six to te programs guided with clearly documented design, covering the Lab Topics specified in X. below, half completed in the computer lab, half completed as homework.
0	Methods of Evaluation	Methods of Evaluation	Methods Methods of Evaluation of Evaluation
		Methods of1. One or two midterm examinations requiring students to write code applying topics covered in the lectures and reading. Code is evaluated on correctness.2. Final examination requiring students to write code applying topics covered in the lectures, reading, and programming assignments. Code is evaluated on correctness.3. Evaluation of programming assignments based on correctness, documentation, code quality, and test plan executions.	Methods of1. One or two midterm examinations requiring students to write code applying topics covered in the lectures and reading. Code is evaluated on correctness.2. Final examination requiring students to write code applying topics covered in the lectures, reading, and programming assignments. Code is evaluated on correctness.3. Evaluation of programming assignments based on correctness, documentation, code quality, and test plan executions.
0	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None.	Essential Student Materials: • None
		 Essential College Facilities: Access to a computer system with the Java 2 SDK, or an Integrated Development Environment tool supporting Java 2 	 Essential College Facilities: Access to a computer system with the Java 2 SDK, or an Integrated Development Environment tool supporting Java 2

0	Examples of Primary				
	Texts and References	Title	No value	Title	Android Studio Giraffe Essentials
		Author	Deitel, Paul. "Android, How to Program with an Introduction to Java (3rd edition)",	Author	Neil Smyth
			Pearson, 2016	Publisher	Payload Media, Inc
		Publisher	No value	Date/Edition	2023
		Date/Edition	No value	ISBN	No value
		ISBN	No value	Title	Learn Android Studio 4: Efficient Java-
		Title	No value		Based Android Apps Development 2nd ed. Edition
		Author	Deitel, Paul & Deitel, Harvey. "Android 6 for	Author	Ted Hagos
			Programmers: An App-Driven Approach (3rd edition)" Prentice Hall., 2015.	Publisher	Apress
		Publisher	No value	Date/Edition	2020
		Date/Edition	No value	ISBN	No value
		ISBN	No value	Title	S Android Boot Camp for Developers Using Java, 4th edition
				Author	Corinne Hoisington
				Publisher	Cengage Learning
				Date/Edition	2023
				ISBN	No value
0	Suggested Reading List	List A	arcey, Lauren. "Sams Teach Yourself Android pplication Development in 24 Hours, 4th dition." Sams, 2015.	No value	
		May N include, but are not limited to	o value		

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Implement Android architecture and tools (Android Virtual Device, SDK, Android Development Kit) in code writing. Build an Application and deploy to Android Marketplace Create and run Mobile Applications using Android Visual Layout Editor and Virtual Device Design a GUI using layout for setting up components on a screen Enable interaction with Android Application using Buttons Use Asset Management to drive user interaction Use graphics and sound in Mobile applications Describe and apply Activity Elements to manage content with rich Android features 	 Implement Android architecture and tools (Android Virtual Device, SDK, Android Development Kit) in code writing. Build an Application and deploy to Android Marketplace Create and run Mobile Applications using Android Visual Layout Editor and Virtual Device Design a GUI using layout for setting up components on a screen Enable interaction with Android Application using Buttons Use Asset Management to drive user interaction Use graphics and sound in Mobile applications Describe and apply Activity Elements to manage content with rich Android features

Changed Field	Current Version		Proposed Versio	n
CSLOs	CSLOs	Design mobile applications using object- oriented methodology and advanced Java concepts using Android Development Kit.	CSLOs	Design mobile applications using object oriented methodology and advanced Java concepts using Android Development Kit.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0
	CSLOs	Create algorithms, code, document, debug, and test mobile applications.	CSLOs	Create algorithms, code, document, debug, and test mobile applications.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
0	Course Content	 Implement Android architecture and tools (Android Virtual Device, SDK, Android Development Kit) in code writing. 	 Implement Android architecture and tools (Android Virtual Device, SDK, Android Development Kit) in code writing.
		1. Android Overview	1. Android Overview
		2. Android version history	2. Android version history
		Android Software Development Kit	3. Android Software Development Kit
		4. Basic HelloWorld Application	4. Basic HelloWorld Application
		 Build an Application and deploy to Android Marketplace Android Marketplace 	 Build an Application and deploy to Google Play store Android Marketplace
		2. Android best practices - compatibility, supporting	2. Android best practices - compatibility, supporting
		multiple screens and user interface guidelines 3. Preparing and uploading application to Android	multiple screens and user interface guidelines 3. Preparing and uploading application to Android
		Market	Market
		4. Launching and Managing Android Applications 3. Create and run Mobile Applications using Android	4. Launching and Managing Android Applications 3. Create and run Mobile Applications using Android
		Visual Layout Editor and Virtual Device	Visual Layout Editor and Virtual Device
		1. Eclipse IDE and Android Development Tools	1. Android Studio Basics
		(ADT) Plugin	2. Android Studio Visual Layout Editor
		2. ADT Visual Layout Editor	3. Android Studio Android Virtual Device
		3. ADT Android Virtual Device	4. Design a GUI using layout for setting up components
		 Design a GUI using layout for setting up components on a screen 	on a screen 1. Edit properties of Mobile Application in an XML
		1. Edit properties of Mobile Application in an XML	file
		file	2. TextView, EditText and ToolBar GUI components
		2. TextView, EditText and SeekBar GUI	3. Event handling to respond to user interactions
		components	5. Enable interaction with Android Application using
		3. Event handling to respond to user interactions	Buttons
		 Enable interaction with Android Application using Buttons 	 ScrollView control to display objects that do not fit on the screen
		 ScrollView control to display objects that do not fit on the screen 	Dynamic GUI Components in response to user interactions
		 Dynamic GUI Components in response to user interactions 	 Manage Shared Preferences Alert Dialogs
		3. Manage Shared Preferences	5. Open a website in a browser using an Intent
		 Alert Dialogs Open a website in a browser using an Intent 	 6. Hide/Show soft keyboard 6. Use Asset Management to drive user interaction
		6. Hide/Show soft keyboard	1. AssetManager
		6. Use Asset Management to drive user interaction	2. Menu to provide Application Options
		1. AssetManager	3. Using Handler to manage events
		2. Menu to provide Application Options	4. Exception Management and Logging
		3. Using Handler to manage events	7. Use graphics and sound in Mobile applications
		4. Exception Management and Logging	1. Add Graphics with Paints and Canvas
		7. Use graphics and sound in Mobile applications	2. Play sound in response to events using
		 Add Graphics with Paints and Canvas Play sound in response to events using 	SoundPool and AudioManager 3. Activity Lifecycle methods and Animation with
		SoundPool and AudioManager	Threads, SurfaceView and SurfaceHolder
		3. Activity Lifecycle methods and Animation with	4. Animation LifeCycle Events
		Threads, SurfaceView and SurfaceHolder 4. Animation LifeCycle Events	 Describe and apply Activity Elements to manage content with rich Android features
		8. Describe and apply Activity Elements to manage	1. Application Style and elements using TextView,
		content with rich Android features	ListView, and MenuInflater
		 Application Style and elements using TextView, ListView, and MenuInflater 	 Manipulate a SQLLite Database Multithreading to manage concurrent Database
		2. Manipulate a SQLLite Database	Operations
		3. Multithreading to manage concurrent Database	4. Use Location, MapData and GPS data for
		Operations	creating location based service features
		4. Use Location, MapData and GPS data for	5. Use Intents to manage content
		creating location based service features	6. Use MediaPlayer to play music
		 Use Intents to manage content Use MediaPlayer to play music 	 Use SurfaceView, SurfaceHolder and Camera object
		7. Use SurfaceView, SurfaceHolder and Camera	8. Tabbed Navigation
		object	9. Create Reusable components
		8. Tabbed Navigation	
		9. Create Reusable components	
	Lab Component in thi	in Voc	Ves

Lab Component in this Yes Course

Yes

Changed	Field	Current Version	Proposed Version	
	Lab Outline	 6 to 10 programming exercises, which include design as well as coding 	 6 to 10 programming exercises, which include desig as well as coding 	
		2. Android Studio	2. Android Studio	
		3. Activities and Intents	3. Activities and Intents	
		4. User Interface	4. User Interface	
		5. Pictures and Menus	5. Pictures and Menus	
		6. Data Persistence	6. Data Persistence	
		7. Messaging and Networking	7. Messaging and Networking	
		8. Location Based Services	8. Location Based Services	

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:	CIS D035A	CIS D035A
	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
θ	Banner Start Term (202122)	202322	No Value
0	Banner Division	2CB	No Value
0	Catalog Term (21-22)	23-24	No Value
θ	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 037	CIS 037
	Course Status	Non-substantial	Non-substantial
θ	Course Status Code	A	No Value
θ	Banner Department	CIS	No Value

Changed	Questions	Current Version	Proposed Version
0	Course Level	DU	No Value
9	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	ΝΑ	ΝΑ
	Cross-Listed/Related Course ID's	No Value	No Value
θ	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	02/06/2018	No Value
θ	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
θ	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
θ	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	с	No Value
θ	Fund Code	114000	No Value
θ	Organization Code	233003	No Value
θ	Account Code	1320	No Value
0	Program Code	070100	No Value
θ	Percent	100	No Value
	Curriculum Office Notes	 Course number change only appr. 10/26/21 (effect. F22)mkct Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22)mkct Requisite change appr. 1/17/23 (effect. F23)cc 	 Course number change only appr. 10/26/21 (effect. F22)mkct Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22)mkct Requisite change appr. 1/17/23 (effect. F23)cc
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

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 Fo	orm		
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	No Value	No Value

No Value

No Value

No Value

B-Matrix Form

Objective 3: Utilize MLA No Value

No Value

No Value

guidelines to format essays, cite sources, and compile a works cited page.

Objective 4: Create

syntactically varied sentences that are free of mechanical errors.

Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Objective 5:

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

Changed	Questions	Current Version	Proposed Version
9	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	Implement Android architecture and tools (Android Virtual Device, SDK, Android Development Kit) in code writing.
9	Objective 2: Develop analytical ideas and topics for essays.	No Value	Use Asset Management to drive user interaction. Design a GUI using layout for setting up components on a screen.
0	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Describe and apply Activity Elements to manage content with rich Android features.
9	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Create and run Mobile Applications using Android Visual Layout Editor and Virtual Device. Build an Application and deploy to Android Marketplace.
	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
0	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Build an Application and deploy to Android Marketplace.
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
0	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Students must provide clear documentation in English to outline and explain how each section of code contributes to the program as a whole. Additionally, some exam questions will require a written explanation.

C-Matrix Form

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

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

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real- world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

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
	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

hanged	Questions	Current Version	Proposed Version	
	If the requisite does	No Value	No Value	
	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.			

H-Matrix Form

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

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

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

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	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	Version	Proposed	d Version			
0	Stage 2: Department Chair	No Value	DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit
			3/7/2024	Mary Pape I– Dept Coordinator		Require	Hybrid paperwork is also needed. This course is often taught (pre-pan usual format. The online form needs to allow for a range of time in fac- refer to documents located at CIS 28 (https://foothilldeanza- dmy.sharepoint.com/:f:/g/personal/11248921_fhda_edu/Ert5C4OLtDpA mVPPe0Dxml7g?e=SpSZIQ) (foothilldeanza- my.sharepoint.com/:f:/g/personal/11248921_fhda_edu/Ert5C4OLtDpA mVPPe0Dxml7g?e=SpSZIQ)
			3/7/2024	Mary Pape – Dept Coordinator	Matrix B	Require	dComplete Matrix 'B' for the course advisory
	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				
0	Stage 7: Content Review Matrix Liaison	No Value	Date C		Part - Typ Field Edi Matrix G Red Matrix B Red	i t quired	Edit Complete and upload Matrix G for your CIS advisory Please indicate where the listed skills/activities/assignments can be fou eLumen
					Matrix B Cor Matrix G Cor	Inpleted	Updated matrix B with specific course outlines to match the skills/assignments/activities. Legacy Matrix B attachment removed Matrix G for CIS D035A 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 Adr	ministration Coc	les					
rticulation o	occurs after course	approval.	The followi	ng fields will n	ot show a Propo	osed Vers	ion.
Changed	Field		Current Ve	ersion			

Changed	Field	Current Version
	Curriculum ID	CISD037.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Oct 26, 2021 12:00:00 AM
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM

Changed	Field	Current Version
	Course Control Number	CCC000361016
Articulatio	n	
Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	

De Anza College Change Report 06/03/2024

Summary of Changes

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

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	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
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.
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 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 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
9	Faculty Initiator	 eLumenData, eLumenData 	Manish GoelPape, MarySingh, Sukhjit
	Course ID (CB01A and CB01B)	CISD074.	CISD074.
	Course Control Number	CCC000542001	CCC000542001
	Course Title (CB02)	Software Quality Assurance	Software Quality Assurance
	Short Course Title	SOFTWARE QUALITY ASSURANCE	SOFTWARE QUALITY ASSURANCE
	TOP Code (CB03)	0707.10	0707.10 Computer Programming
	CIP Code	Computer Programming/Programmer, General	11.0201 Computer Programming/Programmer, General
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems

Changed	Field	Current Version	Proposed Version
0	Effective Term	Fall 2021	Fall 2021 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
9	Course Description	Software testing basics - equivalence classes, boundary values, edge cases, corner cases, positive vs. negative tests, verification vs. validation, black-box testing, white-box testing, gray-box testing, smoke testing, alpha vs. beta testing, requirements documents and traceability matrices; justification for testing software; types of testing - accessibility, functional, security, performance, visual; breaking software and defect reporting; test-driven development; test case management (TCM) tools; and automating tests for web applications.	Software testing- <u>This course covers the</u> basics - equivalence classes, boundary values, edge cases, corner cases, positive vs. negative tests, verification vs. validation, black-box testing, white-box testing, gray-box testing, smoke testing, alpha vs. beta testing, requirements documents and traceability matrices; justification for- <u>of software</u> _testing software; types- <u>methodologies</u> , types, processes and tools. Students will gain an <u>understanding_of testing</u> accessibility, functional, security, performance, visual; breaking software_integration, systems negative, security_ and defect reporting; performance testing types;_ test-driven development; testing automation and_test case management (TCM) tools; and automating- designing_ tests for web applications.
θ	Course Type (CB27)	No value	Lower Division
θ	Mode of Delivery	• Hybrid	OnlineHybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
θ	Discipline 1	No value	Computer Science
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	• FHDA FSA - CIS

Changed	Field	Current Version	Proposed Version
	Course Justification	Students learn tools used in testing software. This course is CSU transferable. This course belongs in the Liberal Arts AA degree.	Students learn tools used in testing software. This course is CSU transferable. This course belongs in part of the Liberal Arts AA degree. degree. It is transferable to the CSU systems. Students will learn the methodologies and tools used in testing software in this course.

Foothill Equivalency

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

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

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

Stand-Alone Statement

	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
TE Cours	se		
Changed	Field	Current Version	Proposed Version
8	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>
lonors/No	on-honors Course		
Changed	Field	Current Version	Proposed Version
0	Is this an honors/non- honors course?	No value	No
lirrored C	redit/Noncredit C	ourse	
	redit/Noncredit C	ourse Current Version	Proposed Version
			Proposed Version No
Changed	Field Is this a mirrored credit/noncredit	Current Version	-
Changed	Field Is this a mirrored credit/noncredit course?	Current Version	-
Changed P	Field Is this a mirrored credit/noncredit course?	Current Version No value	<u>No</u>

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

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

Associated Programs		

Пена		511		31011
Course is part of a program	Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)	Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (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 (Business and Computer Information Systems Emphasis)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

hanged	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

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of- Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5

Changed	Field	Current Version	Proposed Version	
	Total Credit Units - Maximum Credit Units	4.5	4.5	
Speciality	Hours			
Changed	Field	Current Version	Proposed Version	
	Speciality Hours	No value	No value	
Credit / No	n-Credit Options			
Changed	Field	Current Version	Proposed Version	
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.	
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable	
		Credit - Degree Applicable Credit Course.	Credit - Degree Applicable Credit Course.	
	Status (CB04) Course Non Credit Category			
	Status (CB04) Course Non Credit Category (CB22) Funding Agency	Credit Course.	Credit Course.	

Credit Units				
Changed	Field	Current Version	Proposed Version	
	Course Duration (Weeks)	12	12	

Changed	Field	Current Version	Proposed Version
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	4.5	4.5
	Minimum Credit Units	4.5	4.5
	Maximum Credit Units	4.5	4.5

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

Specifications

<u> </u>	
Changed	Field

Current Version

Methods of Instruction	Methods of Instruction	of		Methods of Instruction
	Methods of Instruction	Methods of instruction may include, but are not limited to, the following: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Homework and examination review performed in class Laboratory discussion sessions Laboratory experience which involve students in test planning, test execution, defect- reporting, confirmation testing, and test case management Field trips Guest speakers	Methods of Instruction	Methods of instruction may include, but are not limited to, the following: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Homework and examination review performed in class Laboratory discussion sessions Laboratory discussion sessions Laboratory experience which involve students in test planning, test execution, defect- reporting, confirmation testing, and test case management Field trips Guest speakers
Assignments	text 2. Writing: test case reports 3. Program	y: Required readings from test design specification, e specification, and defect nming for automated test or web applications and	text 2. Writing specific specific 3. Program	g: Required readings from Labs: test design ation, test case ation, and defect reports nming Labs: automating ses for web applications ges

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

Methods of	1. Defect reports created	Methods of	1. Defect reports
of Evaluation	employing	of Evaluation	created employing
	defect-tracking	Lvaluation	defect-tracking
	tool. Evaluated		tool. Evaluated
	on proper		on proper
	implementation		implementation
	of tool.		of tool.
	2. Test cases		2. Test cases
	created using a		created using a
	test case		test case
	management		management
	tool. Evaluated		tool. Evaluated
	on the correct		on the correct
	implementation		implementation
	of Test Case		of Test Case
	Manager (TCM).		Manager (TCM
	3. Automated test		3. Automated test
	cases created		cases created
	using an		using an
	automation API		automation API
	or tool. Correct		or tool. Correct
	use of API and/or		use of API and/
	implementation		implementation
	of tool.		of tool.
	4. Class		4. Class
	participation in		participation in
	shared lecturing		shared lecturing
	and discussion		and discussion
	activities		activities
	involving the		involving the
	analysis and application of		analysis and application of
	concepts to		concepts to
	measure		measure
	software quality.		software quality
	Points awarded		Points awarded
	for meaningful		for meaningful
	participation		participation
	recorded real-		recorded real-
	time, through		time, through
	short essay, or		short essay, or
	through online		through online
	discussion		discussion
	forum.		forum.
	5. Mid-term exam		5. Mid-term exam
	requiring		requiring
	describing and/or		describing and/
	implementing the		implementing th
	concepts and		concepts and
	tools covered in		tools covered in

Changed Field	Current Version	on Proposed Version		
	the course.	the course.		
	Evaluated on	Evaluated on		
	correctness and	correctness and		
	depth of	depth of		
	explanation.	explanation.		
	6. Final exam	6. Final exam		
	requiring	requiring		
	describing and/o	or describing and/o		
	implementing the	e implementing the		
	concepts and	concepts and		
	tools covered in	tools covered in		
	the course.	the course.		
	Evaluated on	Evaluated on		
	correctness and	correctness and		
	depth of	depth of		
	explanation.	explanation.		
	7. Quizzes	7. Quizzes		
	describing	describing		
	process for	process for		
	software quality,	software quality,		
	outlining the	outlining the		
	components of	components of		
	software quality,	software quality,		
	and explaining	and explaining		
	software	software		
	standards.	standards.		
	Evaluated on	Evaluated on		
	correctness.	correctness.		
B Essential Stu	dent Essential Student Materials:	Essential Student Materials:		
Materials/Ess		None.		
College Facili	ities Essential College Facilities:	Essential College Facilities:		
	Access to computer lab	Access to computer lab with		
		access to online testing tools		

Changed	Field
onangeu	i iciu

Current Version

Examples of Primary Texts and References	Title	No value	Title	Software Testing
	Author	Laboon, Bill. "A Friendly Introduction		Strategies: A testing guide for the 2020s
		to Software Testing", CreateSpace	Author	Heusser, Matthew and Larsen, Michael
		Independent Publishing Platform,	Publisher	Packt Publishing
		2016	Date/Edition	December 22, 2023
	Publisher	No value	ISBN	978-1837638024 /
	Date/Edition	No value		1837638020
	ISBN	No value	Title	QA Testing Book: 3
	Title	No value		1 - "From Beginner f Pro –Navigating the Journey of Software
	Author	Haeffner, Dave, "The Selenium Guidebook,		Testing Mastery"
		Python	Author	Bailey, Daniel
		Edition",ebook only, 2016	Publisher	Independently published
	Publisher	No value	Date/Edition	December 21, 2023
	Date/Edition	No value		
	ISBN	No value	ISBN	979-8872565116
	(Title	Selenium with Pytho Simplified For

litte	Selenium with Python Simplified For Beginners - Simple, Concise & Easy guide to Automation Testing using Python and Selenium WebDriver
Author	Basu, S
Publisher	Independently published
Date/Edition	December 21, 2020
ISBN	979-8584622787

Changed	Field	Current Version	Proposed Version
9	Suggested Reading List	ReadingNone.ListNo valueMayNo valueinclude,Herebut areHerenotHere	No value
		limited to	

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Describe software testing Demonstrate the need for software testing Apply the basics of testing Describe the role of requirements in testing Describe the basics of test plans Describe types of errors to search for during testing Analyze and contrast types of testing Describe the purpose and usefulness of defect-tracking tools Describe the purpose and usefulness of a Test Case Manager (TCM) Explain how Selenium/Webdriver can be used to automate web site testing 	 Describe software testing Demonstrate the need for software testing Apply the basics of testing Describe the role of requirements in testing Describe the basics of test plans Describe the basics of test plans Describe types of errors to search for during testing Analyze and contrast types of testing Describe the purpose and usefulness of defect-tracking tools Describe the purpose and usefulness of a Test Case Manager (TCM) Explain how Selenium/Webdriver can be used to automate web site testing

Changed	Field	Current Versior	1	Proposed Versi	on
	CSLOs	CSLOs	Write a formal test case specifications using a Test Case Management tool.	CSLOs	Write a formal test case specifications using a Test Case Management tool.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Create bug reports using a defect-tracking tool.	CSLOs	Create bug reports using a defect-tracking tool.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Develop automated test cases for web apps using Selenium/WebDriver and Python.	CSLOs	Develop automated test cases for web apps using Selenium/WebDriver and Python.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Describe software testing 1. Difference between	1. Describe software testing 1. Difference between
		verification and validation	verification and validation
		2. Defects encountered	2. Defects encountered
		2. Demonstrate the need for software	2. Demonstrate the need for software
		testing	testing
		1. No software developer is	1. No software developer is
		perfect	perfect
		2. Catch defects sooner rather	2. Catch defects sooner rather
		than later	than later
		3. Customer advocacy	3. Customer advocacy
		4. Whole-systems perspective	4. Whole-systems perspective
		5. Ensuring quality	5. Ensuring quality
		 Reputation and strategic risks 	 Reputation and strategic risks
		3. Apply the basics of testing	3. Apply the basics of testing
		1. Equivalence classes	1. Equivalence classes
		2. Interior and boundary values	2. Interior and boundary values
		3. Base cases, edge cases,	3. Base cases, edge cases,
		corner cases	corner cases
		 Positive and negative test cases 	 Positive and negative test cases
		5. Black-, white, and gray-box	5. Black-, white, and gray-box
		testing	testing
		6. Static and dynamic testing	6. Static and dynamic testing
		4. Describe the role of requirements in	4. Describe the role of requirements in
		testing	testing
		1. Testability	1. Testability
		2. Functional vs. non-functional	2. Functional vs. non-functional
		5. Describe the basics of test plans	5. Describe the basics of test plans
		1. Basic layout	1. Basic layout
		2. Text fixtures	2. Text fixtures
		3. Executing a test plan	3. Executing a test plan
		4. Test run tracking	4. Test run tracking
		5. Traceability matrices	5. Traceability matrices
		6. Describe types of errors to search	6. Describe types of errors to search
		for during testing	for during testing
		1. Functionality errors	1. Functionality errors
		2. Logic errors	2. Logic errors
		3. Off-by-one errors	3. Off-by-one errors
		4. Rounding errors and floating-	4. Rounding errors and floating-
		point errors 5. Integration errors	point errors 5. Integration errors
		6. Errors of assumption	6. Errors of assumption
		7. Missing data errors	7. Missing data errors
		8. Bad data errors	8. Bad data errors
		9. Display errors	9. Display errors
		10. Injection errors	10. Injection errors
		11. Network errors	11. Network errors
		12. Disk I/O errors	12. Disk I/O errors
		13. Interface errors	13. Interface errors

Changed	Field	Current Version	Proposed Version
		14. Null pointer errors	14. Null pointer errors
		15. Distributed systems errors	15. Distributed systems errors
		16. Configuration errors	16. Configuration errors
		17. Accessibility errors	17. Accessibility errors
		Analyze and contrast types of	Analyze and contrast types of
		testing	testing
		1. Smoke testing	1. Smoke testing
		2. Acceptance testing	2. Acceptance testing
		3. Exploratory testing	3. Exploratory testing
		4. Manual vs. automated testing	4. Manual vs. automated testing
		5. Unit testing	5. Unit testing
		6. Performance testing	6. Performance testing
		7. Security testing	7. Security testing
		8. Test-driven development	8. Test-driven development
		(TDD)	(TDD)
		9. Pairwise and combinatorial testing	9. Pairwise and combinatorial testing
		10. Stochastic and property-	10. Stochastic and property-
		based testing	based testing
		8. Describe the purpose and	8. Describe the purpose and
		usefulness of defect-tracking tools	usefulness of defect-tracking tools
		1. Life cycle of a defect and role	1. Life cycle of a defect and role
		of QA/test engineer in that	of QA/test engineer in that
		life cycle	life cycle
		2. Searching for existing defects	2. Searching for existing defects
		 Process of defect-fix verification 	 Process of defect-fix verification
		9. Describe the purpose and	9. Describe the purpose and
		usefulness of a Test Case Manager	usefulness of a Test Case Manager
		(TCM)	(TCM)
		1. Searchable storage for test	1. Searchable storage for test
		cases	cases
		2. Test case execution tool	2. Test case execution tool
		3. Integration with defect-	3. Integration with defect-
		tracker	tracker
		4. Reports	4. Reports
		5. History of test run results	5. History of test run results
		10. Explain how Selenium/Webdriver	10. Explain how Selenium/Webdriver
		can be used to automate web site	can be used to automate web site
		testing	testing
		1. Locator strategies used with	1. Locator strategies used with
		Selenium/Webdriver to	Selenium/Webdriver to
		identify various components	identify various components
		of a web page	of a web page
		2. Actions vs. verifications	2. Actions vs. verifications
		3. Writing reusable test code	3. Writing reusable test code
		4. Page Object Model	4. Page Object Model
		5. Writing resilient test code	5. Writing resilient test code
		6. Running automated tests on	6. Running automated tests on
		different browsers	different browsers
		Running automated tests on browsers in the cloud	Running automated tests on browsers in the cloud

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	 Create defect reports with a defect- tracking tool such as Bugzilla Writing test cases and organizing them into suites with a Test Case Management tool such as TestRail Automate web application and web page tests with an API or tool such as Selenium/WebDriver Apply QA tool(s) including one or more of the following: dead-link checker, accessibility checker, screenshots checker. 	 Create defect reports with a defect- tracking tool such as Bugzilla Writing test cases and organizing them into suites with a Test Case Management tool such as TestRail Automate web application and web page tests with an API or tool such as Selenium/WebDriver Apply QA tool(s) including one or more of the following: dead-link checker, accessibility checker, screenshots checker.

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
θ	Advisory(ies):	No Value	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:	CIS D040. and CIS D089A	CIS D040. and CIS D089A
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value

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

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
9	Banner Start Term (202122)	202122	No Value
0	Banner Division	2CB	No Value
0	Catalog Term (21-22)	21-22	No Value
θ	5 Year Revision Year (2021)	2018	No Value
θ	Effective Quarter	Fall	No Value
θ	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 074	CIS 074
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	Α	No Value
θ	Banner Department	CIS	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	NA

hanged	Questions	Current Version	Proposed Version
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	02/06/2018	No Value
0	Emergency Approval	No	No Value
0	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
0	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Four hours lecture, one and one-half hours laboratory (66 hours total per quarter).	No Value
9	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	C	No Value
0	Fund Code	114000	No Value
θ	Organization Code	233003	No Value
•	Account Code	1320	No Value
0	Program Code	070100	No Value
•	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
0	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

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

A-Matrix Form

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

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

B-Matrix Form

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

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
9	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Describe the basics of test plans. Apply the basics of testing.
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
9	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Analyze and contrast types of testing.

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

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

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

E-Matrix Form

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version		Proposed Version
	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value		No Value
H-Matrix F	orm			
Changed	Questions		Current Version	Proposed Version
	Objective 1: For e		No Value	No Value

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	No Value	No Value
	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.		

De Anza GE Form

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

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

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

Changed	Questions	Current Version	Proposed Version	
0	Stage 5: SLO Coordinator	No Value	DateName - Role OR TabPart - FieldType of EditEditInitiator "Y" Whe Complet3.23.2024Mary PapeSuggested Reading ListRequiredClick on 'x'Y	-
9	Stage 7: Content Review Matrix Liaison	No Value	DateName - Role OR TabPart - Type of Field EditEdit4/11/24Zack Judson BMatrix RequiredPlease indicate where the indicated skills/assignments/activities can be found in eLumen Updated matrix B with specific course outlines to match the 	Initiator - Indicate "Y" When Completed
	Stage 8: AVP - Instruction	No Value	No Value	
	Stage 9: Articulation Officer	No Value	No Value	
	Stage 11: ESGC Faculty Coordinator	No Value	No Value	
	Stage 14: Curriculum Committee	No Value	No Value	
Course Ad	ministration Co	des		
Articulation	occurs after course	e approval.	The following fields will not show a Proposed Version.	
Changed	Field	Current	Version	

onangeu	i ioid	ourient version
	Curriculum ID	CISD074.
	Distance	Yes
	Education	
	Approved	
	Board of	
	Trustees	
	Approval Date	

Changed	Field	Current Version
	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	CCC000542001

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

Summary of Changes

General Information	
	Faculty Initiator
General Information	Effective Term
General Information	SAM Priority Code (CB09)
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
More Options	Grade Options
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)

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	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
Req/Adv	Limitation(s) on Enrollment:
Summary of Revisions	Basic Course Information

Section	Changed field
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.
Comments	Stage 7: Content Review Matrix Liaison
Course Justification	Course Justification
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Field	Current Version	Proposed Version
Faculty Initiator	 eLumenData, eLumenData 	Mary Pape
Course ID (CB01A and CB01B)	CISD083.	CISD083.
Course Control Number	CCC000536677	CCC000536677
Course Title (CB02)	Open Computer Information Systems Laboratory	Open Computer Information Systems Laboratory
Short Course Title	OPEN COMP INFO SYSTEMS LAB	OPEN COMP INFO SYSTEMS LAB
TOP Code (CB03)	0701.00	0701.00 Information Technology, General
CIP Code	Computer and Information Sciences, General	11.0101 Computer and Information Sciences, General
Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
	Faculty Initiator Course ID (CB01A and CB01B) Course Control Number Course Title (CB02) Short Course Title TOP Code (CB03) CIP Code	Faculty Initiator• eLumenData, eLumenDataFaculty Initiator• eLumenData, eLumenDataCourse ID (CB01A and CB01B)CISD083.Course Control NumberCCC000536677Course Control NumberOpen Computer Information Systems LaboratoryShort Course TitleOPEN COMP INFO SYSTEMS LAB OPEN COMP INFO SYSTEMS LABTOP Code (CB03)O701.00CIP CodeComputer and Information Sciences, General

Changed	Field	Current Version	Proposed Version
0	Effective Term	Fall 2021	Fall 2021 2025
0	SAM Priority Code (CB09)	Possibly Occupational	Possibly <u>Clearly</u> Occupational
	Course Description	Use of the computer laboratory facilities in conjunction with a computer information systems programming course.	Use of the computer laboratory facilities in conjunction with a computer information systems programming course.
θ	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• NA	OnlineHybrid

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

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable. It is a stand-alone course. For many of the foreseen topics in CIS D082W-Z, Current Topics in Computer Information Systems, a lab component will be necessary. This course will suffice to fulfill this requirement.	This <u>CTE</u> course is CSU transferable. It is a stand-alone course. For many of the foreseen topics in CIS D082W-Z, Current Topics in Computer Information Systems, a lab component will be necessary. This course will suffice to fulfill this requirement.

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

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

Changed	Field	Current Version	Proposed Version
	Stand-Alone	No value	By the very nature of technology,
	Statement		demands for new skill sets are
			constantly emerging. The courses CIS
			82W-Z, Current Topics in Computer
			Information Systems, allow the
			department to teach current subject
			matter with short lead time and allow
			us to "test the waters" as to the
			numbers of students interested in a
			particular course. The topics of the
			course deepen the knowledge of the
			transfer student and broaden the
			employability of those already with
			careers in technology. In CIS 83
			students will have the opportunity to
			apply the topics being presented in
			<u>CIS 82W-Z.</u>

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

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

lirrored C	redit/Noncredi	t Course	
Changed	Field	Current Version	Proposed Version
8	Is this a mirrored credit/noncrec course?	No value	<u>No</u>
ross-liste	ed Course		
Changed	Field	Current Version	Proposed Version

0	Is this a	No value	No
	cross-listed course?		

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
0	Grade Options	Pass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		

Changed	Field	Current Version	Proposed Version
	Repeatability Statement	No value	
Associate	d Programs		
Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value
Fransferat	oility & Gen. Ed.	Options	
Changed	Field	Current Version	Proposed Version
	Transfer	Transferable to CSU only	Transferable to CSU only
	Status (CB05)		
		Y	Y
	Status (CB05) Course General Education		

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

Changed	Field	Current Version	Proposed Version
	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 Stu	udent Hours - Pr	ofile Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	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

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	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)		
	Variable Credit Course		

Credit Units				
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		
	Field Course Duration (Weeks) Total Lecture Hours per Term Total Laboratory Hours per Term Total Contact Hours per Term	FieldCurrent VersionCourse Duration (Weeks)12Total Lecture Hours per Term-Total Laboratory Hours per rerm18Total Contact Hours per rerm-Total Contact Hours per term-Total Credit0.5		

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5

SKIP			
Change	d Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Changed	Field	Current Versi	on	Proposed Ver	sion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Laboratory experience which involves students developing and implementing computer programs focused on student learning outcomes of co-requisite course.	Methods of Instruction	Laboratory experience which involves students developing and implementing computer programs focused on student learning outcomes of co-requisite course.
	Assignments	1. Assigne problem	ed laboratory is	1. Assigne problem	d laboratory Is

Changed	Field	Current Version	n	Proposed Vers	sion
θ	Methods of Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
		Methods of Evaluation	1. Completion of assigned computer programs evidencing success in achieving student learning outcomes of the co- requisite course. Code is evaluated on correctness.	Methods of Evaluation	1. Completion of assigned computer programs evidencing success in achieving student learning outcomes of the co- requisite course. Code is evaluated on correctness.
0	Essential Student Materials/Essential	Essential Stude • None.	ent Materials:	Essential Stuc • None	lent Materials:
	College Facilities	Essential Colle • Computer	-	Essential Colle • Compute	ege Facilities: er laboratory
	Examples of Primary Texts and References	Title	No value	Title	No value
		Author	Text appropriate to the co- requisite course topic.	Author	Text appropriate to the co- requisite course topic.
		Publisher	No value	Publisher	No value
			N	Date/Edition	No value
		Date/Edition	No value	Dutc/Edition	NO Value

Changed	Field	ield Current Version		Proposed Version
•	Suggested Reading List	Reading List May include, but are not limited	As appropriate to topic	No value
		to		

Changed	Field	Current Versio	on	Proposed Vers	sion
	Course Objectives	Compute	er problem solving:	Compute	r problem solving:
0	CSLOs				
		CSLOs	Students will be able to write code that requires the application of the concepts learned in CIS 82 - Current Topics in Computer Information Systems.	CSLOs	Design solution, create algorithms, document, and debug code implementing topics presented in CIS 82 - Current Topics in Computer Information Systems.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Computer problem solving: Correctness of approach Correctness of program 	 Computer problem solving: Correctness of approach Correctness of program
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office				
Changed	Questions	Current Version	Proposed Version	
0	Banner Start Term (202122)	202122	No Value	
0	Banner Division	2CB	No Value	
•	Catalog Term (21-22)	21-22	No Value	
0	5 Year Revision Year (2021)	2018	No Value	
0	Effective Quarter	Fall	No Value	
0	Effective Year (2021)	2018	No Value	
	Sort ID (00 < 10; 0 < 100)	CIS 083	CIS 083	
	Course Status	Non-substantial	Non-substantial	
0	Course Status Code	А	No Value	
0	Banner Department	CIS	No Value	
θ	Course Level	DU	No Value	
0	College Code	DA	No Value	

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	ΝΑ	NA
	Cross- Listed/Related Course ID's	No Value	No Value
θ	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value
•	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
9	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	One and one-half hours laboratory (18 hours total per quarter).	No Value
9	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
θ	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization Code	233003	No Value
θ	Account Code	1320	No Value
θ	Program Code	070100	No Value

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	CIS D082W, CIS D082X, CIS D082Y or CIS D082Z	CIS D082W, CIS D082X, CIS D082Y or CIS D082Z
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
0	Limitation(s) on Enrollment:	No Value	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Summary of Revisions

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

Blue Form

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

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

A-Matrix Form

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

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

B-Matrix Form

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

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

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

C-Matrix Form

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

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

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

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

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

E-Matrix Form

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

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

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

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

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

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

G-Matrix Form

c L M C C F	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the	No Value	No Value	
u M C F	under an A-F Matrix, download the Content Review Matrix			
N C C F	Matrix, download the Content Review Matrix			
c C F	download the Content Review Matrix			
C F	Content Review Matrix			
F	Review Matrix			
	G from the			
	Reference			
	Materials, and			
	follow the			
	remaining			
	instructions			
	on the form. If			
	a requisite			
	falling under			
	Matrix G is			
k	being			
r	removed,			
k	provide an			
e	explanation as			
t	to why.			

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc list the prerequisite(s) to participate in the program.	No Value	No Value
•	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc list the prerequisite(s) to participate in the cohort.	No Value	Consent of instructor and division dean and an approved Special Projects Contract is required.

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

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

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

De Anza GE - ESGC Form

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

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

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

Comments

Changed	Questions	Current Version	Proposed Version
	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	Propose	ed Versi	on			
0	Stage 7: Content Review Matrix	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
	Liaison						Complete	
			4/11/24	Zack Judsor	Matrix าH	Required	Matrix H for your limitation on	Y
							enrollment The entries in the left hand column need to	
					Motrix		come from the course	
			4/11/24	zj	G	Required	dobjectives of the	Y
							requisite course, not from the	
							expanded content of	
							the outline Matrix H is	
							not for your corequisite it is for	
							your limitation	
							on enrollment: (Consent	
							of	
					Matrix		and division	
			4/25/24	zj	Η	Required	division dean and an	Y
							approved Special Projects	
							Contract is required.)	
							So this is what you need to	
							include under	
							objective 2 of Matrix H	

Changed	Questions	Current Version	Proposed Version
	Stage 8: AVP - Instruction	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD083.
	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	CCC000536677

rticulatio	ion	
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
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)

Curriculum Office Emergency Approval Curriculum Office Repeat Status (N = Not Repeatable for Max Times/Units; U = Restriction) Curriculum Office Repeatable for Max Units Only, Y = Yeary Repeatable Restriction) Curriculum Office Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; F = Cagalty Mandated Training Curriculum Office Curriculum Office Noncredit Enhanced Funding Indicator Curriculum Office Noncredit Enhanced Funding Indicator Curriculum Office Sports/Physical Education Course Indicator Curriculum Office Fund Code Curriculum Office Organization Code Curriculum Office Program Code Curriculum Office Program Code Curriculum Office Profent Curriculum Office Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing. BMatrix Form Objective 3: Compose and support thesis statements for analytical essays. BMatrix Form Objective 3: Compose and support thesis statements for analytical essays. BMatrix Form Objective 3: Compose and support thesis statements for analytical essays. BMatrix Form </th <th>Section</th> <th>Changed field</th>	Section	Changed field
Inspire ConstructionInspire ConstructionCurriculum OfficeRepeatable for Max Times Units; U = Repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)Curriculum OfficeNoncredit Enhanced Funding IndicatorCurriculum OfficeIn Service IndicatorCurriculum OfficeCOA CodeCurriculum OfficeCOA CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeObjective 1: Analyze a variety of college-level texts with a focus predominantity on expository and argumentative writing.B-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements for analytical essays.B-Matrix FormObjective 3: Compose and support thesis statements for analytical essays.B-Matrix FormObjective 6: Identify and practice writing for different audiences and purposes.B-Matrix FormObjective 7: Demonstrate writing as a multi-step process including attention to planning and revision.B-Matrix FormObjective 8: Practice composing organized, developed, analytical essays that increase in complexity.B-Matrix FormObjective 8: Practice composing organized, developed, analytical essays that incr	Curriculum Office	Emergency Approval
B-Matrix Form Objective 7: Devide your speciation of the relation of the relatio	Curriculum Office	Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable
Curriculum OfficeIn Service IndicatorCurriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeObjective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.B-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements for analytical essays.B-Matrix FormObjective 7: Demonstrate writing as a multi-step process including attention to planning and revision.B-Matrix FormObjective 7: Demonstrate writing as a multi-step process including attention to planning and revision.B-Matrix FormObjective 8: Practice composing organized, developed, analytical essays that increase in complexity.CommentsStage 2: Department Chair	Curriculum Office	Repeatable; F = Family Non-repeatable Credit; G = Family
Curriculum OfficeSports/Physical Education Course IndicatorCurriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeOrganization CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePrint/No Print to CatalogB-Matrix FormObjective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.B-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements for analytical essays.B-Matrix FormObjective 7: Demonstrate writing for different audiences and purposes.B-Matrix FormObjective 7: Demonstrate writing as a multi-step process including attention to planning and revision.B-Matrix FormObjective 8: Practice composing organized, developed, analytical essays that increase in complexity.B-Matrix FormStage 2: Department ChairCommentsStage 2: Department Chair	Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum OfficeCOA CodeCurriculum OfficeFund CodeCurriculum OfficeOrganization CodeCurriculum OfficeAccount CodeCurriculum OfficeProgram CodeCurriculum OfficePercentCurriculum OfficePercentCurriculum OfficeObjective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.B-Matrix FormObjective 2: Develop analytical ideas and topics for essays.B-Matrix FormObjective 3: Compose and support thesis statements for analytical essays.B-Matrix FormObjective 5: Identify and practice writing or different audiences and purposes.B-Matrix FormObjective 7: Demonstrate writing as a multi-step processa including attention to planning and revision.B-Matrix FormObjective 8: Practice composing organized, developed, analytical essays that increase in complexity.CommentsStage 2: Department Chair	Curriculum Office	In Service Indicator
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Honors/Non-honors Course Is this an honors/non-honors course?	Curriculum Office B-Matrix Form B-Matrix Form B-Matrix Form B-Matrix Form B-Matrix Form B-Matrix Form	 Print/No Print to Catalog Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing. Objective 2: Develop analytical ideas and topics for essays. Objective 3: Compose and support thesis statements for analytical essays. Objective 5: Identify and practice writing for different audiences and purposes. Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision. Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
	Curriculum Office B-Matrix Form B-Matrix Form B-Matrix Form B-Matrix Form B-Matrix Form Comments	 Print/No Print to Catalog Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing. Objective 2: Develop analytical ideas and topics for essays. Objective 3: Compose and support thesis statements for analytical essays. Objective 5: Identify and practice writing for different audiences and purposes. Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision. Objective 8: Practice composing organized, developed, analytical essays that increase in complexity. Stage 2: Department Chair

Section		Change	d field
Mirrored Cro	edit/Noncredit Course	Is this a	nirrored credit/noncredit course?
Cross-listed	I Course	Is this a	cross-listed course?
General In	formation		
Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	Betty Inoue	Sukhjit SinghPape, Mary
	Course ID (CB01A and CB01B)	CISD095B	CISD095B
	Course Control Number	CCC000456972	CCC000456972
	Course Title (CB02)	Project Planning and Control - A Pract	cum Project Planning and Control - A Practicum
	Short Course Title	PRJCT PLAN/CNTRL-PRACTICUM	PRJCT PLAN/CNTRL-PRACTICUM
	TOP Code (CB03)	0506.00	0506.00 Business Management
	CIP Code	Business Administration and Manager General	nent, 52.0201 Business Administration and Management, General
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
9	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Course Description	Create a project scope statement that act as a basis for creating a project pla Build a project plan that integrates tim resources and communication with co and quality of work. Plan controls to proactively mitigate risks.	an. act as a basis for creating a project plan. e, Build a project plan that integrates time,
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• Hybrid	OnlineHybrid

Field	Current Version	Proposed Version
Discipline 1	No value	 Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
Discipline 2	No value	No value
Discipline 3	No value	No value
FSA	No value	FHDA FSA - CIS
	Discipline 1 Discipline 2 Discipline 3	Discipline 1No valueDiscipline 2No valueDiscipline 3No value

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is required for earning a Project Management Practitioner Certificate of Achievement and is in a CTE program that was developed based on labor market data. This course provides guidance for building a project plan for driving a project through execution and control, communicating with stakeholders, doing management reviews (as to content, extent, and timing), establish project baselines for progress measurements and control, and document planning decisions regarding alternative choices. This course is CSU transferable.	This course is required for earning a Project Management Practitioner Certificate of Achievement and is in a CTE program that was developed based on labor market data. This course provides guidance for building a project plan for driving a project through execution and control, communicating with stakeholders, doing management reviews (as to content extent, and timing), establish project baselines for progress measurements and control, and document planning decisions regarding alternative choices. This course is CSU transferable.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	
Course Ph	ilosophy		
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
Foothill Eq	luivalency		
Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill	No	No

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

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

Honors/Non-honors Course

Changed	FIEIQ	Current Version	Proposed Version	
Is this an honors/non- honors course?		No value	<u>No</u>	
lirrored C	redit/Noncredit Co	Durse		
Changed	Field	Current Version	Proposed Version	
0	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	
cross-liste	ed Course			
Changed	Field	Current Version	Proposed Version	
0	Is this a cross- listed course?	No value	No	
lore Optic	ons			
Changed	Field	Current Version	Proposed Version	
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.	
	Course Prior To College Level	Not applicable.	Not applicable.	
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.	
	Course Support Status (CB26)	Course is not a support course	Course is not a support course	
	Repeat Limit	0	0	
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass	
	Allow Students to Gain Credit by			

	Repeatability Statement	No value			
sociated	d Programs				
hanged	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)

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

		file 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

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

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

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

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)		
	Variable Credit Course		

Credit Uni	ts		
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 Versi	on	Proposed Ver	rsion
•	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Guest speakers Collaborative learning and small group exercises Collaborative projects	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Guest speakers Collaborative learning and small group exercises Collaborative projects
	Assignments	 Document Project Charter using the templates provided for a large project. Document project approach, deliverables, program and project structure. Develop a project schedule that includes a Work Breakdown Structure, Activity Definition, Activity Sequencing, resource and duration estimation. Develop a project budget based on project schedule. Create project controls to manage risks at time of planning. 		the tem project. 2. Docume delivera structur 3. Develop includes Structur Activity duration 4. Develop project s	ent Project Charter using plates provided for a large ent project approach, bles, program and project e. o a project schedule that s a Work Breakdown re, Activity Definition, Sequencing, resource and o estimation. o a project budget based of schedule. project controls to manage time of planning.

Current Version

of Evaluationpresented with scenarios to solve that require successful creation of a project plan incorporating project planning techniques taught in class.of Evaluationpresented with scenarios to solve that require successful creation of a project plan incorporating project planning techniques taught in class.of Evaluationpresented with scenarios to solve that require successful creation of a project plan in corporating project planning techniques taught in class.of Evaluationpresented with scenarios to solve that require successful creation of a project planning techniques taught and written assignments demonstrating progressive proficiency in project planning concepts, half completed in the class, half completed as homework.of Evaluation of and written assignments demonstrate techniques tausht in class, half completed as homework.presented with students demonstrate the ability to integrate and critically analyze concepts examined	Evaluat	on Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
course, halfcourse, halfcompleted in thecompleted inclass, halfclass, half		Methods of	presented with scenarios to solve that require successful creation of a project plan incorporating project planning techniques taught in class. 2. Evaluation of oral and written assignments demonstrating progressive proficiency in project planning concepts, half completed in the class, half completed as homework. 3. A final exam or project in which students demonstrate the ability to integrate and critically analyze concepts examined throughout the course, half completed in the ability to integrate and critically analyze concepts	Methods of	successful creation of a project plan incorporating project planning techniques taught in class. 2. Evaluation of oral and written assignments demonstrating progressive proficiency in project planning concepts, half completed in the class, half completed as homework. 3. A final exam or project in which students demonstrate the ability to integrate and critically analyze concepts examined throughout the course, half completed in the class, half

Essential College Facilities:

• None.

College Facilities

Essential College Facilities:

• None

Changed	Field	Current Versio	n	Proposed Vers	ion
0	Examples of Primary Texts and References	Title	No value	Title	Project Planning,
	References	Author	"Project Planning, Scheduling, and Control : The Ultimate Hands-On Guide to Bringing Projects in On Time and On		Scheduling, and Control, Sixth Edition: The Ultimate Hands- On Guide to Bringing Projects in on Time and on Budget
			Budget", by James	Author	James Lewis
			Lewis, Oct 20th 2010, Fifth Edition, McGraw- Hill Publishing (ISBN -	Publisher	McGraw-Hill Publishing
			9780071746526)	Date/Edition	6th edition, December
		Publisher	No value		26, 2022
		Date/Edition	No value	ISBN	978-1264286270
		ISBN	No value		
0	Suggested			No value	
	Reading List	Reading No List	ne.		
		May No include, but are not limited to	value		

Learning Outcomes and Objectives

Changed	Field	Current Versior	I	Proposed Vers	ion
	Course Objectives	 and integr create a c plan docu Implemento ensure the require Employ tir technique completion Implementechnique is completion Evaluate p quality ma ensure that needs for Implementechnique 	t the project scope process that project includes only	 and integ create a c plan docu Implemento to ensure the requir Employ til technique completion Implemento technique is compleide budget. Evaluate quality mate ensure tho needs for Implemento 	t the project scope process that project includes only
	CSLOs	CSLOs	Create a detailed project plan complete with schedule, budget, risk mitigation plan, data and communication management plan for medium to large size projects.	CSLOs	Create a detailed project plan complete with schedule, budget, risk mitigation plan, data and communication management plan for medium to large size projects.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Create a detailed plan to control budget, scope, quality, schedule and team risks.	CSLOs	Create a detailed plan to control budget, scope, quality, schedule and team risks.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Apply project management basics and integrate aspects of a project to create a consistent, coherent project	1. Apply project management basics and integrate aspects of a project to create a consistent, coherent project
		plan document.	plan document.
		 Document Project planning assumptions. 	 Document Project planning assumptions.
		2. Document project planning decisions regarding	2. Document project planning decisions regarding
		alternatives chosen	alternatives chosen
		 Facilitate communication among stakeholders. 	 Facilitate communication among stakeholders.
		 Define key management reviews as to content, extent, and timing 	 Define key management reviews as to content, extent
		and timing. 5. Provide a baseline for	and timing. 5. Provide a baseline for
		progress measurement and	progress measurement and
		project control. 6. Understand basics for	project control. 6. Understand basics for
		managing projects using Project Management Book of Knowledge (PMBOK) theory	managing projects using Project Management Book o Knowledge (PMBOK) theory
		keeping scope, schedule,	keeping scope, schedule,
		budget and quality in balance.	budget and quality in balance
		7. Learn five phases of implementing a project life	7. Learn five phases of implementing a project life
		cycle. 8. Learn how to mitigate and	cycle. 8. Learn how to mitigate and
		control risk.	control risk.
		9. Understand basics of	9. Understand basics of
		procurement planning and	procurement planning and
		contract management.	contract management.
		2. Implement the project scope	2. Implement the project scope
		process to ensure that project	process to ensure that project
		includes only the required work. 1. Authorizing the project or	includes only the required work. 1. Authorizing the project or
		phase. 2. Developing a written scope	phase. 2. Developing a written scope
		statement as the basis for	statement as the basis for
		future project decisions.	future project decisions.
		3. Subdividing the major project deliverables into smaller, more manageable	 Subdividing the major project deliverables into smaller, more manageable
		components. 4. Formalizing acceptance of the project scope.	components. 4. Formalizing acceptance of th project scope.
		5. Controlling changes to project scope.	 Controlling changes to project scope.
		3. Employ time management	3. Employ time management
		techniques to ensure timely	techniques to ensure timely
		completion of project.	completion of project.
		1. Identifying the specific	1. Identifying the specific
		activities that must be	activities that must be

Current Version

performed to produce the various project deliverables.

- 2. Identifying and documenting interactivity dependencies.
- Estimating the number of work periods that will be needed to complete individual activities.
- 4. Analyzing activity sequences, activity durations, and resource requirements to create the project schedule.
- 5. Controlling changes to the project schedule.
- Implement cost management techniques to ensure that the project is completed within the approved budget.
 - 1. Determining what resources (people, equipment, materials) and what quantities of each should be used to perform project activities.
 - 2. Developing an approximation (estimate) of the costs of the resources needed to complete project activities.
 - 3. Allocating the overall cost estimate to individual work activities.
 - 4. Controlling changes to the project budget.
- 5. Evaluate project plan and utilize quality management process to ensure that project will satisfy the needs for which it was undertaken.
 - Identifying which quality standards are relevant to the project and determining how to satisfy them.
 - 2. Evaluating overall project performance on a regular basis to provide confidence that the project will satisfy the relevant quality standards.
 - 3. Monitoring specific project results to determine if they comply with relevant quality standards and identifying ways to eliminate causes of unsatisfactory performance.
- 6. Implement controls in project plan to reduce the possibility of risks.

Proposed Version

performed to produce the various project deliverables.

- 2. Identifying and documenting interactivity dependencies.
- Estimating the number of work periods that will be needed to complete individual activities.
- 4. Analyzing activity sequences, activity durations, and resource requirements to create the project schedule.
- 5. Controlling changes to the project schedule.
- Implement cost management techniques to ensure that the project is completed within the approved budget.
 - 1. Determining what resources (people, equipment, materials) and what quantities of each should be used to perform project activities.
 - 2. Developing an approximation (estimate) of the costs of the resources needed to complete project activities.
 - Allocating the overall cost estimate to individual work activities.
 - 4. Controlling changes to the project budget.
- 5. Evaluate project plan and utilize quality management process to ensure that project will satisfy the needs for which it was undertaken.
 - Identifying which quality standards are relevant to the project and determining how to satisfy them.
 - 2. Evaluating overall project performance on a regular basis to provide confidence that the project will satisfy the relevant quality standards.
 - Monitoring specific project results to determine if they comply with relevant quality standards and identifying ways to eliminate causes of unsatisfactory performance.
- Implement controls in project plan to reduce the possibility of risks.

Changed	Field	Current Version	Proposed Version
		 In context of project plan implement scope change, schedule, cost and quality controls. In context of project plan prepare templates to show how the stated controls would be enacted. 	 In context of project plan implement scope change, schedule, cost and quality controls. In context of project plan prepare templates to show how the stated controls would be enacted.
	Lab Component in this Course	Νο	No
	Lab Outline	No value	No value

Proposed Version

Changed	Questions	Current Version
	Prerequisite(s):	No Value
	Corequisite(s):	No Value
	Advisory(ies):	ESL D272. and ES and ESL D473., or D001A or EWRT [
	Advisory(ies) -	CIS D095A or equ

Req/Adv

No Value	No Value
No Value	No Value
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.
CIS D095A or equivalent	CIS D095A or equivalent
No Value	No Value
	No ValueESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.CIS D095A or equivalentNo ValueNo ValueNo ValueNo ValueNo ValueNo ValueNo ValueNo Value

-	• *	•	_
anged	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2CB	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 095B	CIS 095B
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	CIS	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

	Questions	Current Version	Proposed Version
D	lybrid Approval Date MM/DD/YYYY)	11/03/2020	No Value
	Emergency Approval	Hybrid	No Value
= R M B fc T R M Y R	Repeat Status (N Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable or Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
= C A R F C C F A R L M	Repeat Type (N Non- epeatable Credit; A = Activity/Other Repeatable; F = Family Non- epeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Fraining)	Ν	No Value
E	loncredit Inhanced Funding ndicator	Ν	No Value
-	n Service ndicator	Ν	No Value
E	Sports/Physical Education Course Indicator	Ν	No Value
C C	COA Code	C	No Value
9 F	und Code	114000	No Value

Changed	Questions	Current Version	Proposed Version
•	Organization Code	233004	No Value
0	Account Code	1320	No Value
0	Program Code	050200	No Value
0	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
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

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

Blue Form

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

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

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
9	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	Apply project management basics and integrate aspects of a project to create a consistent, coherent project plan document. Implement the project scope process to ensure that project includes only the required work.
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	Employ time management techniques to ensure timely completion of project.

Changed	Questions	Current Version	Proposed Version
9	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Employ time management techniques to ensure timely completion of project. Implement cost management techniques to ensure that the project is completed within the approved budget.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
9	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Evaluate project plan and utilize quality management process to ensure that project will satisfy the needs for which it was undertaken. Evaluate project plan and utilize quality management process to ensure that project will satisfy the needs for which it was undertaken. Implement controls in project plan to reduce the possibility of risks
	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	Evaluate project plan and utilize quality management process to ensure that project will satisfy the needs for which it was undertaken. Implement controls in project plan to reduce the possibility of risks
9	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Implement the project scope process to ensure that project includes only the required work.
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

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

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

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

	Questions	Current Version	Proposed Version
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
-Matrix F	orm		
Changed	Questions	Current Version	Proposed Version
	If the requisite	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
	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

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 Ver	sion			
0	Stage 2: Department Chair	No Value	Nar - Rol OR Tab	e Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			Mar Pap 3/3/2024 – Dep Cha	y ^e Online t ^{form}	Required	See attached. We offer classes with one, two or three hours face-to-face. Hence see attachment for suggested percentages and rationale. Incorrect form was used for each online and hybrid NOTE: To complete a matrix, list the skills/activities/assignments	Y
			Mar Pap 3/3/2024 – Dep Cha	e Matrix B t	Required	that are covered in the target course that require the knowledge/skills taught in the requisite course. ONLY use the Outline, Assignments or Methods o Evaluation areas. Site the area and briefly summarize the area referenced (i.e., "Outline C.6 – Plotting relationships between energy deficit/surplus and temperature change").	f ^Y
			Mar 3/3/2024 ^{Pap} - De Cha	e of eptEvaluatio	Required n	^d Criteria to evaluate the test/project/lab.	Y
	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.			
	Curriculum ID	CISD095B	
	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	CCC000456972	

Articulation

Changed Field

Current Version

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	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)
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	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.
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.

Section	Changed field
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
Comments	Stage 2: Department Chair
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
9	Faculty Initiator	Betty Inoue	Sukhjit SinghPape, Mary
	Course ID (CB01A and CB01B)	CISD095C	CISD095C
	Course Control Number	CCC000460678	CCC000460678
	Course Title (CB02)	Risk Assessment and Mitigation - A Practicum	Risk Assessment and Mitigation - A Practicum
	Short Course Title	RISK ASSMT/MITIGTN-PRACTICM	RISK ASSMT/MITIGTN-PRACTICM
	TOP Code (CB03)	0506.00	0506.00 Business Management
	CIP Code	Business Administration and Management, General	52.0201 Business Administration and Management, General
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Course Description	Focus on responding to uncertain events or conditions for a positive or negative effect on project objectives. Implement techniques for planning for risks and learn to change project plans to reduce the probability and/or impact of the risk.	Focus on responding to uncertain events or conditions for a positive or negative effect on project objectives. Implement techniques for planning for risks and learn to change project plans to reduce the probability and/or impact of the risk.

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	No value	No value
0	Mode of Delivery	• Hybrid	OnlineHybrid

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

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

Changed	Field	Current Version	Proposed Version
	Course	This course is required for earning a	This course is required for earning a
	Justification	Project Management Practitioner	Project Management Practitioner
		Certificate of Achievement and is in a CTE program that was developed based on	Certificate of Achievement and is in a CTE program that was developed based on
		labor market data. This course provides	labor market data. This course provides
		tools for risk assessment, mitigation and an action plan to combat risks in projects, across all phases of project from initiation,	tools for risk assessment, mitigation and an action plan to combat risks in projects, across all phases of project from initiation,
		planning, execution and closing. This course is CSU transferable.	planning, execution and closing. This course is CSU transferable.

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

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

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

Honors/Non-honors Course

Changed	FIEIQ	Current Version	Proposed Version
9	Is this an honors/non- honors course?	No value	<u>No</u>
lirrored C	redit/Noncredit Co	Durse	
Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
cross-liste	ed Course		
Changed	Field	Current Version	Proposed Version
θ	Is this a cross- listed course?	No value	No
lore Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	Letter GradePass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by		

	Repeatability Statement	No value			
sociated	d Programs				
hanged	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)

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

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

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

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

Credit / Non-Credit Options					
Changed	Field	Current Version	Proposed Version		
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.		
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable		

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)		
	Variable Credit Course		

Credit Uni	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 Versi	on	Proposed Ver	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Guest speakers Collaborative projects Homework and extended projects	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Guest speakers Collaborative projects Homework and extended projects
	Assignments	Manage them. 2. Given a identify 3. Given th an orga evaluate determin manage goals. 4. Apply ri- as Proje SWOT / Structur Network identify 5. Project	list of terms used in Risk ement students will define project plan, students will the risks in the project. The standards adopted by nization students will the standards to the standards to the standards to me if they serve ement purpose and project sk management tools such tect Scope Documentation, Analysis, Work Breakdown re, Task Lists, Risk Matrix, and manage risks. or presentation describing ect Risk Management S.	Manage them. 2. Given a identify 3. Given th organiza the stan serve m project g 4. Apply ria as Proje SWOT A Structur Network identify 5. Project	sk management tools such ect Scope Documentation, Analysis, Work Breakdowr re, Task Lists, Risk Matrix, Society, Gantt Charts to and manage risks. or presentation describing ect Risk Management

0

Current Version

luation Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	 Students will be presented with scenarios to solve that require successful identification of risks and implementation of risk management tools to mitigate risks. Evaluation of oral and written assignments demonstrating progressive proficiency in risk management concepts, half completed in the class, half completed as homework. One or more final exam or project in which students demonstrate the ability to integrate and critically analyze concepts examined throughout the course , half completed in the class, half completed in the ability to integrate and critically analyze concepts examined throughout the course , half completed in the class, half completed in the class, half completed as homework. 	Methods of Evaluation	 Students will be presented with scenarios to solve that require successful identification of risks and implementation of risk management tools to mitigate risks. Evaluation of oral and written assignments demonstrating progressive proficiency in risk management concepts, half completed in the class, half completed as homework. One or more final exam or project in which students demonstrate the ability to integrate and critically analyze concepts examined throughout the course , half completed in the class, half completed in the ability to integrate and critically analyze concepts examined throughout the course , half completed as homework. Test questions will be graded on

Changed	Field	Current Versio	n	Proposed Vers	ion
9	Essential Student Materials/Essential College Facilities	Essential Stud • None. Essential Colle • None.		Essential Stud • None Essential Colle • None	
0	Examples of Primary Texts and References	Title Author	No value "Practice Standard for	Title	Clive Thompson (Author), Paul Hopkin (Author)
			Project Risk Management", Project Management Institute, - July 1st, 2009, Project Management Institute (193389038X)	Author	Fundamentals of Risk Management: Understanding, Evaluating and Implementing Effective Enterprise Risk
		Publisher	No value		Management
		Date/Edition	No value	Publisher	Kogan Page
		ISBN	No value	Date/Edition	December 28, 2021
				ISBN	978-1398602861
				Title	The Standard for Risk Management in Portfolios, Programs, and Projects
				Author	Project Management Institute
				Publisher	Project Management Institute
				Date/Edition	2019
				ISBN	978-1-62825-565-2
9	Suggested Reading List	Reading No List	ne.	No value	
		May No include, but are not limited to	value		

Changed	Field	Current Version	1	Proposed Versi	on
	Course Objectives	 basics and managem Determine the project characteri Perform a risks and o effects on Measure t consequel estimating project ob Develop p to enhanc threats to Monitor re new risks, plans, and 	qualitative analysis of conditions to prioritize their project objectives. he probability and nces of risks and their implications for	 basics and managem Determine the project characteri Perform a risks and effects on Measure to conseque estimating project ob Develop pto to enhance threats to Monitor re new risks, plans, and 	qualitative analysis of conditions to prioritize their project objectives. the probability and nces of risks and their implications for
	CSLOs	CSLOs	Manage risks using tools and techniques learned in the course.	CSLOs	Manage risks using tools and techniques learned in the course.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Develop procedures and techniques to pro- actively reduce threats for project objectives.	CSLOs	Develop procedures and techniques to pro- actively reduce threats for project objectives.
		Expected	0.0	Expected	0.0

Changed	Field	Current Version	Proposed Version
Changed	anged Field Course Content	 Demonstrate project management basics and approach to plan the risk management activities for a project. Learn to use inputs to Project Planning Tools and Techniques for Risk Management Planning Create a Risk Management Plan Understand basics for managing projects using Project Management Book of Knowledge (PMBOK) theory keeping scope, schedule, budget and quality in balance. Learn five phases of implementing a project life cycle. Learn how to mitigate and control risk. 	 Demonstrate project management basics and approach to plan the risk management activities for a project. Learn to use inputs to Project Planning Tools and Techniques for Risk Management Planning Create a Risk Management Plan Understand basics for managing projects using Project Management Book of Knowledge (PMBOK) theory keeping scope, schedule, budget and quality in balance Learn five phases of implementing a project life cycle. Learn how to mitigate and control risk.
		 Understand basics of procurement planning and contract management. 	 Understand basics of procurement planning and contract management.
		 2. Determine which risks might affect the project and documenting their characteristics. 1. Risk Categories 2. Hes Disk Measurement Plan 	 2. Determine which risks might affect the project and documenting their characteristics. 1. Risk Categories 2. Use Dick Management Plan
		 Use Risk Management Plan and Project planning outputs to identity risks in several categories. 	 Use Risk Management Plan and Project planning outputs to identity risks in several categories.
		 Implement tools and techniques for risk identification Create triggers for response 	 3. Implement tools and techniques for risk identification 4. Create triggers for response
		to risks. 3. Perform a qualitative analysis of risks and conditions to prioritize their effects on project objectives.	to risks. 3. Perform a qualitative analysis of risks and conditions to prioritize their effects on project objectives.
		 Assess the impact and likelihood of identified risks. Learn to use inputs to Qualitative Analysis Tools and Techniques for 	 Assess the impact and likelihood of identified risks. Learn to use inputs to Qualitative Analysis Tools and Techniques for
		performing qualitative analysis 4. Create overall risk ranking and list of prioritized risks.	performing qualitative analysis 4. Create overall risk ranking and list of prioritized risks.
		 Measure the probability and consequences of risks and estimating their implications for project objectives. 	 Measure the probability and consequences of risks and estimating their implications for project objectives.

Changed Field	Current Version	Proposed Version
	 Analyze numerically the probability of each risk and its consequences. Quantify the risk exposure to project. Identify realistic and achievable cost, schedule and scope targets. Develop procedures and techniques to enhance opportunities and reduce threats to the project's objectives. Develop options and actions to enhance opportunities and reduce threats to projects objectives. Create a risk register identifying residual risks and secondary risks. Monitor residual risks, identifying new risks, executing risk reduction plans, and evaluating their effectiveness throughout the project life cycle. Evaluate the effectiveness of reducing risks Risk Monitoring and control are associated with implementing contingency plans. 	 Analyze numerically the probability of each risk and its consequences. Quantify the risk exposure to project. Identify realistic and achievable cost, schedule and scope targets. Develop procedures and techniques to enhance opportunities and reduce threats to the project's objectives. Develop options and actions to enhance opportunities and reduce threats to projects objectives. Create a risk register identifying residual risks and secondary risks. Monitor residual risks, identifying new risks, executing risk reduction plans, and evaluating their effectiveness throughout the project life cycle. Ensure that execution of risk plan occurs. Risk Monitoring and control are associated with implementing contingency plans.
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.

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	CIS D095A or equivalent	CIS D095A or equivalent
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2CB	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 095C	CIS 095C
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	Α	No Value

Changed	Questions	Current Version	Proposed Version
θ	Banner Department	CIS	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	СТЕ
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	11/03/2020	No Value
θ	Emergency Approval	No	No Value
0	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
θ	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
9	COA Code	С	No Value
0	Fund Code	114000	No Value
θ	Organization Code	233004	No Value
•	Account Code	1320	No Value
9	Program Code	050200	No Value
9	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
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value

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

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
8	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	Demonstrate project management basics and approach to plan the risk management activities for a project.
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	Demonstrate project management basics and approach to plan the risk management activities for a project.
9	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Perform a qualitative analysis of risks and conditions to prioritize their effects on project objectives.
9	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Monitor residual risks, identifying new risks, executing risk reduction plans, and evaluating their effectiveness throughout the project life cycle.
θ	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Measure the probability and consequences of risks and estimating their implications for project objectives.

Changed	Questions	Current Version	Proposed Version
9	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Determine which risks might affect the project and documenting their characteristics.
9	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Determine which risks might affect the project and documenting their characteristics.
0	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Develop procedures and techniques to enhance opportunities and reduce threats to the project's objectives.
9	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Demonstrate project management basics and approach to plan the risk management activities for a project.

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

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

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

E-Matrix Form

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

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

F-Matrix F	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

	Questions	Current Version	Proposed Version
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
-Matrix F	orm		
Changed	Questions	Current Version	Proposed Version
	If the requisite	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
	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

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	Propose	d Vers	ion			
9	Stage 2: Department Chair	No Value		Namo - Role OR Tab	Part -	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/3/2024	Mary Pape	Online form	Required	See attached. We offer classes with one, two or three hours face-to-face. Hence see attachment for suggested percentages and rationale. Incorrect form was used for each online and hybrid NOTE: To complete a matrix, list the skills/activities/assignments	Y
			3/3/2024	Mary Pape 4 – Dept Chair	Matrix B	Required	that are covered in the target course that require the knowledge/skills taught in the requisite course. ONLY use the Outline, Assignments or Methods o Evaluation areas. Site the area and briefly summarize the area referenced (i.e., "Outline C.6 – Plotting relationships between energy deficit/surplus and	t f ^Υ
			3/3/2024	4—	Methods of Evaluation	•	temperature change"). Criteria must be stated, de.g. test questions will be graded on correctness.	Y
	Stage 3: Division Curriculum Representative	No Value	No Value					
	Stage 4: Division Dean	No Value	No Value					
	Stage 5: SLO Coordinator	No Value	No Value					
	Stage 7: Content Review Matrix Liaison	No Value	No Value					
	Stage 8: AVP - Instruction	No Value	No Value					

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

Course Ad	Course Administration Codes					
Articulation	occurs after course a	approval. The following fields will not show a Proposed Version.				
Changed	Field	Current Version				
	Curriculum ID	CISD095C				
	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	CCC000460678				
	numder					

Articulation

Changed Field

Current Version

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** 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**

Banner Division Catalog Term (21-22) 5 Year Revision Year (2021) Effective Quarter Effective Year (2021) Course Status Code Banner Department Course Level

Curriculum Office

Curriculum Office

Curriculum Office

Curriculum Office

Curriculum Office

Emergency Approval

Hybrid Approval Date (MM/DD/YYYY)

College Code

CTE Status

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	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.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
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 2: Department Chair
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

Section			Changed field		
Mirrored Credit/Noncredit Course Cross-listed Course			Is this a mirrored credit/noncredit course?		
			cross-listed course?		
eneral Inf	formation				
Changed	Field	Current Version	Proposed Version		
0	Faculty Initiator	Betty Inoue	Sukhjit SinghPape, Mary		
	Course ID (CB01A and CB01B)	CISD095D	CISD095D		
	Course Control Number	CCC000343872	CCC000343872		
	Course Title (CB02)	Managing Outsourcing - A Practicum	Managing Outsourcing - A Practicum		
	Short Course Title	MANGNG OUTSOURCING-PRACTIC	UM MANGNG OUTSOURCING-PRACTICUM		
	TOP Code (CB03)	0506.00	0506.00 Business Management		
	CIP Code	Business Administration and Manager General	nent, 52.0201 Business Administration and Management, General		
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems		
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>		
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational		
	Course Description	Learn to acquire goods and services for an outer organization using procurement and solicitation processes. Perform contract administration till completion settlement of contract.	an outer organization using procurement and solicitation processes. Perform		
	Course Type (CB27)	No value	No value		
0	Mode of Delivery	• Hybrid	OnlineHybrid		

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

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

Course Justification				
Changed	Field	Current Version	Proposed Version	
Course		This course is required for earning a	This course is required for earning a	
	Justification	Project Management Practitioner Certificate of Achievement and is in a CTE program that was developed based on	Project Management Practitioner Certificate of Achievement and is in a CTE program that was developed based on	
		labor market data. It is CSU transferable.	labor market data. It is CSU transferable.	
		This course provides an understanding of outsourcing basics and process for hiring	This course provides an understanding of outsourcing basics and process for hiring	
		and managing a vendor.	and managing a vendor.	

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		

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

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

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

Mirrored Credit/Noncredit Course

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

Associated Programs

Changed	Field	Current Version	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)

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

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

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	108	108
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of- Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit 3 Units - Maximum Credit Units		3
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)		

Changed	Field	Current Version	Proposed Version
	Variable Credit Course		

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

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

Specifications

hanged	Field	ield Current Version		Proposed Version		
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction	
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Guest speakers Collaborative learning and small group exercises Collaborative projects	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Guest speakers Collaborative learning and small group exercises Collaborative projects	
	Assignments	describe outsour judgmer 2. Write th supplier process plan. 3. Manage scenario project i This ass tasks in	a plan for outsourcing that es the rationale for cing based on a sound nt of scenario presented. e process for doing a r evaluation and selection based on outsourcing e a supplier in context of a p in which a software is outsourced to a vendor. signment has eight sub which student manages n vendor problems.	describe outsour judgmer 2. Write th supplier process plan. 3. Manage scenario project i This ass tasks in	a plan for outsourcing that es the rationale for cing based on a sound nt of scenario presented. e process for doing a evaluation and selection based on outsourcing a supplier in context of a p in which a software is outsourced to a vendor. signment has eight sub which student manages n vendor problems.	

0

Current Version

valuation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
	Methods of Evaluation	 Students will be presented with scenarios that require successful implementation of strategies in a client-vendor relationship starting from procurement to project completion. Evaluation of oral and written assignments demonstrating progressive proficiency in outsourcing concepts, half completed in the class, half completed as homework. A final exam or project in which students demonstrate the ability to integrate and critically analyze concepts examined throughout the course, half completed in the class, half completed as homework. 	Methods of Evaluation	 Students will be presented with scenarios that require successful implementation of strategies in a client-vendor relationship starting from procurement to project completion. Evaluation of oral and written assignments demonstrating progressive proficiency in outsourcing concepts, half completed in the class, half completed as homework. A final exam or project in which students demonstrate the ability to integrate and critically analyze concepts examined throughout the course, half completed in the class, half completed as homework.

E E P	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	Title	A Guide to Outsourcing
	References	Author	A Guide to	Author	Sukhjit Singh
			Outsourcing, Sukhjit Singh, MS -	Publisher	Sukhjit Singh
			Management of Software System	Date/Edition	4th ed. 2023
			Development, Carnegie Mellon University, 2015	ISBN	NA
		Publisher	No value	Title	The Handbook of Global Outsourcing
		Date/Edition	No value		and Offshoring
		ISBN	No value	Author	llan Oshri (Author), Julia Kotlarsky (Author), Leslie P. Willcocks (Author)
				Publisher	Publisher Palgrave Macmillan
				Date/Edition	4th ed. 2023
				ISBN	978-3031120336
0	Suggested			No value	
Reading List	Reading List	Reading No List	ne.		
		May No include, but are not limited to	value		

Learning Outcomes and Objectives

Changed Field		Current Version	ı	Proposed Version		
Course Objectives		 basics an procure a Documen outsourcir sources. Obtain Qu proposals Choose fr Manage th seller. Complete 	t requirement for ng and identify potential uotations, bids, offers or	 basics and procure a Documen outsourcir sources. Obtain Qu proposals Choose fr Manage th seller. Complete 	t requirement for ng and identify potential uotations, bids, offers or	
	CSLOs	CSLOs	Create a RFP for a given set of requirements.	CSLOs	Create a RFP for a given set of requirements.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	
		CSLOs	Accept and analyze bids for an RFP.	CSLOs	Accept and analyze bids for an RFP.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	
		CSLOs	Manage the outsourced vendor inline to the contractual requirements.	CSLOs	Manage the outsourced vendor inline to the contractual requirements.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Demonstrate project management basics and determine what to procure and when. 	 Demonstrate project management basics and determine what to procure and when.
		1. Identify project needs that can	1. Identify project needs that cal
		be best met by procurement	be best met by procurement
		of products and services	of products and services
		outside of the project	outside of the project
		organization	organization
		-	-
		2. Apply techniques such as	2. Apply techniques such as
		make or buy analysis, expert	make or buy analysis, expert
		judgement or contract type	judgement or contract type
		selection.	selection.
		3. Create a Procurement	3. Create a Procurement
		Management Plan	Management Plan
		4. Understand basics for	4. Understand basics for
		managing projects using	managing projects using
		Project Management Book of	Project Management Book o
		Knowledge (PMBOK) theory	Knowledge (PMBOK) theory
		keeping scope, schedule,	keeping scope, schedule,
		budget and quality in balance.	budget and quality in balance
		5. Learn five phases of	5. Learn five phases of
		implementing a project life cycle.	implementing a project life cycle.
		6. Learn how to mitigate and	6. Learn how to mitigate and
		control risk.	control risk.
		7. Understand basics of	7. Understand basics of
		procurement planning and	procurement planning and
		contract management.	contract management.
		2. Document requirement for	2. Document requirement for
		outsourcing and identify potential	outsourcing and identify potential
		sources.	sources.
		1. Create statement of work	1. Create statement of work
		2. Apply techniques such as	2. Apply techniques such as
		solicitation planning.	solicitation planning.
		3. Generate Evaluation criteria to	3. Generate Evaluation criteria
		rate or score proposals.	rate or score proposals.
		3. Obtain Quotations, bids, offers or	3. Obtain Quotations, bids, offers or
		proposals.	proposals.
		1. Identify qualified seller lists	1. Identify qualified seller lists
		and provide them a Request for Proposal.	and provide them a Request for Proposal.
		2. Use techniques such as	2. Use techniques such as
		bidder conferences or	bidder conferences or
		advertising to reach the	advertising to reach the
		-	audience.
		audience.	
		3. Accept responses from	3. Accept responses from
		Sellers	Sellers
		4. Choose from potential sellers.	4. Choose from potential sellers.
		1. Analyze bids or proposals	1. Analyze bids or proposals
		using the evaluation criteria to	using the evaluation criteria t
		select a seller.	select a seller.

Changed Field	Current Version	Proposed Version
	Select a single seller who will be asked to sign the contract.	 Select a single seller who will be asked to sign the contract.
	3. Create and present the contract to the seller.	3. Create and present the contract to the seller.
	5. Manage the relationship with the seller.	5. Manage the relationship with the seller.
	 Apply project management process to contractual relationships and integration of the outputs from these processes. Document contract terms and condition. Establish a payment system with vendor. Complete and settle the contract, including resolution of any open items. Collect and analyze Contract documentation. Perform formal acceptance of contract and a closure meeting. 	 Apply project management process to contractual relationships and integration of the outputs from these processes. Document contract terms and condition. Establish a payment system with vendor. Complete and settle the contract, including resolution of any open items. Collect and analyze Contract documentation. Perform formal acceptance of contract and a closure meeting.
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:	CIS D095A or equivalent	CIS D095A or equivalent	
	Limitation(s) on Enrollment:	No Value	No Value	
	Limitation(s) on Enrollment - Other:	No Value	No Value	

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

Curriculum Office

Banner Start Term (202122)202122No ValueBanner Division2CBNo ValueCatalog Term (21-22)23-24No ValueS Year Revision Year (2021)2018No ValueEffective Quarter (2021)FallNo ValueEffective Year (2021)2023No ValueSort ID (00 < 10; 0 < 100)
Catalog Term (21-22)23-24No ValueImage: Solution of the second state s
(21-22)(21-22) 9 5 Year Revision Year (2021)2018No Value 9 Effective Quarter Effective Year (2021)FallNo Value 9 Effective Year (2021)2023No Value 9 Effective Year (2021)2023CIS 095D 10 CIS 095DCIS 095DCIS 095D 10 Course StatusNon-substantialNon-substantial 9 Course StatusANo Value
Year (2021) Year (2021) Image: Effective Quarter (2021) Fall No Value Image: Effective Year (2021) 2023 No Value Image: Sort ID (00 < 10; 0 < 10; 0 < 10);
Effective Year (2021) 2023 No Value Sort ID (00 < 10; 0 < 10; 0 < 100) CIS 095D CIS 095D Course Status Non-substantial Non-substantial Course Status A No Value
(2021) Sort ID (00 < 10; 0 < 100)
0 < 100) Course Status Non-substantial Ocourse Status A
Course Status A No Value
Banner CIS No Value Department
Course Level DU No Value
College Code DA No Value
Course CTE CTE Characteristics

Changed	Questions	Current Version	Proposed Version
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
θ	Hybrid Approval Date (MM/DD/YYYY)	11/03/2020	No Value
θ	Emergency Approval	Hybrid	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
0	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
0	Noncredit Enhanced Funding Indicator	Ν	No Value
θ	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
9	Fund Code	114000	No Value
θ	Organization Code	233004	No Value
9	Account Code	1320	No Value
9	Program Code	050200	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
θ	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

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

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 Questior	s Current Version	Proposed Version
NEW, sta unit(s); le and load	e ONLY: For No Value te the ec hour(s) ; lab hour(s) ; and seat	No Value

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
9	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	Document requirement for outsourcing and identify potential sources.
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	Obtain Quotations, bids, offers or proposals. Choose from potential seller

Changed	Questions	Current Version	Proposed Version
0	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Complete and settle the contract, including resolution of any open items.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
9	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Document requirement for outsourcing and identify potential sources.
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
9	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Choose from potential sellers. Manage the relationship with the seller.
0	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Document requirement for outsourcing and identify potential sources.
9	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Complete and settle the contract, including resolution of any open items.

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

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

hanged	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a	No Value	No Value
	CTE program such as Nursing,		
	AUTO, APRN, etc list the		
	prerequisite(s) to participate in the		
	program.		
	Objective 2: For Student Cohorts,	No Value	No Value
	such as Honors, Puente,		
	performance groups,		
	intercollegiate teams, Special		
	Projects course, etc list the		
	prerequisite(s) to participate in the		
	cohort.		
	Objective 3: For Prerequisites	No Value	No Value
	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.		

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Prerequisites	No Value	No Value
	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.		

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	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	Propose	d Versi	ion			
0	Stage 2: Department Chair	No Value		Namo - Role OR Tab	e Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Complete
			3/3/2024	Tab Mary Pape 4 – Dept Chair	form	Required	See attached. We offer classes with one, two or three hours face-to-face. Hence see attachment for suggested percentages and rationale. Incorrect form was used for each online and hybrid NOTE: To complete a matrix, list the skills/activities/assignments	Y
			3/3/2024	Dept Chair	Matrix B	Required	that are covered in the target course that require the knowledge/skills taught in the requisite course. ONLY use the Outline, Assignments or Methods of Evaluation areas. Site the area and briefly summarize the area referenced (i.e., "Outline C.6 – Plotting relationships between energy deficit/surplus and temperature change").	f ^Y
			3/3/2024	Mary Pape - Dep Chair	Methods o tEvaluation	^{of} Required	Missing basis of evaluation	Y
	Stage 3: Division Curriculum Representative	No Value	No Value	!				
	Stage 4: Division Dean	No Value	No Value	!				
	Stage 5: SLO Coordinator	No Value	No Value					
	Stage 7: Content Review Matrix Liaison	No Value	No Value					
	Stage 8: AVP - Instruction	No Value	No Value	!				

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

Course Ad	ministration Code	es a la companya de l
Articulation	occurs after course a	approval. The following fields will not show a Proposed Version.
Changed	Field	Current Version
	Curriculum ID	CISD095D
	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	CCC000343872

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

Course Crosswalk CRS-NUMBER

De Anza College Change Report 06/03/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	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

Max Times Only; B = = Repeatable for Ma Restriction) Curriculum Office Repeat Type (N = Ne) Activity/Other Repeat	Not Repeatable; T = Repeatable for = Repeatable for Max Times/Units; U ax Units Only; Y = Yearly Repeatable on-repeatable Credit; A = atable; F = Family Non-repeatable
Curriculum Office Repeat Type (N = Ne Activity/Other Repeat	= Repeatable for Max Times/Units; U ax Units Only; Y = Yearly Repeatable on-repeatable Credit; A = atable; F = Family Non-repeatable
Activity/Other Repea	atable; F = Family Non-repeatable
Credit; G = Family A Mandated Training)	ctivity/Other Repeatable; L = Legally
Curriculum Office Noncredit Enhanced	f Funding Indicator
Curriculum Office In Service Indicator	
Curriculum Office Sports/Physical Edu	cation 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 Cat	alog
	e a variety of college-level texts with tly on expository and argumentative
B-Matrix Form Objective 2: Develop essays.	o analytical ideas and topics for
B-Matrix Form Objective 3: Compose analytical essays.	se and support thesis statements for
B-Matrix Form Objective 5: Identify audiences and purper	and practice writing for different oses.
	o and demonstrate a variety of to develop strong analysis in
-	strate writing as a multi-step process p planning and revision.

Section	Changed field
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 2: Department Chair
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	Betty Inoue	Sukhjit SinghPape, Mary
	Course ID (CB01A and CB01B)	CISD095E	CISD095E
	Course Control Number	CCC000506975	CCC000506975
	Course Title (CB02)	CAPM and PMP Exam Preparation	CAPM and PMP Exam Preparation
	Short Course Title	CAPM AND PMP EXAM PREPARATION	CAPM AND PMP EXAM PREPARATION
	TOP Code (CB03)	0506.00	0506.00 Business Management
	CIP Code	Business Administration and Management, General	52.0201 Business Administration and Management, General
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
0	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	Prepares the student for attempting the Project Management Professional (PMP) or Certified Associate in Project Management (CAPM) examination provided by Project Management Institute (PMI). Topics include management of integration, scope, time, cost, quality, human resources, communications, risk and procurement.	Prepares the student for attempting the Project Management Professional (PMP) or Certified Associate in Project Management (CAPM) examination provided by Project Management Institute (PMI). Topics include management of integration, scope, time, cost, quality, human resources, communications, risk and procurement.
9	Course Type (CB27)	No value	Upper Division
0	Mode of Delivery	• NA	OnlineHybrid

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

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

Course Justification

Changed	Field	Current Version	Proposed Version
	Course	This course is required for earning a	This course is required for earning a
	Justification	Project Management Practitioner	Project Management Practitioner
		Certificate of Achievement and is in a	Certificate of Achievement and is in a
		CTE program that was developed based	CTE program that was developed based
		on labor market data. This course	on labor market data. This course
		prepares students on how to prepare for	prepares students on how to prepare for
		CAPM (Certified Associate Project	CAPM (Certified Associate Project
		Manager) and PMP (Project	Manager) and PMP (Project
		Management Professional) exam from	Management Professional) exam from
		PMI (Project Management Institute).	PMI (Project Management Institute).
		This course is CSU transferable.	This course is CSU transferable.

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

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

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

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

Changed	Field	Current Version	Proposed Version
9	ls this an honors/non- honors course?	No value	No

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

Cross-listed Course

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
Is this a cross- listed course?		No value <u>No</u>	
More Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.

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	Letter GradePass/No Pass	Letter GradePass/No Pass
	Allow Students to Gain Credit by Exam/Challenge		
	Repeatability Statement	No value	
	Statement		

Associated Programs

Changed	Field	Current Version		Proposed Ver	sion
	Course is part of a program	Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)

	Transferability & Gen. Ed. Options				
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			
	Transfer Status (CB05) Course General Education Status (CB25) Transfer Status	Transfer Status (CB05)Transferable to CSU onlyCourse General Education Status (CB25)YTransfer StatusApproved			

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

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0
Course Stu	udent Hours - Pro	file Name: Default Profile	
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In- Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of- Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0

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

•			
CLA	SSIFICATION	Credit Course.	Credit Course.
		Credit - Degree Applicable	Credit - Degree Applicable
	CLA STA Cou	COURSE CLASSIFICATION STATUS Course Credit Status (CB04)	CLASSIFICATION STATUS Course Credit 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)		
	Variable Credit Course		

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

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

Changed	Field	Current Versi	on	Proposed Version	
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Guest speakers Collaborative projects Homework and extended projects	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Guest speakers Collaborative projects Homework and extended projects
	Assignments	2. CAPM a question the topic half con half con	d readings from text and PMP exam ns practice covering cs covered in class, npleted in the class, npleted as homework udies reviews	2. CAPM a practice in class half con	ed readings from text and PMP exam questions e covering the topics covered , half completed in the class npleted as homework udies reviews

0

Methods of				
Evaluation	Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
	Methods of Evaluation	 Homework assignments or case studies requiring the application of the skills required in Project Management presented in the lectures and reading One or two midterm examinations requiring students to apply concepts from Project Management Book of Knowledge (PMBOK) covered in the lectures and reading Final Examination requiring students to write code applying topics covered in the lectures and reading 	Methods of Evaluation	 Homework assignments or case studies requiring the application of the skills required in Project Management presented in the lectures and reading. Evaluated on correctness and completeness. One or two midterm examinations requiring students to apply concepts from Project Management Book of Knowledge (PMBOK) covered in the lectures and reading. Questions evaluated on correctness and completeness. Final Examination requiring students to apply topics covered in the lectures and readings. Questions evaluated on correctness and completeness.
		and reading		

Changed	Field	Current Versio	n	Proposed Vers	ion
9	Essential Student Materials/Essential College Facilities	Essential Stud • None. Essential Colle • None.		Essential Stud • None Essential Colle • None	
9	Examples of Primary Texts and References	Title Author	No value Rita Mulcahy, PMP Exam Prep, Eighth Edition - Updated: Rita's Course in a Book for Passing the PMP Exam, RMC Publications; 8th edition (Aug 1,	Title	PMP Exam Prep - 2023 Exam Ready. Most Accurate Agile & Predictive Content. Practice Exam Questions & Scoring. Insider Test Taking Strategies. Pass on the First Try! 11th Edition Eleventh Edition
		Publisher	2015) No value	Author	Margo Kirwin Rita Mulcahy (Author), Patti Frazee (Editor)
		Date/Edition	No value No value	Publisher	RMC Publications, Inc.; Eleventh edition (January 22, 2023)
				Date/Edition	January 22, 2023
				ISBN	978-1943704347
				Title	PMP Exam Prep Simplified: Essential Tactics to Ace the Project Management Professional Exam on Your First Try
				Author	Victoria Pembroke (Author)
				Publisher	Independently published (October 18, 2023)
				Date/Edition	October 28th, 2023
				ISBN	979-8863900940

Changed	Field	Current Ve	rsion	Proposed Version
9	Suggested Reading List	Reading List	Rita Mulcahy, CAPM Exam Prep, RMC Publications; 3rd edition (Sept 6, 2013)	No value
		May include, but are not limited to	No value	

Learning Outcomes and Objectives						
Changed	Field	Current Version	Proposed Version			
	Course Objectives	 Identify Project Management basics, PMP exam requirements and Process Produce a complete application process by documenting your education and professional experience Distinguish skill requirements for Project Management Explore the Project Management Knowledge Areas Develop Professional responsibility 	 Identify Project Management basics, PMP exam requirements and Process Produce a complete application process by documenting your education and professional experience Distinguish skill requirements for Project Management Explore the Project Management Knowledge Areas Develop Professional responsibilities 			

Changed	Field	Current Versior	1	Proposed Versi	on
	CSLOs	CSLOs	Complete a CAPM or PMP application.	CSLOs	Complete a CAPM or PMP application.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Prepare for CAPM and PMP exam by exploring Project Management Book of Knowledge (PMBOK).	CSLOs	Prepare for CAPM and PMP exam by exploring Project Management Book of Knowledge (PMBOK).
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Changed	Field	 Identify Project Management basics, PMP exam requirements and Process PMP and CAPM exam requirements and qualifications Review a mock application Understand basics for managing projects using Project Management Book of Knowledge (PMBOK) theory keeping scope, schedule, budget and quality in balance Learn five phases of implementing a project life cycle Learn how to mitigate and control risk Understand basics of procurement planning and contract management Produce a complete application process by documenting your education and professional experience Anatomy of an exam application Document your education and professional experience Distinguish skill requirements for Project Management Corganizational and planning skills Budgeting skills Conflict management skills Negotiation and influencing skills Leadership skills Team building and motivating skills Explore the Project Management 	 Identify Project Management basics, PMP exam requirements and Process PMP and CAPM exam requirements and qualifications Review a mock application Understand basics for managing projects using Project Management Book of Knowledge (PMBOK) theory keeping scope, schedule, budget and quality in balance Learn five phases of implementing a project life cycle Learn how to mitigate and control risk Understand basics of procurement planning and contract management Produce a complete application process by documenting your education and professional experience Anatomy of an exam application Document your education and professional experience Distinguish skill requirements for Project Management Corganizational and planning skills Budgeting skills Conflict management skills Negotiation and influencing skills Leadership skills Team building and motivating skills Explore the Project Management
		Knowledge Areas 1. Project Integration	Knowledge Areas 1. Project Integration
		Management	Management
		2. Project Scope Management	2. Project Scope Management
		3. Project Time Management	3. Project Time Management
		4. Project Cost Management	4. Project Cost Management

Field	Current Version	Proposed Version
	5. Project Quality	5. Project Quality
	Management	Management
	6. Project Human Resource	6. Project Human Resource
	Management	Management
	7. Project Communication	7. Project Communication
	Management	Management
	8. Project Risk Management	8. Project Risk Management
	9. Project Procurement	9. Project Procurement
	Management	Management
	5. Develop Professional	5. Develop Professional
	responsibility	responsibility
	1. Learn about ensuring	1. Learn about ensuring
	integrity and applying	integrity and applying
	professional knowledge	professional knowledge
	2. Balancing stakeholders	2. Balancing stakeholders
	interest and respecting	interest and respecting
	differences in diverse	differences in diverse
	cultures	cultures
Lab	No	No
Component in		
this Course		
Lab Outline	No value	No value
	Lab Component in this Course	 5. Project Quality Management 6. Project Human Resource Management 7. Project Communication Management 8. Project Risk Management 9. Project Procurement Management 5. Develop Professional responsibility 1. Learn about ensuring integrity and applying professional knowledge 2. Balancing stakeholders interest and respecting differences in diverse cultures

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:	CIS D095A or equivalent	CIS D095A or equivalent
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2CB	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 095E	CIS 095E
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
9	Banner Department	CIS	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value

hanged	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
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
0	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
9	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
0	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	С	No Value
θ	Fund Code	114000	No Value
0	Organization Code	233004	No Value
θ	Account Code	1320	No Value
θ	Program Code	050200	No Value
θ	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
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.No ValueNo ValueObjective 2: Compose essays drawn from personal experience and assigned texts.No ValueNo ValueObjective 3: utitize MLA guidelines to format essays, cite sources, and compile a works cited page.No ValueNo ValueObjective 4: create syntactically varied sentences that are free of mechanical errors.No ValueNo ValueObjective 5: compare, and evaluate the multiplicity and ambiguity ofNo ValueNo Value	Changed	Questions	Current Version	Proposed Version
Compose essays drawn from personal experience and assigned texts.No ValueNo ValueObjective 3: utilize MLA guidelines to format essays, cite sources, and compile a works cited page.No ValueNo ValueObjective 4: create syntactically varied errors.No ValueNo ValueObjective 5: mechanical errors.No ValueNo ValueObjective 5: evaluate the multiplicity andNo ValueNo Value		Analyze college level texts and discourse that are culturally and rhetorically	No Value	No Value
Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.No ValueObjective 4: Create syntactically varied sentences that are free of 		Compose essays drawn from personal experience and	No Value	No Value
Create syntactically varied sentences that are free of wechanical errors. No Value Objective 5: No Value Distinguish, compare, and evaluate the multiplicity and		Utilize MLA guidelines to format essays, cite sources, and compile a works cited	No Value	No Value
Distinguish, compare, and evaluate the multiplicity and		Create syntactically varied sentences that are free of mechanical	No Value	No Value
perspectives.		Distinguish, compare, and evaluate the multiplicity and ambiguity of	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
9	Objective 1: Analyze a variety of college- level texts with a focus predominantly on expository and argumentative writing.	No Value	Develop Professional responsibility
0	Objective 2: Develop analytical ideas and topics for essays.	No Value	Explore the Project Management Knowledge Areas
9	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Distinguish skill requirements for Project Management
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
0	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Produce a complete application process by documenting your education and professional experience

Questions	Current Version	Proposed Version
Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Explore the Project Management Knowledge Areas
Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Produce a complete application process by documenting your education and professional experience.
Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Produce a complete application process by documenting your education and professional experience
Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Identify Project Management basics, PMP exam requirements and Process
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays. Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision. Objective 8: Practice composing organized, developed, analytical essays that increase in complexity. Objective 9: Demonstrate appropriate grammar usage and	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.No ValueObjective 7: Demonstrate writing as a multi-step process including attention to planning and revision.No ValueObjective 8: Practice composing organized, developed, analytical essays that increase in complexity.No ValueObjective 9: Demonstrate appropriate grammar usage andNo Value

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

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

F-Matrix Form

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

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

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

G-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use 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	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

Stage 2: Department Chair No Value Name Initiator Role OR Tab Part - Type of Field Edit Edit Initiator Indicate Value No Value Role OR Tab Part - Type of Field Edit Edit Initiator Indicate See file attached to email. We offer classes with one, two or three hours face-to- face. Hence see See file attached to email. We offer classes with one, two or three hours gested percentages and rationale. Incorrect form was used for each online and hybrid. When I did this they made me re-do. NOTE: To complete a matrix, list the skills/activities/assignments that are covered in the target course that require the knowledge/skills taught in the requisite course. ONLY use the Outline, B Done Mary Pape Chair Mary Pape S/3/3/2024- Dept Mary Pape Chair Mary B ONLY use the Outline, The area and briefly summarize the area referenced	
Mary Pape 3/3/2024 Dept Chair Mary Pape 3/3/2024 Mary Pape 3/3/2024 Mary Chair Mary Pape 3/3/2024 Mary Pape 3/3/2024 Mary Pape 3/3/2024 Mary Pape Additional Chair Mary Pape Additional Chair Mary Pape Additional Chair Mary Pape Chair Mary Pape Chair Mary Pape Chair Mary Pape Chair Mary Pape Chair Mary Pape Chair Mary Pape Chair Mary Pape Chair Mary Pape Chair Mary Pape Chair Mary Pape Chair Mary Pape Chair Mary Chair Mary Pape Chair Mary Chair Mary Pape Chair Mary Chair Ch	en
(i.e., "Outline C.6 – Plotting relationships between energy deficit/surplus and	
Stage 3: No No Value Division Value Curriculum Representative	
Stage 4:NoNo ValueDivision DeanValue	
Stage 5: SLONoNo ValueCoordinatorValue	
Stage 7:NoNo ValueContentValueReview MatrixLiaison	
Stage 8: AVP - No No Value Instruction 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	CISD095E
	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	CCC000506975
Articulatio	n	

Changed Field

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

De Anza College Change Report 06/03/2024

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
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
C-Matrix Form	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.
C-Matrix Form	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.
Comments	Stage 4: Division Dean
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
θ	Faculty Initiator	Bob Kalpin	Mary Pape
	Course ID (CB01A and CB01B)	CISD105.	CISD105.
	Course Control Number	CCC000592139	CCC000592139
	Course Title (CB02)	Cloud Security Fundamentals	Cloud Security Fundamentals
	Short Course Title	CLOUD SECURITY FUNDAMENTALS	CLOUD SECURITY FUNDAMENTALS
	TOP Code (CB03)	0708.00	0708.00 Computer Infrastructure and Support
	CIP Code	Computer and Information Systems Security/Information Assurance	11.1003 Computer and Information Systems Security/Information Assurance
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
θ	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Possibly Occupational	Possibly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This course explores how to secure a cloud environment and provides the history of cloud computing and how cloud computing is being used today. Various cloud environments such as Infrastructure as a Service (IaaS), Platform as a Service (PaaS), and Software as a Service (SaaS) and understanding both native and hybrid environments will also be explored. Topics including network security, host security, Identity and Access Management (IAM), cryptography and data protection, access controls, patch management, as well as credential and key management will be examined. Cloud security operations including logging, incident response in the cloud, as well as preventative and self- correcting security controls using labs exercises will be investigated. This hands-on course is designed to prepare students for modern-day infrastructure environments.	This course explores how to secure a cloud environment and provides the history of cloud computing and how cloud computing is being used today. Various cloud environments such as Infrastructure as a Service (IaaS), Platform as a Service (PaaS), and Software as a Service (SaaS) and understanding both native and hybrid environments will also be explored. Topics including network security, host security, Identity and Access Management (IAM), cryptography and data protection, access controls, patch management, as well as credential and key management will be examined. Cloud security operations including logging, incident response in the cloud, as well as preventative and self- correcting security controls using labs exercises will be investigated. This hands-on course is designed to prepare students for modern-day infrastructure environments.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• Hybrid	OnlineHybrid
Faculty Re	quirements		
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	 Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	• FHDA FSA - CIS
Formerly S	Statement		
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	
Course Ju	stification		
Changed	Field	Current Version	Proposed Version
	Course Justification	This is a course in a CTE program that was developed based on state and national trends needing computer security professionals. This course belongs on the Enterprise Security Professional Certificates and A.A. degree. This course provides students with the foundation skills for computer security and supports professional employment in the Silicon Valley. This course addresses the issue of protecting computer systems in the Cloud.	This is a course in a CTE program that was developed based on state and national trends needing computer security professionals. This course belongs on the Enterprise Security Professional Certificates and A.A. degree. This course provides students with the foundation skills for computer security and supports professional employment in the Silicon Valley. This course addresses the issue of protecting computer systems in the Cloud.

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					
	Field	Current Version	Proposed Version		
Changed					

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

Foothill Faculty

Consultation Name Foothill Course ID No value

No value

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

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

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

Associated Programs

Changed		Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Cybersecurity	Associated Program	Cybersecurity
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Cybersecurity	Associated Program	Cybersecurity
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Cybersecurity	Associated Program	Cybersecurity
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Cybersecurity	Associated Program	Cybersecurity
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

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

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

Lecture Hours - Out of Class	8	8
Laboratory Hours - In Class	1.5	1.5
Laboratory Hours - Out of Class	0	0
NA Hours - In Class	0	0

Changed	Field	Current Version	Proposed Version				
	NA Hours - Out of Class	0	0				
Course Student Hours - Profile Name: Default Profile							
Changed	ged Field Current Version Proposed Version						
	Course Duration (Weeks)	12	12				
	Hours per unit divisor	36	36				
	Total Student Learning Hours	162	162				
	Lecture Hours - Course In-Class (Contact) per Term	48	48				
	Lecture Hours - Course Out-of-Class per Term	96	96				
	Laboratory Hours - Course In-Class (Contact) per Term	18	18				
	Laboratory Hours - Course Out-of-Class per Term	0	0				
	NA Hours - Course In-Class (Contact) per Term	0	0				
	NA Hours - Course Out-of-Class per Term	0	0				
	Total - Course In- Class (Contact) Hours	66	66				
	Total - Course Out-of- Class Hours	96	96				
	Total Credit Units - Minimum Credit Units	4.5	4.5				
	Total Credit Units - Maximum Credit Units	4.5	4.5				
Speciality I	Hours						
Changed	Field	Current Version	Proposed Version				
	Speciality Hours	No value	No value				

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

Credit Units

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

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

Specifications

			Proposed Version
θ	Methods of Instruction	Methods of Instruction	Methods of Methods of Instruction Instruction Instruction
		Methods ofLecture and visual aidsInstructionDiscussion of assigned readingDiscussion and problem solvingperformed in classQuiz and examination reviewperformed in classHomework and extended projectsCollaborative projectsCollaborative learning and small groupexercisesLaboratory discussion sessions andquizzes that evaluate the proceedingsweekly laboratory exercisesIndividual projects	Methods of InstructionLecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class
	Assignments	 Reading assignments Lab assignments 	 Reading assignments Lab assignments
0	Methods of		
0	Methods of Evaluation	Methods of Evaluation	Methods Methods of Evaluation of Evaluation
9		of	of Evaluation Methods 1. Quizzes and/or midterm and a final exam to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to analysis and synthesis of computer concepts. 2. Participation in lab skills exercises that demonstrate ability to critically evaluate and implement security and the security and
9		of Evaluation Methods 1. Quizzes and/or midterm and a final exam to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to analysis and synthesis of computer concepts. 2. Participation in lab skills exercises that demonstrate ability to critically evaluate and implement security and	of Evaluation Methods 1. Quizzes and/or midterm and a final exam to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to analysis and synthesis of computer concepts. 2. Participation in lab skills exercises that demonstrate ability to critically evaluate and implement security and

Changed Field

0

ed	Field	Current Versio	n	Proposed Vers	ion
	Examples of Primary Texts and	Title	No value	Title	No value
	References	Author	AWS Online Documentation https://aws.amazon.com/documentation/	Author	AWS Onlir https://aws
		Publisher	No value	Publisher	No value
		Date/Edition	No value	Date/Edition	No value
		ISBN	No value	ISBN	No value
		Title	No value	Title	No value
		Author	Azure Online Documentation https://docs.microsoft.com/en-us/azure/	Author	Azure Onli https://doc
		Publisher	No value	Publisher	No value
		Date/Edition	No value	Date/Edition	No value
		ISBN	No value	ISBN	No value
		Title	No value	Title	No value
		Author	AWS Cloud Security Resources https://aws.amazon.com/security/security- resources/	Author	AWS Clou https://aws resources/
		Publisher	No value	Publisher	No value
		Date/Edition	No value	Date/Edition	No value
		ISBN	No value	ISBN	No value
		Title	No value	Title	Practical C Secure De
		Author	Samani, Raj; Reavis, Jim; Honan, Brian. "CSA Guide to Cloud Computing:	Author	Chris Dots
			Implementing Cloud Privacy and Security." Syngress; 1 edition (October 8,	Publisher	O'Reilly M
			2014)	Date/Edition	November
		Publisher	No value	ISBN	978-10981
		Date/Edition	No value No value		

Title	No value
Author	AWS Online Documentation https://aws.amazon.com/documentation/
Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Author	Azure Online Documentation https://docs.microsoft.com/en-us/azure/

Date/Edition	No value
ISBN	No value
Title	No value
Author	AWS Cloud Security Resources https://aws.amazon.com/security/security- resources/
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Practical Cloud Security: A Guide for Secure Design and Deployment		
Author	Chris Dotson		
Publisher	O'Reilly Media		
Date/Edition	November 14, 2023/2nd		
ISBN	978-1098148171		

0	Suggested Reading List	Reading List	Netsec subreddit: https://www.reddit.com/r/netsec/	No value
		May include, but are not limited to	No value	
		Reading List	SANS Daily Stormcast: https://isc.sans.edu/podcast.html	
		May include, but are not limited to	No value	
		Reading List	Schneier on Security: https://www.schneier.com/	
		May include, but are not limited to	No value	
		Reading List	http://www.irongeek.com/	
		May include, but are not limited to	No value	

Changed	Field	Current Version	Proposed Version
Course C	Course Objectives	Investigate cloud environments	Investigate cloud environments
		 Explore security fundamentals 	 Explore security fundamentals
		 Explore Identity and Access Management 	 Explore Identity and Access Management
		 Explore cloud security architectures 	 Explore cloud security architectures
		 Investigate resiliency and availability in the cloud 	Investigate resiliency and availability in the cloud
		Utilize data security and protection	Utilize data security and protection
		 Explore utilizing and securing SAAS technologies 	 Explore utilizing and securing SAAS technologies
		Explore cloud incident response process	Explore cloud incident response process

CSLOs			(
	CSLOs	Identify the risks in utilizing cloud services.	CSLOs	Identify the risks in utilizing cloud services.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0
	CSLOs	Identify the steps required to secure a cloud environment.	CSLOs	Identify the steps required to secure a cloud environment.
	Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

nged	Field	Current Version	Proposed Version
•	Course Content	1. Investigate cloud environments	1. Investigate cloud environments
		1. History of cloud computing	1. History of cloud computing
		2. Types of cloud computing	2. Types of cloud computing
		1. Infrastructure as a Service (laaS)	1. Infrastructure as a Service (laaS)
		2. Platform as a service (PaaS)	2. Platform as a service (PaaS)
		3. Software as a service (SaaS)	3. Software as a service (SaaS)
		3. Legacy security controls	3. Legacy security controls
		4. Benefits of cloud computing vs traditional	4. Benefits of cloud computing vs traditiona
		infrastructure	infrastructure
		5. Limitations of cloud computing	5. Limitations of cloud computing
		Mapping traditional infrastructure to cloud	Mapping traditional infrastructure to cloud
		infrastructure	infrastructure
		Cloud computing in organizations	Sharing security responsibilities in a
		1. Infrastructure as code	company using a cloud vendor
		2. DevOps	8. Cloud computing in organizations
		3. Tooling	1. Infrastructure as code
		2. Explore security fundamentals	2. DevOps
		1. CIA triad	3. Tooling
		2. Detective, Corrective, and Preventative	2. Explore security fundamentals
		Controls	1. CIA triad
		3. Policy, governance, risk, and compliance	2. Detective, Corrective, and Preventative
		4. Network security	Controls
		5. Disaster recovery and availability	3. Policy, governance, risk, and compliance
		6. Security operations	4. Network security
		3. Explore Identity and Access Management	5. Disaster recovery and availability
		1. Key management	6. Security operations
		2. Users, Groups, Roles	Explore Identity and Access Management
		3. Federation	1. Key management
		Access controls and permission	2. Users, Groups, Roles
		5. Policies	3. Federation
		4. Explore cloud security architectures	4. Access controls and permission
		1. Detective controls	5. Policies
		2. Corrective controls	4. Explore cloud security architectures
		3. Preventative controls	1. Detective controls
		4. Load balancing	2. Corrective controls
		5. Logging	3. Preventative controls
		6. 3rd party tools and integration	4. Load balancing
		7. DIY tool development	C C
		•	5. Logging
		5. Investigate resiliency and availability in the cloud	6. 3rd party tools and integration
		1. Disaster recovery	7. DIY tool development
		2. Infrastructure availability	5. Investigate resiliency and availability in the clou
		Application resilience and availability	1. Disaster recovery
		4. Monitoring	2. Infrastructure availability
		Utilize data security and protection	Application resilience and availability
		1. Cryptography	4. Monitoring
		Key and credential management	6. Utilize data security and protection
		3. HSMs	1. Cryptography
		4. PKI	2. Key and credential management
		5. Cloud vs DIY	3. HSMs
		7. Explore utilizing and securing SAAS technologies	4. PKI
		1. Access controls	5. Cloud vs DIY
		2. Authorization controls	7. Explore utilizing and securing SAAS technologi
		3. 3rd party data access and authorization	1. Access controls
		4. Logging	2. Authorization controls
		5. APIs	3. 3rd party data access and authorization
		8. Explore cloud incident response process	4. Logging
		1. Incident response policy	5. APIs
		2. Incident response planning	8. Explore cloud incident response process
		3. Incident response procedures	1. Incident response policy
			2. Incident response planning

Yes

Lab Component in

this Course

Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Setup your cloud environment	1. Setup your cloud environment
		2. Create users, groups, roles, and policies	2. Create users, groups, roles, and policies
		3. Create networks, subnets, and instances	3. Create networks, subnets, and instances
		4. Implement network security	Implement network security
		5. Implement logging and auditing	5. Implement logging and auditing
		Choose and setup a monitoring and alerting platform	 Choose and setup a monitoring and alerting platform
		7. Setup load balancing and resiliency	7. Setup load balancing and resiliency
		8. Conduct forensics in the cloud	8. Conduct forensics in the cloud
		9. Implement corrective controls	9. Implement corrective controls
		10. Create SAAS environment	10. Create SAAS environment
		11. Setup SSO for your environment	11. Setup SSO for your environment
		12. Utilize the API	12. Utilize the API
		13. Create a simple script for automation	13. Create a simple script for automation
		14. Using tools to assess cloud environments	14. Using tools to assess cloud environments

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	CIS D046.	CIS D046.
	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

Curricul	um Offic	се
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Changed	Questions	Current Version	Proposed Version
θ	Banner Start Term (202122)	202322	No Value
θ	Banner Division	2CB	No Value
0	Catalog Term (21-22)	23-24	No Value
θ	5 Year Revision Year (2021)	2018	No Value

Changed	Questions	Current Version	Proposed Version
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 105	CIS 105
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
θ	Banner Department	CIS	No Value
θ	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	ΝΑ	ΝΑ
	Cross-Listed/Related Course ID's	No Value	No Value
0	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	05/23/2017	No Value
0	Emergency Approval	No	No Value
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
0	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
θ	Noncredit Enhanced Funding Indicator	Ν	No Value
9	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value

COA Code Fund Code Organization Code Account Code	C 114000 233003 1320	No Value No Value No Value
Organization Code	233003	No Value
Account Code		
	1320	Ne.Velve
		No value
Program Code	070100	No Value
Percent	100	No Value
Curriculum Office Notes	 Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22)mkct Tech. change to req/adv due to CIS course number change, appr. 10/26/21 (effect. F22)mkct Requisite change appr. 1/17/23 (effect. F23)cc 	 Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22)mkct Tech. change to req/adv due to CIS course number change, appr. 10/26/21 (effect. F22)mkct Requisite change appr. 1/17/23 (effect. F23)cc
Print/No Print to Catalog	Yes	No Value
Checklist	No Value	No Value
	Curriculum Office Notes Print/No Print to Catalog	Curriculum Office • Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22)mkct • Tech. change to req/adv due to CIS course number change, appr. 10/26/21 (effect. F22)mkct • Requisite change appr. 1/17/23 (effect. F23)cc Print/No Print to Catalog Yes

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

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

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

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

hanged	Questions	Current Version	Proposed Version
	ESL D261. and ESL	No Value	No Value
	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.		
0	Objective 1: Create	No Value	Methods of Evaluation: Quizzes and/or midterm and a
U	compositions about		final exam to evaluate comprehension and mastery of
	fiction and non-		key terms and concepts as well as application of skills
	fiction texts from		related to analysis and synthesis of computer concepts
	many cultural and		
	social perspectives		
	in a variety of genres.		

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
0	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	Method of Evaluation B: Participation in lab skills exercises that demonstrate ability to critically evaluate and implement security and minimize risk in a cloud environment.
	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
)-Matrix Fo	orm Questions	Current Version	Proposed Version
	Intermediate algebra	No Value	No Value
	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.		
	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	No Value	No Value

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

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

anged	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
-Matrix F	orm		
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	No Value	No Value

explanation as to

why.

H-Matrix Form

Changed	Questions	Current V	/ersion	Proposed Version
	Objective 1: For entran CTE program such as I AUTO, APRN, etc list prerequisite(s) to partic program.	Nursing, the		No Value
	Objective 2: For Studer such as Honors, Puent performance groups, intercollegiate teams, S Projects course, etc prerequisite(s) to partic cohort.	e, Special list the		No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form. Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.			No Value
				No Value
De Anza G	De Anza GE Form			
Changed	Questions	Current Version	Pr	oposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline,	No Value	No) Value

Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

Jnangeo	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

Stage 2: Department No Value Chair

Current Version

Changed Questions

Proposed Version

No Value

Changed	Questions	Current Version	Proposed Version
	Stage 3: Division Curriculum Representative	No Value	No Value
0	Stage 4: Division Dean	No Value	Initiator would like make a minor change on the course outline tab.
	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	CISD105.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Oct 26, 2021 12:00:00 AM
	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	CCC000592139

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

De Anza College Change Report ^{08/01/2024}

Summary of Changes

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

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Section	Changed field	
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	
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 • Erik Woodbury Initiator	Carol Cini	

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	HISTD003A	HISTD003A
	Course Control Number	CCC000277123	CCC000277123
	Course Title (CB02)	World History from Prehistory to 750 CE	World History from Prehistory to 750 CE
	Short Course Title	WORLD HIST FROM PREHIST-750CE	WORLD HIST FROM PREHIST-750CE
	TOP Code (CB03)	2205.00	2205.00 History
	CIP Code	History, General	54.0101 History, General
	Department	HIST - History	HIST - History
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Starting from the late prehistoric times and covering to 750 Common Era (CE), students will explore the world's history of ancient peoples, cultures, and civilizations. This course provides an interdisciplinary, multi-perspective view of world history, using a thematic approach and offering a balanced, representative and inclusive sampling of the world's cultures from Africa, the Americas, Asia, Europe, and Oceania.	Starting from the late prehistoric times and covering to 750 Common Era (CE), students will explore the world's history of ancient peoples, cultures, and civilizations. This course provides an interdisciplinary, multi-perspective view of world history, using a thematic approach and offering a balanced, representative and inclusive sampling of the world's cultures from Africa, the Americas, Asia, Europe, and Oceania.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• Hybrid	OnlineHybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
9	Discipline 1	No value	History
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	FHDA FSA - HISTORY

Formerly Statement

Changed	Field	Current Version	Proposed Version	
	Formerly Statement	No value		

Course Justification	

Changed	Field	Current Version	Proposed Version
	Course Justification	This course introduces students to the chronological sequencing of world history from prehistoric to 750 CE. This course also contributes to the fulfillment of major requirements for the Associate of Arts degree for Transfer in History. In addition, this course meets a general education (G.E.) requirement for De Anza, CSU GE, and IGETC and is UC and CSU transferable.	This course introduces students to the chronological sequencing of world history from prehistoric to 750 CE. This course also contributes to the fulfillment of major requirements for the Associate of Arts degree for Transfer in History. In addition, this course meets a general education (G.E.) requirement for De Anza, CSU GE, and IGETC and is UC and CSU transferable.

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

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
oothill Eq	luivalency		
Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
TE Cours	6e		
Changed	Field	Current Version	Proposed Version
9	Is this a CTE (Career Technical Education) course?	No value	No
lonors/No	on-honors Course)	
Changed	Field	Current Version	Proposed Version
0	ls this an honors/non- honors	No value	<u>Yes - don't forget to duplicate the</u> revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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

Changed	Field
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		•	Sien
)		
Associated Program	History for Transfer	Associated Program	History for Transfer
Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
Associated Program	History for Transfer	Associated Program	History for Transfer
Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
Associated Program	Art History for Transfer	Associated Program	Art History for Transfer
Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
Award	Certificate of	Award	Certificate of
Туре	Achievement- Advanced (COA-A)	Туре	Achievement- Advanced (COA-A)
Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
Award	Certificate of	Award	Certificate of
Туре	Achievement-	Туре	Achievement-
	Advanced (COA-A)		Advanced (COA-A)
Associated Program	Global Studies	Associated Program	Global Studies
Award Type	zZ_Skills Certificate	Award Type	zZ_Skills Certificate
Associated Program	CSU GE	Associated Program	CSU GE
	ProgramAwardTypeAssociatedProgramAwardTypeAssociatedProgramAwardTypeAssociatedProgramAwardTypeAssociatedProgramAwardTypeAssociatedProgramAwardTypeAssociatedProgramAwardTypeAssociatedProgramAssociatedProgramAssociatedProgramAssociatedProgramAssociatedProgram	ProgramAward TypeAssociate in Arts for Transfer (A.AT.) DegreeAssociated ProgramHistory for TransferAward TypeAssociate in Arts for Transfer (A.AT.) DegreeAssociated ProgramArt History for TransferAward ProgramAssociate in Arts for Transfer (A.AT.) DegreeAssociated ProgramArt History for TransferAward ProgramAssociate in Arts for Transfer (A.AT.) DegreeAward ProgramCertificate of Achievement- Advanced (COA-A)Award ProgramCertificate of Achievement- Advanced (COA-A)Associated ProgramIntercultural Studies ProgramAward TypeCertificate of Achievement- Advanced (COA-A)Award TypeCertificate of Achievement- Advanced (COA-A)Award TypeCertificate of Achievement- Advanced (COA-A)Associated ProgramGlobal Studies ProgramAward TypezZ_Skills Certificate TypeAward CSU GECSU GE	ProgramProgramAward TypeAssociate in Arts for Transfer (A.AT.) DegreeAward TypeAssociated ProgramHistory for Transfer ProgramAssociated ProgramAward TypeAssociate in Arts for Transfer (A.AT.) DegreeAssociated ProgramAward TypeAssociate in Arts for Transfer (A.AT.) DegreeAssociated ProgramAward Award TypeAssociate in Arts for Transfer (A.AT.) DegreeAssociated ProgramAward TypeAssociate in Arts for Transfer (A.AT.) DegreeAssociated ProgramAward TypeCertificate of Achievement- Advanced (COA-A)Award TypeAssociated ProgramIntercultural Studies ProgramAssociated ProgramAward TypeCertificate of Achievement- Advanced (COA-A)Award TypeAssociated ProgramIntercultural Studies ProgramAssociated ProgramAward TypeCertificate of Achievement- Advanced (COA-A)Award TypeAssociated ProgramGlobal Studies ProgramAssociated ProgramAward TypezZ_Skills Certificate TypeAward Type

Changed Field	Current Versi	on	Proposed Ver	sion
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	IGETC	Associated Program	IGETC
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	IGETC	Associated Program	IGETC
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	IGETC	Associated Program	IGETC
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	Global Studies	Associated Program	Global Studies
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

Changed Field	Current Versio	on	Proposed Ver	sion
	Associated Program	Global Studies	Associated Program	Global Studies
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Global Studies	Associated Program	Global Studies
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	Global Studies	Associated Program	Global Studies
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	Associate in Arts in History for Transfer	Associated Program	Associate in Arts in History for Transfer
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
	Associated Program	Associate in Arts in Art History for Transfer	Associated Program	Associate in Arts in Art History for Transfer
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)

hanged Field	Current Version	on	Proposed Ver	sion
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree
	Associated	Art History for Transfer	Associated	Art History for Transfer
	Program	(In Development)	Program	(In Development)
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
	Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree
	Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree

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

0	GE Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	 2GC2 - Approved. 2GDX - Approved. 	Area(s)	 2GC2 - Approved. 2GDX - Approved.
		-	No value	-	No value
		System/Institution	C-ID	System/Institution	C-ID
		Area(s)	 HIST - Approved. 	Area(s)	 HIST - Approved.
		-	HIST D003A & HIST D003B required for C-ID HIST 150	-	HIST D003A & HIST D003B required for C-ID HIST 150
		System/Institution	IGETC	System/Institution	Cal-GETC
		Area(s)	 IG3B - Approved. IG4X - Approved. 	Area(s)	 CA3B - Approved. CA4X - Approved.
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	 CGC2 - Approved. CGDY - Approved. 		
		-	No value		

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Credit / Non-Credit Options

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

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

Credit Units

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

Specifications

Changed Field

Current Version

Proposed Version

Changed	Field	Current Versi	on	Proposed Vei	rsion
0	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class or take-home essays Collaborative learning and small group exercises: written or oral Quiz and examination review performed in class Map Assignments In-class exploration of internet sites Homework and extended projects Guest speakers Other: Film / documentary / or other media	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class or take-home essays Collaborative learning and small group exercises: written or oral Quiz and examination review performed in class Map Assignments In-class exploration of internet sites Homework and extended projects Guest speakers Film / documentary / or other media

Changed	Field	Current Version	Proposed Version
	Field	 Current version 1. Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural events of the historical era for this course. 2. Regular Writing Assignments: Selected from a combination of assignments such as: research papers, reading and viewing responses; in-class or take- home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 750 words with proper citations. 3. Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. 4. Objective evaluation through assignments such as: quizzes, map identifications, or objective sections of in-class midterm(s) or the final examination in which students demonstrate the ability to critically evaluate, analyze, 	 Proposed version 1. Regular Reading Assignments: Assigned readings from a college- level text(s), primary historical documents, and secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural events of the historical era for this course. 2. Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique, and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography. 3. Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. 4. Objective evaluation through assignments such as: quizzes, map identifications, or objective sections of in-class midterm(s) or the final examination in which students demonstrate the ability to critically evaluate, analyze, contextualize, synthesize, or critique primary and secondary historical sources in world history. 5. View assigned media shown in class or in the lab. Each viewing
		contextualize, synthesize or critique primary and secondary historical sources in world	assignment is accompanied with specific written or oral questions or prompts to assess, contextualize,
		history	

history.

synthesize, or critique.

Changed Field	Current Version	Proposed Version
	 View assigned media shown in class or in the lab. Each viewin assignment is accompanied wi specific written or oral question or prompts to assess, contextualize, synthesize or critique. 	ng th

Changed	Field
Changeu	Field

0	Methods of			
-	Evaluation	Methods		Methods of Evaluation
		of Evaluation	of Evaluation	
			Lindution	

Changed Field	Field	Current Version	Proposed Version		
		Methods of	1. Oral analysis: participation in	Methods of	1. Oral analysis: participation in and
		Evaluation	and	Evaluation	contribution toward
			contribution		classroom
			toward		discussions,
			classroom		debates, or
			discussions,		specified group
			debates, or		project(s) in which
			specified group		students
			project(s) in		demonstrate
			which students		analysis, synthes
			demonstrate		critique, and critic
			analysis,		thinking skills, suc
			synthesis,		as clarity of
			critique and		argument and the
			critical thinking		use of evidence to
			skills, such as		support argument
			clarity of		in oral
			argument and		interpretations of
			the use of		sources, including
			evidence to		primary historical
			support		documents.
			arguments, in		2. Writing
			oral		Assignments:
			interpretations		Students will write
			of sources,		total of 1700 word
			including		in a variety of
			primary		combinations that
			historical		include at least o
			documents.		individually writte
			2. Writing		paper of at least
			Assignments:		600 words with
			Students will		proper citations a
			write a total of		bibliography.
			1700 words in		Writing
			a variety of		assignments may
			combinations		include: research
			that include at		papers; in-class o
			least one		take-home essay
			individually		in exam format
			written paper of		including the final
			at least 750		exam; book
			words with		review(s); and oth
			proper		analytical project(
			citations, such		in which students
			as: an essay(s)		demonstrate the
			exam,		ability to critically
			workbook(s),		analyze or
			video review		synthesize thema
			form(s), Power-		questions, primar

point	historical
presentation(s),	documents, and
journal(s), book	secondary source
review(s), or	interpretations of
other analytical	world history.
project(s) in	3. Objective
which students	evaluation through
demonstrate	assignments, such
the ability to	as: quizzes, map
critically	identifications,
analyze or	objective sections
synthesize	of in-class exams,
thematic	or other analytical
questions,	projects, in which
primary	students
historical	demonstrate,
documents,	assess, synthesize,
and secondary	or critique the
source	knowledge of
interpretations	college-level
of world history.	secondary source
3. Objective	readings and
evaluation	primary source
through	documents in the
assignments,	era of history for
such as:	this course.
quizzes, map	
identifications,	
objective	
sections of in-	
class exams, or	
other analytical	
projects, in	
which students	
demonstrate,	
assess,	
synthesize or	
critique the	
knowledge of	
college-level	
secondary	
source	
readings and	
primary source	
documents in	
the era of	
history for this	
-	
course.	
1	

Changed	Field	Current Version	Proposed Version
8	Essential Student Materials/Essential College Facilities	 Essential Student Materials: None. Essential College Facilities: None. 	Essential Student Materials: None Essential College Facilities: None

Changed Field

Examples of]		
Primary Texts and References	Title	No value	Title	Traditions and Encounters: A Global
	Author	Bentley, Jerry H. and Herbert F.		Perspective on the Pa
		Ziegler. Traditions and Encounters: A Global Perspective on the Past. 6th edition. McGraw	Author	Bentley, Jerry and Herbert F. Ziegler, Heather Streets Salter and Craig Benjamin.
		Hill, 2015.	Publisher	McGraw Hill.
	Publisher	No value	Date/Edition	2020. 7th Edition.
	Date/Edition	No value	ISBN	No value
	ISBN	No value	Title	A Peoples' History of t
	Title	No value		World: From the Stone Age to the New Millennium.
	Author	Dunn, Ross E. and Laura Mitchell.	Author	Harman, Chris.
		Panorama: A World History. McGraw	Publisher	Verso.
		Hill, 2014.	Date/Edition	2017.
	Publisher	No value	ISBN	No value
	Date/Edition	No value		
	ISBN	No value	Title	Ways of the World: A Brief Global History:
	Title	No value		Value Edition.
	Author	Harman, Chris. A	Author	Strayer, Robert W. and Eric W. Nelson.
		People's History of the World: From the	Publisher	Macmillan.
		Stone Age to the New Millennium.	Date/Edition	2022. Fifth Edition.
		London: Verso, 2017.	ISBN	No value
	Publisher	No value		
	Date/Edition	No value		
	ISBN	No value		

Proposed Version

Title	No value
Author	Strayer, Robert W. and Eric W. Nelson. Ways of the World: A Brief Global History: Combined Volume Third Edition. Bedford/St. Martin, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Author	Tignor, Robert, Jeremy Adelman, Peter Brown, Benjamin Elman, Xinru Liu, Holly Pittman and Brent Shaw. Worlds Together, Worlds Apart, Volume 1: Beginnings through the Fifteenth Century. W.W. Norton & Company, Inc. 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present: Seagull Edition.
Author	Adelman, Jeremy, and Elizabeth Pollard, Clifford Rosenberg, and Robert Tignor.
Publisher	W. W. Noton and Company.
Date/Edition	2021. Seagull Third Edition.
ISBN	No value
Title	A History of World Societies: Value Edition.
Author	Wiesner-Hanks, Merry E. and Patricia Buckley Ebrey, Roger B. Beck, Jerry Davila, Clare Haru Crowston, and John P. McKay.
Publisher	Macmillan.
Date/Edition	2021. Twelfth Edition.
ISBN	No value

Changed	Field	Current Ve	rsion	Proposed Version
9	Suggested Reading List	Reading List	Freeman, C., Egypt. Greece and Rome: Civilizations of the Ancient Mediterranean. Oxford University Press. 2004.	No value
		May include, but are not limited to	No value	
		Reading List	Diamond, Jared. Guns, Germs and Steel. W.W. Norton and Co., 1999.	
		May include, but are not limited to	No value	
		Reading List	McNeil, William. Plagues and Peoples. Anchor, 1977.	
		May include, but are not limited to	No value	
		Reading List	Gilbert, Erik and Jonathan T. Reynolds. Africa in World History: From Prehistory to the Present. 3rd ed. Pearson-Prentice Hall. 2011.	
		1		

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Reading List	Wiesner-Hanks, Merry E. Gender in History: Global Perspectives. 2nd ed. Malden, MA: Wiley-Blackwell, 2011.
May include, but are not limited to	No value

Reading List	Coe, Michael D. The Maya: Ancient Peoples and Places. London: Thames & Hudson, 2011.
May include, but are not limited to	No value

Reading List	Coe, Michael D. Mexico: From the Olmecs to the Aztecs. London: Thames & Hudson, 2013.
May include, but are not limited to	No value

Current Version	
Reading List	Cornford, Francis M. Before and After Socrates. Cambridge: Cambridge University Press. 1932.
May include, but are not limited to	No value
Reading List	Cornford, Francis M. From Religion to Philosophy: A Study in the Origins of Western Speculation, Mythos: Princeton/Bollingen Series in World Mythology. Princeton: Princeton University Press. 1991.
May include, but are not limited to	No value
Reading List	Tanner, Harold. China: A History: From Neolithic Cultures through the Great Qing Empire,

(10,000 BCE - 1799 CE). Hackett Publishing

Co. 2010.

No value

Мау

include, but are not limited to

Reading List	Farrington, Benjamin. Greek Science. London: Spokesman Books. 2000.
May include, but are not limited to	No value

Reading	Hansen, Valerie, The
List	Open Empire: A History
	of China Through 1600.
	W. W. Norton &
	Company. 2000.

Мау	No value
include,	
but are	
not	
limited	
to	

Reading List	Franfort, Henri. The Birth of Civilization in the Near East. New York: Ernest Benn. Barnes & Noble. 1949.
May include, but are not limited to	No value

Reading	Avari, Burjor. India: The
List	Ancient Past: A History
	of the Indian Sub-
	Continent from c. 7000
	BC to AD 1200.
	Routledge. 2007.

Мау	No value
include,	
but are	
not	
limited	
to	

Reading List	Asher, Catherine. India before Europe. Cambridge University Press. 2006.
May include, but are not limited to	No value

Reading List	Bellwood, Peter. First Farmers: The Origins of Agricultural Societies. Wiley-Blackwell, 2005.
May include, but are not limited to	No value

Reading List	Liu, Xinru. The Silk Road in World History. Oxford University Press. 2010.
May include, but are not limited to	No value

Reading List	Millard, Anne. Atlas of Ancient Worlds: A Pictorial Atlas of Past Civilization. D. K. Publishing. 2001.
May include, but are not limited to	No value
Reading List	Foltz, Richard. Religions of the Silk Road: Premodern Patterns of Globalization. Palgrave Macmillan. 2010.

Мау	No value
include,	
but are	
not	
limited	
to	

Reading List	Oliver, Roland. African Experience: From Olduvai Gorge to the 21st Century. New York: Harper Collins. 2000.
May include, but are not limited to	No value

Reading	Hopfe, Lewis M.
List	Religions of the World.
	13th ed. Pearson. 2015.

Мау	No value
include,	
but are	
not	
limited	
to	

Reading List	Meltzer, Milton. Slavery: A World History. Da Capo Press. 1993.
May include, but are not limited to	No value

Reading List	Strathern, Andrew J. Oceania: An Introduction to the Cultures and Identities of Pacific Islanders. Carolina Academic Press. 2002.
May include, but are not limited to	No value

Reading List	Stearns, Peter. World History in Brief: Major Patterns of Change and Continuity. 8th ed. Pearson. 2012.		
May include, but are not limited to	No value		

Changed Field	Current Ve	rsion	Proposed Version
	Reading List	Stearns, Peter. World History in Documents: A Comparative Reader. 2nd ed. Pearson. 2008.	
	May include, but are not limited to	No value	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an interregional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures. Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history. Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from prehistory to 750 CE. 	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an interregional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures. Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history. Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from prehistory to 750 CE.

Changed	Field	Current Versior	Current Version		Proposed Version	
	CSLOs	CSLOs	Demonstrate and apply knowledge of the earliest World history through 750 CE to construct defensible statements of meaning and evaluation about this period's developments.	CSLOs	Demonstrate and apply knowledge of the earliest World history through 750 CE to construct defensible statements of meaning and evaluation about this period's developments.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	
		CSLOs	Identify, critically evaluate, and interpret primary documents from the earliest World history through 750 CE to construct historical analysis.	CSLOs	Identify, critically evaluate, and interpret primary documents from the earliest World history through 750 CE to construct historical analysis.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	

Course Outline

Changed	Field	Current Version	Proposed Version	
Changed	Field Course Content	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. The study of history as it relates to world history, particularly: History defined; history as different from myth World history as having multiple cultural perspectives The practical importance of the study of history, and in particular, world history, for global citizenry Historical research methodologies appropriate to the study of an integrated approach to world history Frameworks used to analyze historical processes, phenomena, and events from a global perspective Sources in the study of civilizations and cultures in world history, from prehistory to 750 CE, particularly: Defining historical sources: primary and secondary Critical analysis of Critical analysis of	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. The study of history as it relates to world history, particularly: History defined; history as different from myth World history as having multiple cultural perspectives The practical importance of the study of history, and in particular, world history, for global citizenry Historical research methodologies appropriate to the study of an integrated approach to world history Frameworks used to analyze historical processes, phenomena, and events from a global perspective Sources in the study of civilizations and cultures in world history, from prehistory to 750 CE, particularly: Defining historical sources: primary and secondary Defining historical sources: primary and secondary Methodical sources: primary and Secondary Secondary	
		historical evidence; awareness of diverse approaches;	 Critical analysis of historical evidence; awareness of diverse 	
		construction of arguments	approaches; construction of arguments	

- 3. Objectivity and perspective; interpretation and critical reflection; validity and impact; proper citation of sources
- 4. Historiography and its relationship to the development of world history as a field
- 2. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter-regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures.
 - 1. Examine major themes in World History to 750 CE, including:
 - Political: Analyze, compare, and contrast distinctive forms of political organization in early world history and their impact, including forms of governance, state-building, empires, expansion, conflict, and interstate relations
 - Economic: Explain various forms of economic organization in early world history and their global impact,including

- 3. Objectivity and perspective; interpretation and critical reflection; validity and impact; proper citation of sources
- 4. Historiography and its relationship to the development of world history as a field
- 2. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter-regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures.
 - 1. Examine major themes in World History to 750 CE, including:

1. Political: Analyze, compare, and contrast distinctive forms of political organization in early world history and their impact, including forms of governance, state-building, empires, expansion, conflict, and interstate relations

2. Economic: Explain various forms of economic organization in early world history and their global

Proposed Version

agricultural and	impact, including
pastoral producti	-
trade and comme	
labor systems, a	
networks of exch	-
3. Social: Analyze t	-
development and	-
transformation of	
social structures	in transformation of
early world histor	ry, social structures in
including gender	roles early world history,
and relations, far	mily including gender roles
and kinship, racia	al and relations, family
and ethnic	and kinship, racial
constructions, ar	nd and ethnic
social and econo	omic constructions, and
classes	social and economic
4. Cultural: Explain	the classes
historical signific	ance 4. Cultural: Explain the
of cultural	historical significance
developments in	of cultural
religions, belief	developments in
systems,	religions, belief
philosophies,	systems,
literature, ideolog	gies, philosophies,
science and	literature, ideologies,
technology, arts,	•
aesthetics, and	technology, arts,
architecture in ea	
world history	architecture in early
5. Environmental:	world history
Analyze the way	-
which the world's	
physical and nati	, , ,
environment has	
affected and bee	
affected by	affected and been
developments in	
human history,	developments in
including demog	
and disease,	including demography
migration, patter	
settlement, biolog	
exchange, and	settlement, biological
technology	exchange, and
2. Recognize the contribu	-
of diverse peoples in th	
development of world	of diverse peoples in the
history, including:	development of world
matory, moluting.	

history, including:

Proposed Version

- 1. The impact of ethnic and racial diversity
- The roles and experiences of women and men
- The experiences of the working classes and the issue of slavery
- 4. The role of human sexuality and the issue of sexual orientation
- 5. The role of dissent with regard to belief systems
- Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history.
 - 1. Knowledge of geography in world history, including continents, civilizations, cultural areas
 - 2. Understanding the extent of human knowledge of geographical space in various historical time periods
 - Ability to assess the relationship of geography to historical events over time
 - 4. Political, economic, social, demographic, and environmental factors related to geographic influences
- Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world

- 1. The impact of ethnic and racial diversity
- 2. The roles and experiences of women and men
- The experiences of the working classes and the issue of slavery
- 4. The role of human sexuality and the issue of sexual orientation
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 - 3. Ability to assess the relationship of geography to historical events over time
 - 4. Political, economic, social, demographic, and environmental factors related to geographic influences
- 4. Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world

Changed	Field	Current Version	Proposed Version
		history, and to understand the	history, and to understand the
		chronology of the stages of	chronology of the stages of
		development in the world from	development in the world from
		prehistory to 750 CE.	prehistory to 750 CE.
			1. Prehistoric humans and
		1. Prehistoric humans and the	ir their migrations (prehistory
		migrations (prehistory to c.	to c. 10,000 BCE) and
		10,000 BCE) and analysis of	
		developments, such as:	such as:
		1. Paleolithic cultures;	1. Paleolithic cultures;
		social organization;	social organization;
		roles of women and	roles of women and
		men; gathering and	men; gathering and
		hunting	hunting
		2. Migration of homo	2. Migration of homo
		sapiens out of Africa	sapiens out of Africa
		to the continents of	to the continents of
		the Americas, Asia,	the Americas, Asia,
		Europe, and Oceania	
		3. Use of languages and	
		advanced stone tools	
		controlled use of fire;	
		practice of human	practice of human
		spirituality	spirituality
		2. Emergence of agrarian	2. Emergence of agrarian
		societies (c. 10,000 to 3500	
		BCE) and analysis of	BCE) and analysis of
		developments, such as:	developments, such as:
		1. Neolithic cultures in	1. Neolithic cultures in
		various regions of the	
		world, including the	world, including the
		Fertile Crescent of	Fertile Crescent of
		Southwest Asia,sub-	Southwest Asia, sub-
		Saharan Africa,	Saharan Africa.
		China, New Guinea,	China, New Guinea,
		Mesoamerica, the	Mesoamerica, the
		Andes, and eastern	Andes, and eastern
		North America	North America
		2. Agricultural revolution	
		and its impact;	and its impact;
		domestication of	domestication of
		plants and animals in	
		various cultures	various cultures
		3. Cross-cultural	3. Cross-cultural
		analysis of the impac	
		of settled agriculture;	
		-	-
		positive and negative factors	positive and negative factors
		4. Pastoral societies an	
		nomads	nomads

Proposed Version

ield	Current Version	Proposed Version
	5. Chiefdoms and th	e 5. Chiefdoms and the
	issue of inequality	in issue of inequality in
	Neolithic cultures	Neolithic cultures
	Early complex societies,	, the 3. Early complex societies, the
	first civilizations and first	t first civilizations and first
	cities (c. 3500 BCE to 50	00 cities (c. 3500 BCE to 500
	BCE), and analysis of	BCE), and analysis of
	developments, such as:	developments, such as:
	1. Theories regardin	g 1. Theories regarding
	the origins of	the origins of
	civilization; definit	ion civilization; definition
	of "civilization" as	a of "civilization" as a
	term, its historical	term, its historical
	complexity, and its	s complexity, and its
	various usages	various usages
	2. Examples of early	2. Examples of early
	civilizations, inclu-	ding civilizations, including
	Mesopotamia, Eg	ypt, Mesopotamia, Egypt,
	Nubia, Norte	Nubia, Norte
	Chico/Peru, Indus	Chico/Peru, Indus
	Valley, China und	er Valley, China under
	Xia/Shang/Zhou	Xia/Shang/Zhou
	dynasties,	dynasties,
	Oxus/Central Asia	a, Oxus/Central Asia,
	Olmec/Mesoamer	rica Olmec/Mesoamerica
	3. The issue of	3. The issue of
	hierarchies based	I on hierarchies based on
	class, gender, and	d class, gender, and
	ethnicity in humar	-
	civilizations; the is	ssue civilizations; the issue
	of slavery	of slavery
	4. Urban revolution i	
	early human histo	early human history
	and its impact;	and its impact;
	positive and nega	tive positive and negative
	factors	factors
	5. Environmental an	
	technological imp	
	of early civilization	-
	including irrigatior	
	the wheel, metal t	tools the wheel, metal tools
	6. Rise of the state;	6. Rise of the state;
	development of la	-
	role of kings and	role of kings and
	queens; conflict,	queens; conflict,
	warfare, and	warfare, and
	diplomacy	diplomacy
	7. Trade, inter-region	-
	interaction, econo	omic interaction, economic
	an all and the second	

exchange, labor

al interaction, economic exchange, labor

Changed	Field	Current Version	Proposed V	resion
		systems,	and the use	systems, and the use
		of money	1	of money
		8. Writing, a	alphabets,	8. Writing, alphabets,
		and acco	unting;	and accounting;
		artistic a	าป	artistic and
		architect	ural	architectural
		achieven	nents such as	achievements such
		pyramids	and statuary	as pyramids and
		9. Polytheis	tic belief	statuary
		systems	and usages;	9. Polytheistic belief
		precurso	rs to	systems and usages;
		monothe	ism; cultural	precursors to
		borrowin	g	monotheism; cultural
		10. Examina		borrowing
			ly influential	10. Examination of
		-	such as King	historically influential
		Hammur		persons, such as King
		-	a and his law	Hammurabi of
		code, Eg		Babylonia and his law
			Akhenaten	code, Egyptian
		and mon		Pharaoh Akhenaten
			nd Queen	and monotheistic
			sut and her	views, and Queen
		role in Eg		Hatshepsut and her
		4. Formation of cl		role in Egypt
		societies and th		Formation of classical era
		interactions (c.		societies and their
		500 CE), analy		interactions (c. 500 BCE -
		comparison, an		500 CE), analysis,
		their forms of p		comparison, and contrast of
		social organiza		their forms of political and
		economic syste	ms,	social organization,
		technological,		economic systems,
		environmental,		technological,
		influences (incl	•	environmental, and cultural
		aesthetic, litera	•	influences (including artistic,
		architectural co	•	aesthetic, literary and
		Religious and F	•	architectural contributions),
		Perspectives, h influential perso	•	Religious and Philosophical Perspectives, historically
		on ordinary per	•	influential persons, impact
		analysis of dev		on ordinary persons, and
		such as:		analysis of developments,
		1. Persian	vivilization	such as:
		and emp		1. Persian civilization
		-	s Cyrus and	and empire:
			arathustra	monarchs Cyrus and
			astrianism;	Darius; Zarathustra

Persian satraps; art

and architecture

and Zoroastrianism;

•	
2. Greek civilization: city-	Persian satraps; art
states, oligarchy,	and architecture
democracy,	2. Greek civilization:
imperialism; leaders	city-states, oligarchy,
Cleisthenes,Pericles, and Alexander III of	democracy,
	imperialism; leaders
Macedon; writings of	Cleisthenes, Pericles, and Alexander III of
Herodotus; Sparta	
and Athens;	Macedon; writings of
aesthetics and	Herodotus; Sparta
mythology;	and Athens;
monuments and	aesthetics and
libraries	mythology;
3. Roman civilization:	monuments and
republic and empire;	libraries
military leader Julius	3. Roman civilization:
Caesar and emperor	republic and empire;
Augustus; debt; art	military leader Julius
and architecture;	Caesar and emperor
Paganism and	Augustus; debt; art
Christianity;	and architecture;
historians; patriarchy	Paganism and
and class	Christianity;
4. Civilization and	historians; patriarchy
empire in Qin and	and class
Han China; Qin ruler	4. Civilization and
Shihuangdi and Han	empire in Qin and
emperor Wudi;	Han China; Qin ruler
writings of historians;	Shihuangdi and Han
Confucius and	emperor Wudi;
Confucianism;	writings of historians;
Legalism; Daoism;	Confucius and
Han and Qin dynasty	Confucianism;
art and architecture	Legalism; Daoism;
5. Mauryan and Gupta	Han and Qin dynasty
civilizations, regional	art and architecture
states, and	5. Mauryan and Gupta
intermittent empires in	civilizations, regional
India; Hinduism;	states, and
Siddhartha Gautama	intermittent empires in
and Buddhism;	India; Hinduism;
Jainism; Asceticism;	Siddhartha Gautama
Mauryan art and	and Buddhism;
architecture; emperor	Jainism; Asceticism;
Ashoka; Kamasutra	Mauryan art and
and caste	architecture; emperor
6. African civilizations	Ashoka; Kamasutra
and kingdoms of	and caste
Meroe, Axum, and	6. African civilizations
Niger Valley; Bantu	and kingdoms of

migration; Kushite	Meroe, Axum, and
ruler Piye; Persian	Niger Valley; Bantu
influence; Art and	migration; Kushite
architecture;	ruler Piye; Persian
Christianity; Cities	influence; Art and
without States	architecture;
7. Mayan civilizations	Christianity; Cities
and kingdoms;	without States
Teotihuacan social	7. Mayan civilizations
and political structure,	and kingdoms;
art and architecture;	Teotihuacan social
Chavin as the	and political structure,
formation of a	art and architecture;
religious movement;	Chavin as the
Moche pottery and	formation of a
political structure;	religious movement;
Wari and Tiwanaku	Moche pottery and
empires	political structure;
5. Social and economic	Wari and Tiwanaku
structures, hierarchies,	empires
inequalities, and alternatives	5. Social and economic
in classical era societies(c.	structures, hierarchies,
500 BCE - 500 CE),	inequalities, and alternatives
comparisons and contrasts,	in classical era societies(c.
and analysis of	500 BCE - 500 CE),
developments, such as:	comparisons and contrasts,
1. Economic class	and analysis of
systems, (e.g.,	developments, such as:
landlords, peasants,	1. Economic class
and merchants in	systems, (e.g.,
China; caste system	landlords, peasants,
in India; stratification	and merchants in
among the Maya	China; caste system
2. Slavery in various	in India; stratification
forms in the Americas,	among the Maya
Africa, and Eurasia,	2. Slavery in various
and slave rebellions	forms in the
(e.g., slavery in the	Americas, Africa, and
Roman Empire and	Eurasia, and slave
rebellion of	rebellions (e.g.,
Spartacus; slavery in	slavery in the Roman
Meroe, Africa)	Empire and rebellion
3. Patriarchy in various	of Spartacus; slavery
societies; restrictions	in Meroe, Africa)
on women's roles	
	3. Patriarchy in various
(e.g., political,	societies; restrictions
economic, social);	on women's roles
achievements of	(e.g., political,
women (e.g., Meroe	economic, social);
queene in Africe	achievements of

queens in Africa,

achievements of

Roman matrons,	women (e.g., Meroe
Spartan female	queens in Africa,
athletes,writings of	Roman matrons,
Ban Zhao in China)	Spartan female
4. Treatment of	athletes, writings of
homosexuality in	Ban Zhao in China)
various societies	4. Treatment of
(e.g., examples in	homosexuality in
Greece and India)	various societies
5. Alternatives to	(e.g., examples in
hierarchy and empire,	Greece and India)
such as West African	5. Alternatives to
urban centers, North	hierarchy and empire
American native	such as West African
cultures, Greek city-	urban centers, North
states, and small	American native
republics within India	cultures, Greek city-
6. Various forms of	states, and small
kinship structures and	republics within India
gender relations in	6. Various forms of
classical era societies	kinship structures and
7. Issue of access, or	gender relations in
lack of access, to	classical era societies
education in classical	7. Issue of access, or
era societies	lack of access, to
6. Development, comparison,	education in classical
and contrast of major belief	era societies
systems as well as artistic,	6. Development, comparison,
scientific, and technological	and contrast of major belief
developments, and their	systems as well as artistic,
influence and spread cross-	scientific, and technological
culturally, the efforts to	developments, and their
assert universal truths, the	influence and spread cross-
ongoing practice of earlier	culturally, the efforts to
traditional belief systems	assert universal truths, the
alongside new and codified	ongoing practice of earlier
written belief systems in	traditional belief systems
core civilizations, the role of	alongside new and codified
historically influential	written belief systems in
persons and the impact on	core civilizations, the role of
ordinary persons (c. 500	historically influential
BCE- 700 CE), such as:	persons and the impact on
1. Comparisons and	ordinary persons (c. 500
contrasts of pre-	BCE- 700 CE), such as:
classical era	1. Comparisons and
polytheistic,	contrasts of pre-
pantheistic, and Great	classical era
Mother belief	polytheistic,
systems, ceremonies	pantheistic, and Grea

hanged	Field	Current Version		Proposed Version	
		2.	Chinese Legalism,		ystems, ceremonies
			Confucianism, and	-	ind rituals
			Daoism; impact of		Chinese Legalism,
			Confucius		Confucianism, and
		3.	Buddhism and		Daoism; impact of
			Hinduism in India;		Confucius
			impact of Siddhartha		Buddhism and
			Gautama, Jainism;		linduism in India;
			Asceticism; Mauryan		npact of Siddhartha
			art and architecture;		Gautama, Jainism;
			emperor Ashoka;		sceticism; Mauryar
			Kamasutra and Caste		irt and architecture;
		4.	Zoroastrianism,		emperor Ashoka;
			Judaism, and the rise		amasutra and Cast
			of monotheism;		Zoroastrianism,
			impact of Zoroaster		udaism, and the ris
			and the Hebrews		of monotheism;
		5.	Greek polytheism vs.		mpact of Zoroaster
			Greek rationalism;		ind the Hebrews
			impact of Socrates,		Greek polytheism vs
			Plato, Aristotle,		Greek rationalism;
			Pythagoras,		mpact of Socrates,
			Aristarchus		Plato, Aristotle,
		6.	Early Christianity;		ythagoras,
			impact of Jesus of		Aristarchus
		_	Nazareth		Early Christianity;
		7.	Origins of Islam;		npact of Jesus of
			impact of Muhammad		lazareth
			Ibn Abdullah		Drigins of Islam;
		8.	Native African belief		mpact of Muhamma
			systems and spiritual		bn Abdullah
			views, such as those		lative African belief
			of Meroe		ystems and spiritua
		9.	Native American		iews, such as those
			belief systems and		of Meroe
			spiritual views, such		Native American
		10	as those of the Maya		elief systems and
		10.	Artistic, literary,		piritual views, such
			scientific, and		is those of the Maya
			technological		Artistic, literary,
			developments of the		cientific, and
			various cultures		echnological
			above, such		levelopments of the
			as:invention of paper		arious cultures
			in China; zero and		bove, such
			decimal place system		s:invention of pape
			in India; astronomical		n China; zero and
			calculations among		lecimal place system
			the Maya; iron		n India; astronomica
			manufacturing in	C	alculations among

Proposed Version

Current Version	Propos
Meroe, Africa; Greek theater and history; Buddhist imagery 11. Gender issues and treatment of women in various belief systems 7. The emergence, development, and interactions of post-classical era societies (c. 500 CE - 750 CE) and their political, economic, social, cultural, and environmental impact, as they challenge, replace, or serve as alternatives to classical era states, and the role of historically influential persons and cultures and their impact on ordinary persons, such as comparisons and contrasts of: 1. Native American cultures such as the	Propos
 Moche of Peru, Ancestral Pueblo, and Mississippian 2. Bantu cultures in sub- Saharan Africa, and African urban centers such as Jenne-jeno in Niger River area 3. Early Islamic cultures and empires to 750 CE; impact of the Umayyad caliphate 4. Early Byzantine empire; Germanic cultures of post- Roman empire 5. Sui and early Tang dynasties and cultures in China; early Japanese, Korean, and Vietnamese cultures 6. Nomadic influences and conguests, such 	

and conquests, such as those of the Turkic cultures in Asia the Maya; iron manufacturing in Meroe, Africa; Greek theater and history; Buddhist imagery

 Gender issues and treatment of women in various belief systems

7. The emergence, development, and interactions of post-classical era societies (c. 500 CE -750 CE) and their political, economic, social, cultural, and environmental impact, as they challenge, replace, or serve as alternatives to classical era states, and the role of historically influential persons and cultures and their impact on ordinary persons, such as comparisons and contrasts of:

- Native American cultures such as the Moche of Peru, Ancestral Pueblo, and Mississippian
- 2. Bantu cultures in sub-Saharan Africa, and African urban centers such as Jenne-jeno in Niger River area
- Early Islamic cultures and empires to 750 CE; impact of the Umayyad caliphate
- 4. Early Byzantine empire; Germanic cultures of post-Roman empire
- 5. Sui and early Tang dynasties and cultures in China; early Japanese, Korean, and Vietnamese cultures

	0 The coord	loration of		6 Nomodia influences
	8. The acce			6. Nomadic influences
		c and cross-cultural		and conquests, such
		ns in early world		as those of the Turki
	• •	o c. 750 CE),	0.7	cultures in Asia
	•	new networks of		he acceleration of
		nsportation, and		conomic and cross-cultur
		cation, new		teractions in early world
		nents in state		istory (to c. 750 CE),
		and practices,		ncluding new networks of
		of artistic and		ade, transportation, and
		traditions as well		ommunication, new
	-	ical exchanges and		evelopments in state
	environm	ental impact, such		ormation and practices,
	as:			iffusion of artistic and
	1. Th	e Silk Roads in		cientific traditions as well
		rasia		s biological exchanges ar
	2. Se	a routes in the	е	nvironmental impact, such
	Inc	lian Ocean basin	a	S:
	3. Tra	ans-Saharan routes		1. The Silk Roads in
	an	d other networks in		Eurasia
	Afr	ica, such as the		2. Sea routes in the
	Re	d Sea		Indian Ocean basin
	4. Ne	tworks in the		3. Trans-Saharan route
	An	nericas and their		and other networks i
	CO	ntrast with Eastern		Africa, such as the
	He	misphere; new		Red Sea
	tra	de routes of		4. Networks in the
	Me	esoamerica		Americas and their
	5. Vie	ew of these various		contrast with Easterr
	ex	changes as		Hemisphere; new
	pre	ecursors to a more		trade routes of
	glo	balized context of		Mesoamerica
	ex	change;		5. View of these variou
		amination of the		exchanges as
	ge	ographic situation		precursors to a more
	-	these historical		globalized context of
		velopments		exchange;
				examination of the
				geographic situation
				of these historical
				developments
Lab Component in this	No		No	
Course				

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

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

Changed	Questions	Current Version	Proposed Version
0	Effective Quarter	Fall	No Value
9	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	HIST 003A	HIST 003A
	Course Status	Non-substantial	Non-substantial
9	Course Status Code	A	No Value
9	Banner Department	HIST	No Value
0	Course Level	DU	No Value
9	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
9	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	06/11/2019	No Value
0	Emergency Approval	No	No Value
4		ΝΟ	no value

Changed	Questions	Current Version	Proposed Version
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization	239004	No Value

Changed	Questions	Current Version	Proposed Version
0	Account Code	1320	No Value
•	Program Code	220500	No Value
0	Percent	100	No Value
	Curriculum Office Notes	 (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23)cc 	 (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23)cc
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

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

Blue Form

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

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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
9	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter- regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - D Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from prehistory to 750 CE Assignments: -A Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural events of the historical era for this course.

Changed	Questions	Current Version	Proposed Version
0	Objective 2:	No Value	Assignments: - B Regular Writing
	Compose		Assignments: Selected from a
	essays drawn		combination of assignments such as:
	from personal		research papers; in-class or take-home
	experience and		essays in exam format including the final
	assigned texts.		exam; book review(s); and other analyt
	•		assignments that synthesize, critique
			and evaluate primary and secondary
			sources and demonstrate an
			understanding of the historical era for
			this course. Students will write a
			minimum of 1700 words during the
			quarter, including at least one
			individually typed paper of at least 600
			words with proper citations and
			bibliography Methods of Evaluation:
			B Writing Assignments: Students will
			write a total of 1700 words in a variety
			combinations that include at least one
			individually written paper of at least
			600 words with proper citations and
			bibliography. Writing assignments may
			include research papers; in-class or
			take-home essays in exam format
			including the final exam; book
			review(s); and other analytical project(s
			in which students demonstrate the abili
			to critically analyze or synthesize
			thematic questions, primary historical
			documents, and secondary source
			interpretations of world history.

Changed	Questions	Current Version	Proposed Version
0	Objective 3:	No Value	Assignments: - B Regular Writing
	Utilize MLA		Assignments: Selected from a
	guidelines to		combination of assignments such as:
	format essays,		research papers; in-class or take-home
	cite sources,		essays in exam format including the fina
	and compile a		exam; book review(s); and other analyti
	works cited		assignments that synthesize, critique
	page.		and evaluate primary and secondary
			sources and demonstrate an
			understanding of the historical era for
			this course. Students will write a
			minimum of 1700 words during the
			quarter, including at least one
			individually typed paper of at least 600
			words with proper citations and
			bibliography Methods of Evaluation:
			B Writing Assignments: Students will
			write a total of 1700 words in a variety of
			combinations that include at least one
			individually written paper of at least
			600 words with proper citations and
			bibliography. Writing assignments may
			include research papers; in-class or
			take-home essays in exam format
			including the final exam; book
			review(s); and other analytical project(s
			in which students demonstrate the abili
			to critically analyze or synthesize
			thematic questions, primary historical
			documents, and secondary source
			interpretations of world history.

Changed	Questions	Current Version	Proposed Version
0	Objective 4:	No Value	Assignments: - B Regular Writing
	Create		Assignments: Selected from a
	syntactically		combination of assignments such as:
	varied		research papers; in-class or take-home
	sentences that		essays in exam format including the fina
	are free of		exam; book review(s); and other analytic
	mechanical		assignments that synthesize, critique
	errors.		and evaluate primary and secondary
			sources and demonstrate an
			understanding of the historical era for
			this course. Students will write a
			minimum of 1700 words during the
			quarter, including at least one
			individually typed paper of at least 600
			words with proper citations and
			bibliography Methods of Evaluation: -
			B Writing Assignments: Students will
			write a total of 1700 words in a variety o
			combinations that include at least one
			individually written paper of at least
			600 words with proper citations and
			bibliography. Writing assignments may
			include research papers; in-class or
			take-home essays in exam format
			including the final exam; book
			review(s); and other analytical project(s)
			in which students demonstrate the ability
			to critically analyze or synthesize
			thematic questions, primary historical
			documents, and secondary source
			interpretations of world history.

Changed	Questions	Current Version	Proposed Version
9	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter- regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - D Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from prehistory to 750 CE Assignments: -A Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural events of the historical era for this course Assignments: - B Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one

Changed	Questions	Current Version	Proposed Version
			individually typed paper of at least 600
			words with proper citations and
			bibliography Methods of Evaluation: -
			B Writing Assignments: Students will
			write a total of 1700 words in a variety o
			combinations that include at least one
			individually written paper of at least
			600 words with proper citations and
			bibliography. Writing assignments may
			include research papers; in-class or
			take-home essays in exam format
			including the final exam; book
			review(s); and other analytical project(s)
			in which students demonstrate the abilit
			to critically analyze or synthesize
			thematic questions, primary historical
			documents, and secondary source
			interpretations of world history.
			······································

B-Matrix Form

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

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

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

F-Matrix Form

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

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

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

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

G-Matrix Form

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

H-Matrix Form

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
Changed	Questions 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.)	Current Version No Value	Outline: - A Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter-regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - C Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history Outline: - D Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the
			stages of development in the world from prehistory to 750 CE.

Changed	Questions	Current Version	Proposed Version
Changed	Questions 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.)	Current Version	 Proposed Version Assignments: - C Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. (The group work has collaborative components to it.) Methods of Evaluation: - A Oral analysis: participation in and contribution toward classroom discussions, debates, or specified group project(s) in which students demonstrate analysis, synthesis, critique and critical thinking skills, such as clarity of argument and the use of evidence to support arguments, in oral interpretations of sources, including primary historical documents Assignments: - B Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography Methods of Evaluation: - B. Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually written paper of at least 600 words with proper citations and bibliography. Writing assignments may include research papers; in-class or
			600 words with proper citations and bibliography. Writing assignments may
			review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history.

Changed	Questions	Current Version	Proposed Version
Ð	Criteria 3:	No Value	Assignments: - A Regular Reading
	Stimulate		Assignments: Assigned readings from a
	critical thinking.		college-level text(s), primary historical
	(ONLY using		documents, and secondary
	the Outline,		interpretation(s), from which students wi
	Assignments or		gain and demonstrate, evaluate,
	Methods of		synthesize, and critique knowledge of
	Evaluation		political, economic, social, and cultural
	areas, cite,		events of the historical era for this
	copy and paste		course Assignments: - D Objective
	the area		evaluation through assignments such as
	referenced.)		quizzes, map identifications, or objective
	,		sections of in-class midterm(s) or the
			final examination in which students
			demonstrate the ability to critically
			evaluate, analyze, contextualize,
			synthesize or critique primary and
			secondary historical sources in world
			history Methods of Evaluation: - A
			Oral analysis: participation in and
			contribution toward classroom
			discussions, debates, or specified group
			project(s) in which students demonstrate
			analysis, synthesis, critique and critical
			thinking skills, such as clarity of
			argument and the use of evidence to
			support arguments, in oral
			interpretations of sources, including
			primary historical documents Method
			of Evaluation: - C Objective evaluation
			through assignments, such as: quizzes,
			map identifications, objective sections o
			in-class exams, or other analytical
			projects, in which students demonstrate
			assess, synthesize or critique the
			knowledge of college-level secondary
			source readings and primary source
			documents in the era of history for this
			course.

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: - A 1.b World history as having multiple cultural perspectives Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter- regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - B 2. a, b, c, d, e 2. Recognize the contributions of diverse peoples in the development of world history, including: a. The impact of ethni and racial diversity b. The roles and experiences of women and men c. The experiences of the working classes and the issue of slavery d. The role of human sexuality and the issue of sexual orientation e. The role of dissent with regard to belief systems
9	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: - Entire Outline - A, B, C, D., since this is a world history class, and includes global and historical context throughout those areas of the Outline. For example: Outline: - A Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources.

Changed	Questions	Current Version	Proposed Version
Ø	Criteria 6: Use	No Value	Outline C Demonstrate knowledge
	real-world or		of various geographical regions over
	hands-on		time and examine and assess the role of
	applications		geography in shaping or influencing
	that will provide		human societies throughout world
	a context for		history Outline C.1 - Knowledge of
	the concepts		geography in world history, including
	being		continents, civilizations, cultural areas
	discussed.		Methods of Evaluation: - C Objective
	(ONLY using		evaluation through map identifications
	the Outline,		Methods of Evaluation: - A Oral
	Assignments or		analysis: participation in and contributior
	Methods of		toward classroom discussions, debates,
	Evaluation		or specified group projects.
	areas, cite,		
	copy and paste		
	the area		
	referenced.)		

De Anza GE - ESGC Form

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

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

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	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 Ad	ministration Cod	es	
Articulation	occurs after course	approval. The following fields will not show	a Proposed Version.
Changed	Field	Current Version	
	Curriculum ID	HISTD003A	
	Distance Education Approved	Yes	

Board of Trustees Approval Date

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000277123

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

SectionChanged fieldGeneral InformationFaculty InitiatorGeneral InformationEffective TermGeneral InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsFSAFaculty RequirementsGE InformationSpecificationsMethods of InstructionSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListSpecificationsSuggested Reading ListCurriculum OfficeSanner DivisionCurriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Status CodeCurriculum OfficeCourse Status CodeCurriculum OfficeCourse LevelCurriculum OfficeCourse Level	Summary of Changes	
General InformationEffective TermGeneral InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsFSATransferability & Gen. Ed. OptionsGE InformationSpecificationsMethods of InstructionSpecificationsMethods of FvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListCurriculum OfficeCatalog Term (202122)Curriculum OfficeS Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeCourse LevelCurriculum OfficeCourse LevelCurriculum OfficeCourse LevelCurriculum OfficeCourse Level	Section	Changed field
General InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsFSATransferability & Gen. Ed. OptionsGE InformationSpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeS Year Revision Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Status CodeCurriculum OfficeCourse Status CodeCurriculum OfficeCourse LevelCurriculum OfficeCourse Level	General Information	Faculty Initiator
General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsFSATransferability & Gen. Ed. OptionsGE InformationSpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListCurriculum OfficeBanner DivisionCurriculum OfficeS Year Revision Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeBanner DivisionCurriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner Divas CodeCurriculum OfficeCourse Status CodeCurriculum OfficeCourse LevelCurriculum OfficeCourse LevelCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	General Information	Effective Term
Faculty RequirementsDiscipline 1Faculty RequirementsFSATransferability & Gen. Ed. OptionsGE InformationSpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum OfficeS Year Revision Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	General Information	Course Type (CB27)
Faculty RequirementsFSATransferability & Gen. Ed. OptionsGE InformationSpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum OfficeS Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCourse Level	General Information	Mode of Delivery
Transferability & Gen. Ed. OptionsGE InformationSpecificationsMethods of InstructionSpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Faculty Requirements	Discipline 1
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SpecificationsMethods of EvaluationSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Status CodeCurriculum OfficeCourse LevelCurriculum OfficeCourse LevelCurriculum OfficeCourse LevelCurriculum OfficeCourse Code	Transferability & Gen. Ed. Options	GE Information
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SpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeCourse LevelCurriculum OfficeCourse Level	Specifications	Essential Student Materials/Essential College Facilities
Curriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCourse LevelCurriculum OfficeCourse Level	Specifications	Examples of Primary Texts and References
Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Specifications	Suggested Reading List
Curriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Curriculum Office	Banner Start Term (202122)
Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Curriculum Office	Banner Division
Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Curriculum Office	Catalog Term (21-22)
Curriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Curriculum Office	5 Year Revision Year (2021)
Curriculum Office Course Status Code Curriculum Office Banner Department Curriculum Office Course Level Curriculum Office College Code	Curriculum Office	Effective Quarter
Curriculum Office Banner Department Curriculum Office Course Level Curriculum Office College Code	Curriculum Office	Effective Year (2021)
Curriculum Office Course Level Curriculum Office College Code	Curriculum Office	Course Status Code
Curriculum Office College Code	Curriculum Office	Banner Department
	Curriculum Office	Course Level
Curriculum Office CTE Status	Curriculum Office	College Code
	Curriculum Office	CTE Status

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

Section	Changed field
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
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 • Erik Woodbury	Carol Cini
Course ID HISTD03AH (CB01A and CB01B)	HISTD03AH

CB01B)

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000569364	CCC000569364
	Course Title (CB02)	World History from Prehistory to 750 CE - HONORS	World History from Prehistory to 750 CE - HONORS
	Short Course Title	WRLD HIST PREHIST-750CE - HON	WRLD HIST PREHIST-750CE - HON
	TOP Code (CB03)	2205.00	2205.00 History
	CIP Code	History, General	54.0101 History, General
	Department	HIST - History	HIST - History
θ	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Starting from the late prehistoric times and covering to 750 Common Era (CE), students will explore the world's history of ancient peoples, cultures, and civilizations. This course provides an interdisciplinary, multi-perspective view of world history, using a thematic approach and offering a balanced, representative and inclusive sampling of the world's cultures from Africa, the Americas, Asia, Europe, and Oceania. Because this is an honors program course, students will be expected to complete extra assignments, or an additional longer assignment, to gain deeper insight into world history between prehistory and 750 CE.	Starting from the late prehistoric times and covering to 750 Common Era (CE), students will explore the world's history of ancient peoples, cultures, and civilizations This course provides an interdisciplinary, multi-perspective view of world history, using a thematic approach and offering a balanced, representative and inclusive sampling of the world's cultures from Africa, the Americas, Asia, Europe, and Oceania. Because this is an honors program course, students will be expected to complete extra assignments, or an additional longer assignment, to gain deeper insight into world history between prehistory and 750 CE.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• Hybrid	OnlineHybrid
aculty Re	quirements		
Changed	Field	Current Version	Proposed Version
0	Discipline 1	No value	History

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
•	FSA	No value	FHDA FSA - HISTORY

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

ourse Jus	ourse Justification		
Changed	Field	Current Version	Proposed Version
	Course Justification	This course introduces students to the chronological sequencing of world history from prehistoric to 750 CE. This course also contributes to the fulfillment of major requirements for the Associate of Arts degree for Transfer in History. In addition, this course meets a general education (G.E.) requirement for De Anza, CSU GE, and IGETC.	This course introduces students to the chronological sequencing of world history from prehistoric to 750 CE. This course also contributes to the fulfillment of major requirements for the Associate of Arts degree for Transfer in History. In addition, this course meets a general education (G.E.) requirement for De Anza, CSU GE, and IGETC. IGETC and is UC and CSU transferable.

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

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

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
0	ls this an honors/non- honors course?	No value	Yes - don't forget to duplicate the revisions in the honors/non-honors course

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

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

Associated Programs

nanged	Field	Current Versio	on	Proposed Version	
	Course is part of a program	Associated Program	History for Transfer	Associated Program	History for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	History for Transfer	Associated Program	History for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Art History for Transfer	Associated Program	Art History for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Global Studies	Associated Program	Global Studies
		Award Type	zZ_Skills Certificate	Award Type	zZ_Skills Certificate
		Associated Program	CSU GE	Associated Program	CSU GE
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)

Current Version	on	Proposed Version		
Associated Program	CSU GE	Associated Program	CSU GE	
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)	
Associated Program	CSU GE	Associated Program	CSU GE	
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)	
Associated Program	IGETC	Associated Program	IGETC	
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)	
Associated Program	IGETC	Associated Program	IGETC	
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)	
Associated Program	IGETC	Associated Program	IGETC	
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)	
Associated Program	Global Studies	Associated Program	Global Studies	
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	
Associated Program	Global Studies	Associated Program	Global Studies	
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	

Changed	Field
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Associated Program	Global Studies	Associated Program	Global Studies
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Global Studies	Associated Program	Global Studies
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated	Associate in Arts in	Associated	Associate in Arts in
Program	History for Transfer	Program	History for Transfer
Award	Associate in Arts for	Award	Associate in Arts for
Type	Transfer (A.AT.) Degree	Type	Transfer (A.AT.) Degre
Associated	Associate in Arts in Art	Associated	Associate in Arts in Art
Program	History for Transfer	Program	History for Transfer
Award	Associate in Arts for	Award	Associate in Arts for
Type	Transfer (A.AT.) Degree	Type	Transfer (A.AT.) Degre
Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
Type	Degree	Type	Degree
Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
Type	Degree	Type	Degree
Associated	Art History for Transfer (In Development)	Associated	Art History for Transfer
Program		Program	Development)
Award	Associate in Arts for	Award	Associate in Arts for
Type	Transfer (A.AT.) Degree	Type	Transfer (A.AT.) Degre

Changed Field	Current Versio	on	Proposed Ver	sion
	Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

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

0	GE Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	 2GC2 - Approved. 2GDX - Approved. 	Area(s)	 2GC2 - Approved. 2GDX - Approved.
		-	No value	-	No value
		System/Institution	C-ID	System/Institution	C-ID
		Area(s)	 HIST - Approved. 	Area(s)	 HIST - Approved.
		-	HIST D03AH & HIST D03BH required for C-ID HIST 150	-	HIST D03AH & HIST D03BH required for C-ID HIST 150
		System/Institution	IGETC	System/Institution	Cal-GETC
		Area(s)	 IG3B - Approved. IG4X - Approved. 	Area(s)	 CA3B - Approved. CA4X - Approved.
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	 CGC2 - Approved. CGDY - Approved. 		
		-	No value	-	

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

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

Course 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

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4
Speciality	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
			Not Applicable.

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

Credit Units

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

SKIP				
Chang	ed Field	Current Version	Proposed Version	
	SKIP	No Value	No Value	

Specifications

0

Current Version

Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
	instruction		Methods of	Lecture and visual aids
	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class or take-home essays Collaborative learning and small group exercises: written or oral Quiz and examination review performed in class Map Assignments In-class exploration of internet sites Homework and extended projects Guest speakers Other: Film / documentary / or other media	Instruction	Discussion of assigned reading Discussion and problem solving performed in class In-class or take-home essays Collaborative learning and small group exercises: written or oral Quiz and examination review performed in class Map Assignments In-class exploration of internet sites Homework and extended projects Guest speakers Film / documentary / or other media

Changed	Field	Current Version	Proposed Version
9	Assignments	1. Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political,	 Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural events of the historical era for this course.
		 economic, social, and cultural events of the historical era for this course. 2. Regular Writing Assignments: Selected from a combination of assignments such as: research papers, reading and viewing responses; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary 	2. Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique, and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography.
		and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least	 Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history.
		 one individually typed paper of at least 750 words with proper citations. 3. Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. 	 4. Objective evaluation through assignments such as: quizzes, map identifications, or objective sections of in-class midterm(s) or the final examination in which students demonstrate the ability to critically evaluate, analyze, contextualize, synthesize, or critique primary and secondary historical sources in world history. 5. View assigned media shown in class or in the lab. Each viewing assignment is accompanied with specific written or oral
		 4. Objective evaluation through assignments such as: quizzes, map identifications, or objective sections of in-class midterm(s) or the final examination in which students demonstrate the ability to critically evaluate, analyze, contextualize, synthesize or critique primary and secondary historical sources in world history. 5. View assigned media shown in class or in the lab. Each viewing 	 questions or prompts to assess, contextualize, synthesize or critique. 6. The honors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source material in world history between prehistory and 750 CE, and also demonstrates an understanding of diverse historical perspectives. The honors project will require 10 or more hours of work beyond the regular (non-honors)

Changed Field	Current Version	Proposed Version
	assignment is accompanied with	course requirements, will include higher
	specific written or oral questions	expectations for achievement in this mor
	or prompts to assess,	advanced work, and must include
	contextualize, synthesize or	quotations, citations, and bibliography.
	critique.	
	6. The honors project will include a	
	written research paper of 8-10	
	pages total (or two shorter	
	research papers of 4-5 pages	
	each) which demonstrates	
	analysis of additional historical	
	sources, including both primary	
	and secondary source material	
	in world history between	
	prehistory and 750 CE. The	
	honors project will require 10 or	
	more hours of work beyond the	
	regular (non-honors) course	
	requirements, will include higher	
	expectations for achievement in	
	this more advanced work, and	
	must include quotations,	
	citations, and bibliography.	

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

Changed Field	Current Versio	n	Proposed Vers	ion
Changed Field	Current Versio	 n 1. Oral analysis: participation in and contribution toward classroom discussions, debates, or specified group project(s) in which students demonstrate analysis, synthesis, critique and critical thinking skills, such as clarity of argument and the use of evidence to support arguments, in oral interpretations of sources, including primary historical documents. Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually written paper of at least 750 words with proper citations, such as: an essay(s) exam, workbook(s), video review form(s), Power- point 	Proposed Vers	 Oral analysis: participation in and contribution toward classroom discussions, debates, or specified group project(s) in which students demonstrate analysis, synthesis, critique, and critical thinking skills, such as clarity of argument and the use of evidence to support arguments, in oral interpretations of sources, including primary historical documents. Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually written paper of at least 600 words with proper citations and bibliography. Writing assignments may include: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history. Objective evaluation through assignments, such as: quizzes, map identifications, objective sections of in-class exams, or other analytical projects, in which students demonstrate, assess, synthesize, or critique the knowledge of college-level secondary source
		presentation(s),		readings and primary source documents in the

3. Objective

such as: quizzes, map identifications, objective sections of inclass exams, or other analytical projects, in which students demonstrate. assess, synthesize or critique the knowledge of college-level secondary source readings and primary source documents in the era of history for this course. 4. The honors project, a written

> research paper of 8-10 pages total (or two shorter

Proposed Version

journal(s), book	era of history
review(s), or	course.
other analytical	4. The honors
project(s) in	written resea
which students	8-10 pages t
demonstrate	shorter resea
the ability to	4-5 pages ea
critically	evaluated fo
analyze or	analysis of b
synthesize	and seconda
thematic	originality, cr
questions,	skills, historie
primary	and citations
historical	comprehens
documents,	of the specifi
and secondary	world history
source	prehistory ar
interpretations	well
of world history.	as student's
. Objective	of diverse his
evaluation	perspectives
through	
assignments,	
such as:	

era of history for this

project, a arch paper of total (or two earch papers of each) will be or depth of both primary ary sources, ritical thinking ical references s, and a sive discussion fic topic(s) in y between nd 750 CE, as understanding istorical s.

nanged Field	Current Version	Proposed Version
	research	
	papers of 4-5	
	pages each)	
	will be	
	evaluated for	
	depth of	
	analysis of bot	h
	primary and	
	secondary	
	sources,	
	originality,	
	critical thinking	
	skills, historica	I I
	references and	t l
	citations, and a	a
	comprehensive	e
	discussion of	
	the specific	
	topic(s) in	
	world history	
	between	
	prehistory and	
	750 CE.	
Essential Student	Essential Student Materials:	Essential Student Materials:
Materials/Essential		None
College Facilities		
	Essential College Facilities:	Essential College Facilities:
	None.	None

Changed	Field	

Current Version

0	Examples of))
	Primary Texts and References	Title Author	No value Bentley, Jerry H.	Title	Traditions and Encounters: A Global Perspective on the Past.
			and Herbert F. Ziegler. Traditions and Encounters: A Global Perspective	Author	Bentley, Jerry and Herbert F. Ziegler Heather Streets Salter, and Craig Benjamin
			on the Past. 6th edition. McGraw	Publisher	McGraw Hill.
			Hill, 2015.	Date/Edition	2020. 7th Edition.
		Publisher	No value	ISBN	No value
		Date/Edition	No value		
		ISBN	No value	Title	A Peoples' History of the World: From the Stone Age to the New Millennium.
		Title	No value	Author	Harman, Chris.
		Author	Dunn, Ross E. and Laura Mitchell.	Publisher	Verso.
			Panorama: A World History. McGraw	Dete/Edition	2017.
		Hill, 2014.	Hill, 2014. ISBN	No value	
		Publisher	No value	lue	
		Date/Edition	No value		Ways of the World: A Brief Global History: Value Edition.
		ISBN	No value	Author	Strayer, Robert W. and Eric W. Nelson.
		Title	No value	Publisher	Macmillan.
		Author	Harman, Chris. A People's History of Date/Edition	Date/Edition	2022. Fifth Edition.
			the World: From the Stone Age to the	ISBN	No value
		New Millennium. London: Verso, 2017.	Title	Worlds Together, Worlds Apart: A History of the World from the	
		Publisher	on No value the	Beginnings of Humankind to the Present: Seagull Edition.	
		Date/Edition		Author	Adelman, Jeremy, and
		ISBN	No value		Elizabeth Pollard, Clifford Rosenberg, and Robert Tignor.
		Title	No value	Publisher	W. W. Norton and Company.
				Date/Edition	2021. Seagull Edition.

Changed Fiel	d	Current Versio	n	Proposed Vers	ion
		Author	Strayer, Robert W. and Eric W. Nelson.	ISBN	No value
			Ways of the World: A Brief Global History: Combined	Title	A History of World Societies: Value Edition.
Edition. Bedford/St. Martin, 2015.		Patricia Buckley Ebrey, Rog	Wiesner-Hanks, Merry E. and Patricia Buckley Ebrey, Roger		
		Publisher	No value		B. Beck, Jerry Davila, Clare Haru Crowston, and John P. McKay.
		Date/Edition	No value	Publisher	Macmillan.
		ISBN	No value	Date/Edition	2021. Twelfth Edition.
		Title	No value	ISBN	No value
		Author	Tignor, Robert, Jeremy Adelman, Peter Brown, Benjamin Elman, Xinru Liu, Holly Pittman and Brent Shaw. Worlds Together, Worlds Apart, Volume 1: Beginnings through the Fifteenth Century. W.W. Norton & Company, Inc. 2018.		
		Publisher	No value		
		Date/Edition	No value		
		ISBN	No value		

anged		Current Ve	131011	Proposed Version
•	Suggested Reading List	Reading List May include, but are not	Freeman, C., Egypt. Greece and Rome: Civilizations of the Ancient Mediterranean. Oxford University Press. 2004. No value	No value
		limited to Reading List	Diamond, Jared. Guns, Germs and Steel. W.W.	
		May include, but are not limited to	Norton and Co., 1999. No value	
		Reading List	McNeil, William. Plagues and Peoples. Anchor, 1977.	
		May include, but are not limited to	No value	
		Reading List	Gilbert, Erik and Jonathan T. Reynolds. Africa in World History: From Prehistory to the Present. 3rd ed. Pearson-Prentice Hall. 2011.	
			2011.	

May include, but are not limited to	No value
Reading List	Wiesner-Hanks, Merry E. Gender in History: Global Perspectives. 2nd ed. Malden, MA: Wiley-Blackwell, 2011.
May include, but are not limited to	No value
Reading List	Coe, Michael D. The Maya: Ancient Peoples and Places. London: Thames & Hudson, 2011.
May include, but are not limited to	No value
Reading List	Coe, Michael D. Mexico: From the Olmecs to the Aztecs. London: Thames & Hudson, 2013.
May include, but are not limited to	No value

Changed Field	Current Ve	rsion	Proposed Version
	Reading List	Cornford, Francis M. Before and After Socrates. Cambridge: Cambridge University Press. 1932.	
	May include, but are not limited to	No value	
	Reading List	Cornford, Francis M. From Religion to Philosophy: A Study in the Origins of Western Speculation, Mythos: Princeton/Bollingen Series in World Mythology. Princeton: Princeton University Press. 1991.	
	May include, but are not limited to	No value	
	Reading List	Tanner, Harold. China: A History: From Neolithic Cultures through the Great Qing Empire, (10,000 BCE - 1799 CE). Hackett Publishing Co. 2010.	
	May include, but are not limited to	No value	

Changed	Field	Current Ve	rsion	Proposed Version
		Reading List	Farrington, Benjamin. Greek Science. London: Spokesman Books. 2000.	
		May include, but are not limited to	No value	
		Reading List	Hansen, Valerie, The Open Empire: A History of China Through 1600. W. W. Norton & Company. 2000.	
		May include, but are not limited to	No value	
		Reading List	Franfort, Henri. The Birth of Civilization in the Near East. New York: Ernest Benn. Barnes & Noble. 1949.	
		May include, but are not limited to	No value	
		Reading List	Avari, Burjor. India: The Ancient Past: A History of the Indian Sub- Continent from c. 7000 BC to AD 1200. Routledge. 2007.	

May include, but are not limited to	No value
Reading List	Asher, Catherine. India before Europe. Cambridge University Press. 2006.
May include, but are not limited to	No value
Reading List	Bellwood, Peter. First Farmers: The Origins of Agricultural Societies. Wiley-Blackwell, 2005.
May include, but are not limited to	No value
Reading List	Liu, Xinru. The Silk Road in World History. Oxford University Press. 2010.
May include, but are not	No value

not limited to

ReadingMillard, Anne. Atlas ofListAncient Worlds: APictorial Atlas of PastCivilization. D. K.Publishing. 2001.

	131011
May include, but are not limited to	No value
Reading List	Foltz, Richard. Religions of the Silk Road: Premodern Patterns of Globalization. Palgrave Macmillan. 2010.
May include, but are not limited to	No value
Reading List	Oliver, Roland. African Experience: From Olduvai Gorge to the 21st Century. New York: Harper Collins. 2000.
May include, but are not limited to	No value
Reading List	Hopfe, Lewis M. Religions of the World. 13th ed. Pearson. 2015.
May include, but are not limited to	No value

ReadingMeltzer, Milton. Slavery:ListA World History. DaCapo Press. 1993.

May include, but are not limited to	No value
Reading List	Strathern, Andrew J. Oceania: An Introduction to the Cultures and Identities of Pacific Islanders. Carolina Academic Press. 2002.
May include, but are not limited to	No value
Reading List	Stearns, Peter. World History in Brief: Major Patterns of Change and Continuity. 8th ed. Pearson. 2012.
May include, but are not limited to	No value
Reading List	Stearns, Peter. World History in Documents: A Comparative Reader. 2nd ed. Pearson. 2008.
May include, but are not limited to	No value

Changed	Field	Current Version	Proposed Version
Changed	Field Course Objectives	 Current Version Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter- regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures. Demonstrate knowledge of various geography in shaping or influencing human societies throughout world history. Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from prehistory to 750 CE. Critically analyze the impact of a major historical event or historical 	<section-header> Proposed Version Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an interregional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures. Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history. Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from penistory to 750 CE. Critically analyze the impact of a major historical event or historical </section-header>
		short-term historical significance or compare and contrast with a	short-term historical significance or compare and contrast with a
		contemporary event(s) or figure(s),	contemporary event(s) or figure(s),

contemporary event(s) or figure(s), for world history between prehistory

for world history between prehistory

Changed	Field	Current Versior	Current Version		Proposed Version	
		and 750 CE, to fulfill the college honors requirements for this course.		and 750 CE, to fulfill the college honors requirements for this course		
	CSLOs	CSLOs	Demonstrate and apply knowledge of the earliest World history through 750 CE to construct defensible statements of meaning and evaluation about this period's developments.	CSLOs	Demonstrate and apply knowledge of the earliest World history through 750 CE to construct defensible statements of meaning and evaluation about this period's developments.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	
		CSLOs	Identify, critically evaluate, and interpret primary documents from the earliest World history through 750 CE to construct historical analysis.	CSLOs	Identify, critically evaluate, and interpret primary documents from the earliest World history through 750 CE to construct historical analysis.	
		Expected SLO Performance	0.0	Expected SLO Performance	0.0	

Course Outline

Changed	Field	Current Version	Proposed Version
9	Course Content	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. 	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources.
		1. The study of history as it	1. The study of history as it
		relates to world history,	relates to world history,
		particularly:	particularly:
		1. History defined; history	1. History defined; history
		as different from myth	as different from myth
		2. World history as having multiple cultural	2. World history as having multiple cultural
		perspectives	perspectives
		3. The practical importance	3. The practical importance
		of the study of history, and in particular, world	of the study of history, and in particular, world
		history, for global	history, for global
		citizenry	citizenry
		4. Historical research	4. Historical research
		methodologies	methodologies
		appropriate to the study	appropriate to the study
		of an integrated	of an integrated
		approach to world	approach to world
		history	history
		5. Frameworks used to	5. Frameworks used to
		analyze historical	analyze historical
		processes, phenomena,	processes, phenomena
		and events from a global	and events from a globa
		perspective	perspective
		2. Sources in the study of	2. Sources in the study of
		civilizations and cultures in	civilizations and cultures in
		world history, from prehistory to 750 CE, particularly:	world history, from prehistory to 750 CE, particularly:
		1. Defining historical	1. Defining historical
		sources: primary and	sources: primary and
		secondary	secondary
		2. Critical analysis of	2. Critical analysis of
		historical evidence;	historical evidence;
		awareness of diverse	awareness of diverse
		approaches;	approaches;
		construction of	construction of
		arguments	arguments
		3. Objectivity and	3. Objectivity and
		perspective;	perspective;
		interpretation and critical	interpretation and critica
		reflection; validity and	reflection; validity and
		impact; proper citation of	impact; proper citation c
		sources	sources

Proposed Version

- Historiography and its relationship to the development of world history as a field
- 2. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter-regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures.
 - 1. Major Themes in World History to 750 CE, including:
 - Political: Analyze, compare, and contrast distinctive forms of political organization in early world history and their impact, including forms of governance, state-building, empires, expansion, conflict, and inter-state relations
 - 2. Economic: Explain various forms of economic organization in early world history and their global impact,including agricultural and pastoral production, trade and commerce, labor systems, and networks of exchange
 - 3. Social: Analyze the development and transformation of social structures in early world history, including gender roles and relations, family and kinship, racial and ethnic constructions, and social and economic classes

- 4. Historiography and its relationship to the development of world history as a field
- 2. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an interregional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations. regions, and cultures.
 - 1. Examine major themes in World History to 750 CE, including:
 - Political: Analyze, compare, and contrast distinctive forms of political organization in early world history and their impact, including forms of governance, state-building, empires, expansion, conflict, and inter-state relations
 - 2. Economic: Explain various forms of economic organization in early world history and their global impact,including agricultural and pastoral production, trade and commerce, labor systems, and networks of exchange
 - 3. Social: Analyze the development and transformation of social structures in early world history, including gender roles and relations, family and kinship, racial and ethnic

- 4. Cultural: Explain the historical significance of cultural developments in religions, belief systems, philosophies, literature, ideologies, science and technology, arts, aesthetics, and architecture in early world history 5. Environmental: Analyze the ways in which the world's physical and natural environment has affected and been affected by developments in human history, including demography and disease, migration, patterns of settlement, biological exchange, and technology
- Recognition of the contributions of diverse peoples in the development of world history, including:
 - 1. The impact of ethnic and racial diversity
 - 2. The roles and experiences of women and men
 - The experiences of the working classes and the issue of slavery
 - 4. The role of human sexuality and the issue of sexual orientation
 - 5. The role of dissent with regard to belief systems
- 3. Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history.
 - Knowledge of geography in world history, including continents, civilizations, cultural areas
 - 2. Understanding the extent of human knowledge of

constructions, and social and economic classes

- Cultural: Explain the historical significance of cultural developments in religions, belief systems, philosophies, literature, ideologies, science and technology, arts, aesthetics, and architecture in early world history
- 5. Environmental: Analyze the ways in which the world's physical and natural environment has affected and been affected by developments in human history, including demography and disease, migration, patterns of settlement, biological exchange, and technology
- 2. Recognize the contributions of diverse peoples in the development of world history, including:
 - 1. The impact of ethnic and racial diversity
 - 2. The roles and experiences of women and men
 - The experiences of the working classes and the issue of slavery
 - The role of human sexuality and the issue of sexual orientation
 - 5. The role of dissent with regard to belief systems
- Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history.
 - Knowledge of geography in world history, including continents, civilizations, cultural areas

Changed Field	Current Version	Proposed Version
	geographical space in variou	-
	historical time periods	human knowledge of
	3. Ability to assess the	geographical space in various
	relationship of geography to	
	historical events over time	3. Ability to assess the
	4. Political, economic, social,	relationship of geography to
	demographic, and	historical events over time
	environmental factors relate	
	to geographic influences	demographic, and
	4. Use primary and secondary source	
	from multicultural, different	to geographic influences
	methodologies, or perspectives to	4. Use primary and secondary sources
	interpret and analyze historical	from multicultural, different
	evidence in order to: develop critic thinking skills, formulate multicultur	-
	complex assessments, or diverse	evidence in order to: develop critical
	interpretations of historical issues	•
	problems, including the impact on	complex assessments, or diverse
	ordinary persons within world histo	-
	and to understand the chronology	
	the stages of development in the	on ordinary persons within world
	world from prehistory to 750 CE.	history, and to understand the
	1. Prehistoric humans and thei	r chronology of the stages of
	migrations (prehistory to c.	development in the world from
	10,000 BCE) and analysis o	f prehistory to 750 CE.
	developments, such as:	1. Prehistoric humans and their
	1. Paleolithic cultures;	migrations (prehistory to c.
	social organization; ro	
	of women and men;	developments, such as:
	gathering and hunting	
	2. Migration of homo	social organization;
	sapiens out of Africa t the continents of the	
	Americas, Asia, Europ	men; gathering and
	and Oceania	pe, hunting 2. Migration of homo
	3. Use of languages and	C C
	advanced stone tools	-
	controlled use of fire;	Americas, Asia, Europe,
	practice of human	and Oceania
	spirituality	3. Use of languages and
	2. Emergence of agrarian	advanced stone tools;
	societies (c. 10,000 to 3500	controlled use of fire;
	BCE) and analysis of	practice of human
	developments, such as:	spirituality
	1. Neolithic cultures in	2. Emergence of agrarian
	various regions of the	-
	world, including the	BCE) and analysis of
	Fertile Crescent of	developments, such as:
	Southwest Asia, sub-	1. Neolithic cultures in
	Saharan Africa, China	
	New Guinea,	world, including the
	Mesoamerica, the	Fertile Crescent of
		Southwest Asia, sub-

Current Version

2. Agricultural revolution domestication of plants and animals in various

3. Cross-cultural analysis of the impact of settled agriculture; positive and negative factors

Andes, and eastern

North America

and its impact;

cultures

- 4. Pastoral societies and nomads
- 5. Chiefdoms and the issue of inequality in Neolithic cultures
- 3. Early complex societies, the first civilizations and first cities (c. 3500 BCE to 500 BCE), and analysis of developments, such as:
 - 1. Theories regarding the origins of civilization; definition of "civilization" as a term, its historical complexity, and its various usages
 - 2. Examples of early civilizations, including Mesopotamia, Egypt, Nubia, Norte Chico/Peru, Indus Valley, China under Xia/Shang/Zhou dynasties, Oxus/Central Asia.
 - Olmec/Mesoamerica
 - 3. The issue of hierarchies based on class, gender, and ethnicity in human civilizations; the issue of slavery
 - 4. Urban revolution in early human history and its impact; positive and negative factors
 - 5. Environmental and technological impact of early civilizations, including irrigation, the wheel, metal tools
 - 6. Rise of the state: development of law; role

- Saharan Africa, China, New Guinea, Mesoamerica, the Andes, and eastern North America
- 2. Agricultural revolution and its impact; domestication of plants and animals in various cultures
- 3. Cross-cultural analysis of the impact of settled agriculture; positive and negative factors
- 4. Pastoral societies and nomads
- 5. Chiefdoms and the issue of inequality in Neolithic cultures
- 3. Early complex societies, the first civilizations and first cities (c. 3500 BCE to 500 BCE), and analysis of developments, such as:
 - 1. Theories regarding the origins of civilization; definition of "civilization" as a term, its historical complexity, and its various usages
 - 2. Examples of early civilizations, including Mesopotamia, Egypt, Nubia. Norte Chico/Peru, Indus Valley, China under Xia/Shang/Zhou dynasties, Oxus/Central Asia.

Olmec/Mesoamerica

- 3. The issue of hierarchies based on class, gender, and ethnicity in human civilizations; the issue of slavery
- 4. Urban revolution in early human history and its impact; positive and negative factors
- 5. Environmental and technological impact of early civilizations,

hanged Field	Current Version	Proposed Version
	of kings and queens;	including irrigation, the
	conflict, warfare, and	wheel, metal tools
	diplomacy	6. Rise of the state;
	7. Trade, inter-regional	development of law; rol
	interaction, economic	of kings and queens;
	exchange, labor	conflict, warfare, and
	systems, and the use	of diplomacy
	money	7. Trade, inter-regional
	8. Writing, alphabets, an	
	accounting; artistic an	-
	architectural	systems, and the use o
	achievements such as	5
	pyramids and statuary	
	9. Polytheistic belief	accounting; artistic and
	systems and usages;	architectural
	precursors to	achievements such as
	monotheism; cultural	pyramids and statuary
	borrowing	9. Polytheistic belief
	10. Examination of	systems and usages;
	historically influential	precursors to
	persons, such as King	
	Hammurabi of Babylo	-
	and his law code,	10. Examination of
	Egyptian Pharaoh	historically influential
	Akhenaten and	persons, such as King
	monotheistic views, ar	
	Queen Hatshepsut an her role in Egypt	d and his law code, Egyptian Pharaoh
	4. Formation of classical era	Akhenaten and
	societies and their interaction	
	(c. 500 BCE - 500 CE),	Queen Hatshepsut and
	analysis, comparison, and	her role in Egypt
	contrast of their forms of	4. Formation of classical era
	political and social	societies and their interaction
	organization, economic	(c. 500 BCE - 500 CE),
	systems, technological,	analysis, comparison, and
	environmental, and cultural	contrast of their forms of
	influences (including artistic,	
	aesthetic, literary and	organization, economic
	architectural contributions),	systems, technological,
	Religious and Philosophical	environmental, and cultural
	Perspectives, historically	influences (including artistic,
	influential persons, impact or	· •
	ordinary persons, and analys	sis architectural contributions),
	of developments, such as:	Religious and Philosophical
	1. Persian civilization an	
	empire: monarchs Cyr	
	and Darius; Zarathust	ra ordinary persons, and analys
	and Zoroastrianism;	of developments, such as:
	Persian satraps; art ar	-
	architecture	empire: monarchs Cyr
	2. Greek civilization: city-	- and Darius; Zarathustr
	states, oligarchy,	and Zoroastrianism;

Proposed Version

ea	Field	Current version		Proposed version	
			democracy, imperialism; leaders Cleisthenes,Pericles,	9	Persian satraps; art and architecture Greek civilization: city-
			and Alexander III of	£.	states, oligarchy,
			Macedon; writings of		democracy, imperialism
			Herodotus; Sparta and		leaders Cleisthenes,
			Athens; aesthetics and		Pericles, and Alexander
			mythology; monuments		III of Macedon; writings
			and libraries		of Herodotus; Sparta
		3.	. Roman civilization:		and Athens; aesthetics
			republic and empire;		and mythology;
			military leader Julius		monuments and librarie
			Caesar and emperor	3.	Roman civilization:
			Augustus; debt; art and		republic and empire;
			architecture; Paganism		military leader Julius
			and Christianity;		Caesar and emperor
			historians; patriarchy		Augustus; debt; art and
			and class		architecture; Paganism
		4.	. Civilization and empire		and Christianity;
			in Qin and Han China;		historians; patriarchy
			Qin ruler Shihuangdi and		and class
			Han emperor Wudi;	4.	Civilization and empire
			writings of historians;		in Qin and Han China;
			Confucius and		Qin ruler Shihuangdi
			Confucianism; Legalism;		and Han emperor Wud
			Daoism; Han and Qin		writings of historians;
			dynasty art and		Confucius and
			architecture		Confucianism; Legalisn
		5.	. Mauryan and Gupta		Daoism; Han and Qin
			civilizations, regional		dynasty art and
			states, and intermittent		architecture
			empires in India;	5.	Mauryan and Gupta
			Hinduism; Siddhartha		civilizations, regional
			Gautama and Buddhism;		states, and intermittent
			Jainism; Asceticism;		empires in India;
			Mauryan art and		Hinduism; Siddhartha
			architecture; emperor		Gautama and
			Ashoka; Kamasutra and		Buddhism; Jainism;
			Caste		Asceticism; Mauryan a
		6.	. African civilizations and		and architecture;
			kingdoms of Meroe,		emperor Ashoka;
			Axum, and Niger Valley;		Kamasutra and Caste
			Bantu migration; Kushite	6.	African civilizations and
			ruler Piye; Persian		kingdoms of Meroe,
			influence; Art and		Axum, and Niger Valley
			architecture; Christianity;		Bantu migration; Kushit
			Cities without States		ruler Piye; Persian
		7.	. Mayan civilizations and		influence; Art and
			kingdoms; Teotihuacan		architecture;
			social and political		Christianity; Cities
			structure, art and		without States
			architecture; Chavin as	7.	Mayan civilizations and
			the formation of a		kingdoms; Teotihuacan

Current Version

Proposed Version

republics within India

	•
religious movement;	social and political
Moche pottery and	structure, art and
political structure; Wari	architecture; Chavin as
and Tiwanaku empires	the formation of a
5. Social and economic	religious movement;
structures, hierarchies,	Moche pottery and
inequalities, and alternatives in	political structure; Wari
classical era societies(c. 500	and Tiwanaku empires
BCE - 500 CE), comparisons	5. Social and economic
and contrasts, and analysis of	structures, hierarchies,
developments, such as:	inequalities, and alternatives in
1. Economic class	classical era societies(c. 500
systems, (e.g.,	BCE - 500 CE), comparisons
landlords, peasants, and	and contrasts, and analysis of
merchants in China);	developments, such as:
caste system in India;	1. Economic class
stratification among the	systems, (e.g.,
Мауа	landlords, peasants, and
2. Slavery in various forms	merchants in China);
in the Americas, Africa,	caste system in India;
and Eurasia, and slave	stratification among the
rebellions (e.g., slavery	Мауа
in the Roman Empire	2. Slavery in various forms
and rebellion of	in the Americas, Africa,
Spartacus; slavery in	and Eurasia, and slave
Meroe, Africa)	rebellions (e.g., slavery
3. Patriarchy in various	in the Roman Empire
societies; restrictions on	and rebellion of
women's roles (e.g.,	Spartacus; slavery in
political, economic,	Meroe, Africa)
social); achievements of	3. Patriarchy in various
women (e.g., Meroe	societies; restrictions on
queens in Africa, Roman	women's roles (e.g.,
matrons, Spartan female	political, economic,
athletes,writings of Ban	social); achievements of
Zhao in China)	women (e.g., Meroe
4. Treatment of	queens in Africa, Roman
homosexuality in various	matrons, Spartan female
societies (e.g., examples	athletes, writings of Ban
in Greece and India)	Zhao in China)
5. Alternatives to hierarchy	4. Treatment of
and empire, such as	homosexuality in various
West African urban	societies (e.g.,
centers, North American	examples in Greece and
native	India)
cultures, Greek city-	5. Alternatives to hierarchy
states, and small	and empire, such as
republics within India	West African urban
6. Various forms of kinship	centers, North American
structures and gender	native
relations in classical era	cultures, Greek city-
societies	states, and small

Current Version	Propose
7. Issue of access, or lack	
of access, to education	
in classical era societies	
6. Development, comparison, and	
contrast of major belief	
systems as well as artistic,	
scientific, and technological	
developments, and their	
influence and spread cross-	
culturally, the efforts to assert	
universal truths, the ongoing	
practice of earlier traditional	
belief systems alongside new	
and codified written belief	
systems in core civilizations,	
the role of historically influential	
persons and the impact on	
ordinary persons (c. 500 BCE-	
700 CE), such as:	
1. Comparisons and	
contrasts of pre-classical	
era polytheistic,	
pantheistic, and Great	
Mother belief systems,	
ceremonies and rituals	
2. Chinese Legalism,	
Confucianism, and	
Daoism; impact of	
Confucius	
3. Buddhism and Hinduism	
in India; impact of	
Siddhartha Gautama,	
Jainism; Asceticism;	
Mauryan art and	
architecture; emperor	
Ashoka; Kamasutra and	
caste	
4. Zoroastrianism,	
Judaism, and the rise of	
monotheism; impact of	
Zoroaster and the	
Hebrews	
5. Greek polytheism vs.	
Greek rationalism;	
impact of Socrates,	
Plato, Aristotle,	
Pythagoras, Aristarchus	
6. Early Christianity; impact	
of Jesus of Nazareth	
7. Origins of Islam; impact	

 Origins of Islam; impact of Muhammad Ibn Abdullah

- 6. Various forms of kinship structures and gender relations in classical era societies
- 7. Issue of access, or lack of access, to education in classical era societies
- 6. Development, comparison, and contrast of major belief systems as well as artistic, scientific, and technological developments, and their influence and spread crossculturally, the efforts to assert universal truths, the ongoing practice of earlier traditional belief systems alongside new and codified written belief systems in core civilizations, the role of historically influential persons and the impact on ordinary persons (c. 500 BCE- 700 CE), such as:
 - 1. Comparisons and contrasts of preclassical era polytheistic, pantheistic, and Great Mother belief systems, ceremonies and rituals
 - 2. Chinese Legalism, Confucianism, and Daoism; impact of Confucius
 - 3. Buddhism and Hinduism in India; impact of Siddhartha Gautama, Jainism; Asceticism; Mauryan art and architecture; emperor Ashoka; Kamasutra and caste
 - 4. Zoroastrianism, Judaism, and the rise of monotheism; impact of Zoroaster and the Hebrews
 - 5. Greek polytheism vs. Greek rationalism; impact of Socrates, Plato, Aristotle, Pythagoras, Aristarchus

hanged	Field	Current Version	Pro	posed Version
		8. N	ative African belief	6. Early Christianity;
		Sy	stems and spiritual	impact of Jesus of
		vi	ews, such as those of	Nazareth
		Μ	eroe.	7. Origins of Islam; impac
		9. N	ative American belief	of Muhammad Ibn
		S	stems and spiritual	Abdullah
			ews, such as those of	8. Native African belief
			e Maya	systems and spiritual
			rtistic, literary,	views, such as those o
			cientific, and	Meroe.
			chnological	9. Native American belief
			evelopments of the	systems and spiritual
			arious cultures above,	views, such as those o
			ich as:invention of	the Maya
			aper in China; zero and	10. Artistic, literary,
				scientific, and
			ecimal place system in dia; astronomical	technological
				developments of the
			alculations among the	-
			aya; iron	various cultures above
			anufacturing in Meroe,	such as:invention of
			frica; Greek theater	paper in China; zero al
			nd history; Buddhist	decimal place system i
			nagery	India; astronomical
		-	ender issues and	calculations among the
			eatment of women in	Maya; iron
			arious belief systems	manufacturing in Mero
			ergence, development,	Africa; Greek theater
		and inte	ractions of post-	and history; Buddhist
			era societies (c. 500	imagery
		CE - 750) CE) and their	11. Gender issues and
		political,	economic, social,	treatment of women in
		cultural,	and environmental	various belief systems
		impact, a	as they challenge,	The emergence, developmer
		replace,	or serve as	and interactions of post-
		alternati	ves to classical era	classical era societies (c. 500
		states, a	nd the role of	CE - 750 CE) and their
		historica	lly influential persons	political, economic, social,
		and cult	ures and their impact	cultural, and environmental
		on ordin	ary persons, such as	impact, as they challenge,
		compari	sons and contrasts of:	replace, or serve as
		1. N	ative American cultures	alternatives to classical era
		SL	ich as the Moche of	states, and the role of
		P	eru, Ancestral Pueblo,	historically influential persons
			nd Mississippian	and cultures and their impact
			antu cultures in sub-	on ordinary persons, such as
		Si	aharan Africa, and	comparisons and contrasts o
			frican urban centers	1. Native American
			ich as Jenne-jeno in	cultures such as the
			iger River area	Moche of Peru,
			-	Ancestral Pueblo, and
			arly Islamic cultures	
			nd empires to 750 CE;	Mississippian
			pact of the Umayyad	2. Bantu cultures in sub-
		Ca	aliphate	Saharan Africa, and

Changed Field	Current Version	Proposed Version
	4. Early Byzant	ine empire; African urban centers
	Germanic cu	Itures of such as Jenne-jeno in
	post-Roman	
	5. Sui and early	
	dynasties an	-
	China; early	
	Korean, and	
	cultures	4. Early Byzantine empire;
	6. Nomadic infl	
	conquests, s	
	those of the	
	cultures in As	,
	8. The acceleration of	
	and cross-cultural i	• • •
	in early world histor	• •
	CE), including new	
	trade, transportatio	
	communication, ne	
	developments in sta	
	formation and pract diffusion of artistic a	•
	scientific traditions	
	biological exchange	
	environmental impa	
	1. The Silk Roa	· · · · · · · · · · · · · · · · · · ·
	Eurasia	developments in state
	2. Sea routes ir	-
	Ocean basin	-
	3. Trans-Sahar	
	and other ne	
	Africa, such	
	Sea	1. The Silk Roads in
	4. Networks in	
	Americas an	
	contrast with	
	Hemisphere;	new trade 3. Trans-Saharan routes
	routes of Me	
	5. View of these	e various Africa, such as the Red
	exchanges a	s Sea
	precursors to	a more 4. Networks in the
	globalized co	ontext of Americas and their
	exchange; ex	xamination contrast with Eastern
	of the geogra	aphic Hemisphere; new trade
	situation of the	nese routes of Mesoamerica
	historical dev	velopments 5. View of these various
	5. Critically analyze the impa	act of a exchanges as
	major historical event or h	istorical precursors to a more
	figure(s), indicate both lor	globalized context of
	short-term historical signif	icance or exchange; examination
	compare and contrast with	•••
	contemporary event(s) or	figure(s), situation of these
	for world history between	prehistory historical developments

Changed	Field	Current Version	Proposed Version
		 and 750 CE, to fulfill the college honors requirements for this course. 1. Inclusion of analysis of both primary and secondary historical sources or documents 2. Indication of students' understanding of historiographical debate over the interpretation(s) of significant historical issues 	 5. Critically analyze the impact of a major historical event or historical figure(s), indicate both long-and short-term historical significance or compare and contrast with a contemporary event(s) or figure(s), for world history between prehistory and 750 CE, to fulfill the college honors requirements for this course. 1. Inclusion of analysis of both primary and secondary historical sources or documents 2. Indication of student's understanding of historiographical debate over the interpretation(s) of significant historical issues
	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):	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.)(Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2SS	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	HIST 003AH	HIST 003AH
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	Α	No Value
0	Banner Department	HIST	No Value
0	Course Level	DU	No Value
9	College Code	DA	No Value
	Course Characteristics	Honors	Honors
	Cross- Listed/Related Course Information	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross- Listed/Related Course ID's	No Value	No Value
9	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
•	Hybrid Approval Date (MM/DD/YYYY)	06/11/2019	No Value
9	Emergency Approval	Νο	No Value
•	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value

Changed	Questions	Current Version	Proposed Version
0	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	С	No Value
0	Fund Code	114000	No Value
θ	Organization Code	239004	No Value
0	Account Code	1320	No Value
θ	Program Code	220500	No Value
0	Percent	100	No Value
	Curriculum Office Notes	 Changed 5-year revision year to match the non-honors -mc (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23)cc 	 Changed 5-year revision year to match the non-honors -mc (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23)cc
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

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

A-Matrix Form

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

Changed Questions Current Version	Proposed Version
Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter-regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - D Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from prehistory to 750 CE Assignments: - A Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural events of the historical era for this course.

Changed	Questions	Current Version	Proposed Version
Changed	Questions Objective 2: Compose essays drawn from personal experience and assigned texts.	Current version	Assignments: - B Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography Methods of Evaluation: - B Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually written paper of at least 600 words with proper citations and bibliography. Writing assignments: may include research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history Assignments: - F The honors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source material in world history between prehistory and 750 CE, and also demonstrates an understanding of diverse historical perspectives. The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography Methods of Evaluation: - D The honors project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking skills,
			quotations, citations, and bibliography Methods of Evaluation: - D The honors project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical

of the specific topic(s) in world history between prehistory and 750 CE, as well as student's understanding of diverse historical perspectives.

Changed	Questions	Current Version	Proposed Version
0	Objective 3:	No Value	Assignments: - B Regular Writing
-	Utilize MLA		Assignments: Selected from a combination
	guidelines to		of assignments such as: research papers;
	format essays,		in-class or take-home essays in exam
	cite sources,		format including the final exam; book
	and compile a		review(s); and other analytic assignments
	works cited		that synthesize, critique and evaluate
	page.		primary and secondary sources and
			demonstrate an understanding of the
			historical era for this course. Students will
			write a minimum of 1700 words during the
			quarter, including at least one individually
			typed paper of at least 600 words with
			proper citations and bibliography
			Methods of Evaluation: - B Writing
			Assignments: Students will write a total of
			1700 words in a variety of combinations the
			include at least one individually written
			paper of at least 600 words with proper
			citations and bibliography. Writing
			assignments may include research
			papers; in-class or take-home essays in
			exam format including the final exam; boo
			review(s); and other analytical project(s) in
			which students demonstrate the ability to
			critically analyze or synthesize thematic
			questions, primary historical documents,
			and secondary source interpretations of
			world history Assignments: - F The
			honors project will include a written resear
			paper of 8-10 pages total (or two shorter
			research papers of 4-5 pages each) which
			demonstrates analysis of additional
			historical sources, including both primary
			and secondary source material in world
			history between prehistory and 750 CE, a
			also demonstrates an understanding of
			diverse historical perspectives. The honor
			project will require 10 or more hours of wo
			beyond the regular (non-honors) course
			requirements, will include higher
			expectations for achievement in this more
			advanced work, and must include
			quotations, citations, and bibliography
			Methods of Evaluation: - D The honors
			project, a written research paper of 8-10
			pages total (or two shorter research paper
			of 4-5 pages each) will be evaluated for
			depth of analysis of both primary and
			secondary sources, originality, critical
			thinking skills, historical references and
			citations, and a comprehensive discussion

of the specific topic(s) in world history between prehistory and 750 CE, as well as student's understanding of diverse historical perspectives.

Objective 4: No Value Create syntactically varied sentences that are free of mechanical errors Assignments: - B Regular Writing Assignments: Selected from a combination of assignments what has: research papers; in-class or take-home assays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations - B Writing Assignments: - But east (500 words with proper citations - B Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually writen paper of at least 600 words with proper citations and bibliography Methods of Fvaluation: - B Writing Assignments: Students will writen paper of at least 600 words with proper citations and bibliography. Writing assignments may include research paper of a least 600 words with proper citations and bibliography. Writing assignments may include research paper of a least 600 words with proper citations and bibliography. Writing assignments may include research paper of 4-5 pages each) which demonstrate analysis of additional historical sources including both primary and secondary source material in word history between prehistory and 70 CE, and also demonstrates analysis of additional historical sources, including of denoments and also demonstrate inger expectations for achevement in this more advanced work, and must include quotations, and bibliography I hethors of tabus papers of 8-10 pages total (or two shorter research papers of 8-10 pages total (or two sho	Changed	Questions	Current Version	Proposed Version
varied sentences that are free of mechanical errors.	9	-	No Value	
sentences that format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words in a variety of combinations that include a nuderstanding of the other and bibliography		syntactically		of assignments such as: research papers;
are free of mechanical errors. that synthesize, critique and evaluate errors. that synthesize and evaluate errors. that synthesize errors with evaluation: - B Writing assignments may include research papers in-class or take-home essays in exam format including the final exam; book eview(s); and other analytical project(s) in which students demonstrate bability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of word history - Assignments: - F The honors project will include a written research paper of 8-10 pages total (row shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source material in word history between prehistorical perspectives. The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations chaitenes and historical perspectives. The honors project, a written research paper of 8-10 pages total (or two shorter honors project, a written research paper of 8-10 pages total (or two shorter honors project, a written research paper of 8-10 pages total (or two shorter honors project, a written research paper of 8-10 pages tot		varied		in-class or take-home essays in exam
mechanical that symthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this cources. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography		sentences that		format including the final exam; book
errors. primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography Methods of Evaluation: - B Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually writen paper of at least 600 words with proper citations and bibliography. Writing assignments: may include research papers; in-class or takeh-ome essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of word history between prehistory and 750 CE, and also demonstrates an understanding of diverse historical prespectives. The honors project will negular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations; chaloins, and bibliography, Methods of Evaluation: -D The honors project will require 10 chorter research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates an understanding of diverse historical perspectives. The honors project will require 10 nore hours of work beyond the regular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, chaloins, and bibliography, Methods of Evaluation: -D The honors project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of bub primary and secondary sources, ontipinality, critical thinking skills, historical references and		are free of		review(s); and other analytic assignments
demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least 600 words with proper clatations and bibliography. – Methods of Evaluation: B Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least 600 words with proper clatations and bibliography. Writing assignments may include research papers in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of word history. – Assignments: – F The honors project will include a written research papers (in-10 pages total) (or two shorter research papers of 1-0 pages total) (or bus shorter research papers of 2-0 pages total) (or bus shorter research papers of 2-0 pages total) (or bus shorter requirements, will include a writter research paper of 8-10 pages total) (or bus shorter expectations for achievement in this more advanced work, and must include quotations, clations, and bibliography. – Methods of Evaluation: - D The honors project, a written research paper of 8-10 pages total (or two shorter research paper of 8-10 pages total (or two shorter research paper of 8-10 pages total) (or two shorter research papers) of 4-5 pages each) wi		mechanical		that synthesize, critique and evaluate
historical era for this course. Sludents will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography		errors.		primary and secondary sources and
write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography Methods of Evaluation B Writing Assignments: Students will write a total of 1700 words in a vareity of combinations that include at least one individually written paper of at least 600 words with proper citations and bibliography. Writing assignments may include research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history Assignments: -F The homors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of d-stifting and historical sources, including both primary and secondary source interpretations of world history description of the stifting of diverse historical prespectives. The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography Methods of Evaluation: - D The honors project, a written research papers of 8-10 pages total (or two shorter research papers of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking yskills, historical references and				demonstrate an understanding of the
quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography Methods of Evaluation: - B Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually written paper of at least 600 words with proper citations and bibliography. Writing assignments may include research papers; in-class or take-home easays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history Assignments: -F The honors project will include a written research paper of 8-10 pages sotal (or two shorter research papers of 4-5 pages sotal) which demonstrates analysis of additional historical sources, including both primary and secondary source metrical in world history between prehistory and 750 CE; and also demonstrates an understanding of diverse historical perspectives. The honors project will require 10 or more hours of work beyond the regular (on-honors) course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography, Methods of Evaluation: -D The honors project, a written research papers of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking solits, historical references and				historical era for this course. Students will
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citations, and a comprehensive discussion				-
				citations, and a comprehensive discussion

of the specific topic(s) in world history between prehistory and 750 CE, as well as student's understanding of diverse historical perspectives.

hanged	Questions	Current Version	Proposed Version
0	Objective 5: Distinguish,	No Value	Outline: - B Use primary and secondary sources from a diverse range of authors to
	compare, and		contribute to an understanding of significant
	evaluate the		themes in the development of world history,
	multiplicity and		while also fostering recognition and
	ambiguity of		appreciation of the contributions of its
	perspectives.		diverse peoples: analyzing broad patterns of
	perspectives.		change on both an inter-regional scale and
			within complex societies; and, explain,
			interpret, or evaluate the historical, social,
			political, philosophical, literary, artistic and
			aesthetic developments across the
			boundaries of civilizations, regions, and
			cultures Outline: - D Use primary and
			secondary sources from multicultural,
			•
			different methodologies, or perspectives to
			interpret and analyze historical evidence in
			order to: develop critical thinking skills,
			formulate multicultural, complex
			assessments, or diverse interpretations of
			historical issues and problems, including th
			impact on ordinary persons within world
			history, and to understand the chronology of
			the stages of development in the world from
			prehistory to 750 CE Assignments: - A
			Regular Reading Assignments: Assigned
			readings from a college-level text(s),
			primary historical documents, and
			secondary interpretation(s), from which
			students will gain and demonstrate,
			evaluate, synthesize, and critique
			knowledge of political, economic, social, ar
			cultural events of the historical era for this
			course Assignments: - B Regular
			Writing Assignments: Selected from a
			combination of assignments such as:
			research papers; in-class or take-home
			essays in exam format including the final
			exam; book review(s); and other analytic
			assignments that synthesize, critique and
			evaluate primary and secondary sources
			and demonstrate an understanding of the
			historical era for this course. Students will
			write a minimum of 1700 words during the
			quarter, including at least one individually
			typed paper of at least 600 words with
			proper citations and bibliography
			Methods of Evaluation: - B Writing
			Assignments: Students will write a total of
			1700 words in a variety of combinations that
			include at least one individually written
			paper of at least 600 words with proper

citations and bibliography. Writing assignments may include research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history. -- Outline: -- E. - Critically analyze the impact of a major historical event or historical figure(s), indicate both long-and short-term historical significance or compare and contrast with a contemporary event(s) or figure(s), for world history between prehistory and 750 CE, to fulfill the college honors requirements for this course. ----- 1. Inclusion of analysis of both primary and secondary historical sources or documents. ----- 2. Indication of students' understanding of historiographical debate over the interpretation(s) of significant historical issues. -- Assignments: - F. - The honors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source material in world history between prehistory and 750 CE, and also demonstrates an understanding of diverse historical perspectives. The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography. --Methods of Evaluation: - D. - The honors project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking skills, historical references and citations, and a comprehensive discussion of the specific topic(s) in world history between prehistory and 750 CE, as well as student's understanding of diverse historical perspectives.

B-Matrix Form

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

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

C-Matrix Form

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

Changed Quest	ions	Current Version	Proposed Version
about and no texts f cultura social	e ositions fiction on-fiction from many al and al and ectives in ety of	No Value	No Value
of 500 more t engag respoi is insp	ose a ed, seful, oped paper words or	No Value	No Value
work ι	ce written using a al process Itiples and	No Value	No Value
ability a varie senter	nstrate the to include ety of nce ures in	No Value	No Value
compo correc the ma conve	ntions of ard Written	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

hanged	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

	Questions	Current Version	Proposed Version
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
Matrix F	orm		
Changed	Questions	Current Version	Proposed Version

H-Matrix Form

Changed	Questions	Current Version	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	
9	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	Admission into this course requires consent of the Honors Program Coordinator.	
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value	
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value	

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
0	Criteria 1:	No Value	Outline: - A Develop a critical
	Present core		understanding of the historical method in
	concepts and		the context of world history, compare and
	scope that		contrast different perspectives in order to
	define the		evaluate, explain, or defend and critique
	discipline.		informed study with respect to world history
	(ONLY using the		through the use of primary and secondary
	Outline,		sources Outline: - B Use primary and
	Assignments or		secondary sources from a diverse range of
	Methods of		authors to contribute to an understanding o
	Evaluation		significant themes in the development of
	areas, cite, copy		world history, while also fostering
	and paste the		recognition and appreciation of the
	area referenced.)		contributions of its diverse peoples:
			analyzing broad patterns of change on both
			an inter-regional scale and within complex
			societies; and, explain, interpret, or evaluat
			the historical, social, political, philosophical
			literary, artistic and aesthetic developments
			across the boundaries of civilizations,
			regions, and cultures Outline: - C
			Demonstrate knowledge of various
			geographical regions over time and
			examine and assess the role of geography
			in shaping or influencing human societies
			throughout world history Outline: - D
			Use primary and secondary sources from
			multicultural, different methodologies, or
			perspectives to interpret and analyze
			historical evidence in order to: develop
			critical thinking skills, formulate multicultura
			complex assessments, or diverse
			interpretations of historical issues and
			problems, including the impact on ordinary
			persons within world history, and to
			understand the chronology of the stages of
			development in the world from prehistory to
			750 CE.

Changed	Questions
---------	-----------

A

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.)

-- Assignments: - C. - Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. (The group work has collaborative components to it.) --Methods of Evaluation: - A. - Oral analysis: participation in and contribution toward classroom discussions, debates, or specified group project(s) in which students demonstrate analysis, synthesis, critique and critical thinking skills, such as clarity of argument and the use of evidence to support arguments, in oral interpretations of sources, including primary historical documents. -- Assignments: - B. - Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the guarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography. --Methods of Evaluation: - B. Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually written paper of at least 600 words with proper citations and bibliography. Writing assignments may include research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history. -- Assignments: - F. - The honors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source material in world history between prehistory and 750 CE, and

also demonstrates an understanding of diverse historical perspectives. The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography. --Methods of Evaluation: - D. - The honors project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking skills, historical references and citations, and a comprehensive discussion of the specific topic(s) in world history between prehistory and 750 CE, as well as student's understanding of diverse historical perspectives.

-		-
Criteria 3:	No Value	Assignments: - A Regular Reading
Stimulate critical		Assignments: Assigned readings from a
thinking. (ONLY		college-level text(s), primary historical
using the		documents, and secondary interpretation(s
Outline,		from which students will gain and
Assignments or		demonstrate, evaluate, synthesize, and
Methods of		critique knowledge of political, economic,
Evaluation		social, and cultural events of the historical
areas, cite, copy		era for this course Assignments: - D
and paste the		Objective evaluation through assignments
area referenced.)		such as: quizzes, map identifications, or
		objective sections of in-class midterm(s) o
		the final examination in which students
		demonstrate the ability to critically evaluat
		analyze, contextualize, synthesize or
		critique primary and secondary historical
		sources in world history Methods of
		Evaluation: - A Oral analysis: participation
		in and contribution toward classroom
		discussions, debates, or specified group
		project(s) in which students demonstrate
		analysis, synthesis, critique and critical
		thinking skills, such as clarity of argument
		and the use of evidence to support
		arguments, in oral interpretations of
		sources, including primary historical
		documents Methods of Evaluation: - C.
		Objective evaluation through assignments
		such as: quizzes, map identifications,
		objective sections of in-class exams, or
		other analytical projects, in which students
		demonstrate, assess, synthesize or critique
		the knowledge of college-level secondary
		source readings and primary source
		documents in the era of history for this
		course Assignments: - F The honors
		project will include a written research pap
		of 8-10 pages total (or two shorter researc
		papers of 4-5 pages each) which
		demonstrates analysis of additional
		historical sources, including both primary
		and secondary source material in world
		history between prehistory and 750 CE, a
		also demonstrates an understanding of
		diverse historical perspectives. The honor
		project will require 10 or more hours of wo
		beyond the regular (non-honors) course
		requirements, will include higher
		expectations for achievement in this more
		advanced work, and must include
		austations, situations, and hibliography

quotations, citations, and bibliography. --Methods of Evaluation: - D. - The honors

Changed Questions

Current Version

Changed	Questions	Current Version	Proposed Version
			project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking skills, historical references and citations, and a comprehensive discussion of the specific topic(s) in world history between prehistory and 750 CE, as well as student's understanding of diverse historical perspectives.
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: - A 1.b World history as having multiple cultural perspectives Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter-regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - B 2. a, b, c, d, e: 2. Recognize the contributions of diverse peoples in the development of world history, including: a. The impact of ethnic and racial diversity b. The roles and experiences of women and men c. The experiences of the working classes and the issue of slavery d. The role of human sexuality and the issue of sexual orientation e. The role of dissent with regard to belief systems
9	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: - Entire Outline - A, B, C, D., since this is a world history class, and includes global and historical context throughout those areas of the Outline. For example: Outline: - A Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources.

Changed	Questions	Current Version	Proposed Version
0	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline C Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history Outline C.1 - Knowledge of geography in world history, including continents, civilizations, cultural areas Methods of Evaluation: - C Objective evaluation through map identifications Methods of Evaluation: - A. - Oral analysis: participation in and contribution toward classroom discussions, debates, or specified group projects.

De Anza GE - ESGC Form

hanged	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 ValueNo ValueCriteria 4: well being of human society is dependent on sustainable social and ecological systems.No ValueNo ValueCriteria 5: munderstanding of how the sustainable social and ecological systems.No ValueNo ValueCriteria 5: personal activities impact the environment and communities by participating in actions to create a more environmentallyNo Value
Analyze how the well being of human society is dependent on sustainable social and ecological systems. Social and ecological systems. Criteria 5: No Value Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally No Value
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally
sustainable and equitable future.
Comments
Changed Questions Current Version Proposed Version
Stage 2:No ValueNo ValueDepartmentChair

Changed	Questions	Current Version	Propos	ed Vers	ion		
9	Stage 3: Division Curriculum Representative	No Value	Date 5/13/2 5/14/2	OR Tab RG - 4Div Rep	Part - Field Course Description Course orDescription	Needs to be a noomplete sentence RG said it's	Initiator - Edit <mark>"Y" When Completed</mark> O.K., as is, per RG
	Stage 4: Division Dean	No Value	No Valu	ie			
	Stage 5: SLO Coordinator	No Value	No Valu	Ie			
	Stage 7: Content Review Matrix Liaison	No Value	No Valu	IE			
	Stage 8: AVP - Instruction	No Value	No Valu	Ie			
	Stage 9: Articulation Officer	No Value	No Valu	IE			
	Stage 11: ESGC Faculty Coordinator	No Value	No Valu	IE			
	Stage 14: Curriculum Committee	No Value	No Valu	Ie			

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	HISTD03AH
	Distance Education Approved	Yes

Changed	Field	Current Version
	Board of	
	Trustees	
	Approval Date	
	Curriculum	
	Committee	
	Approval Date	
	Time to Next	Sep 1, 2023 12:00:00 AM
	Review	
	External Review	Sep 1, 2018 12:00:00 AM
	Approval Date	
	Course Control	CCC000569364
	Number	

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

De Anza College Change Report ^{08/01/2024}

Summary of Changes

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

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Section	Changed field	
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	
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 • Erik Woodbury Initiator	Carol Cini	

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	HISTD003B	HISTD003B
	Course Control Number	CCC000091300	CCC000091300
	Course Title (CB02)	World History from 750 to 1750 CE	World History from 750 to 1750 CE
	Short Course Title	WORLD HIST FROM 750 TO 1750CE	WORLD HIST FROM 750 TO 1750CE
	TOP Code (CB03)	2205.00	2205.00 History
	CIP Code	History, General	54.0101 History, General
	Department	HIST - History	HIST - History
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Starting from 750 Common Era (CE) and covering to 1750 CE, this course explores the convergence of, or increasing encounters between the world's peoples, cultures, and civilizations. Students will gain an interdisciplinary, multi-perspective view of world history, using a thematic approach and offering a balanced, representative and inclusive sampling of the world's cultures from Africa, the Americas, Asia, Europe, and Oceania.	Starting from 750 Common Era (CE) and covering to 1750 CE, this course explores the convergence of, or increasing encounters between the world's peoples, cultures, and civilizations. Students will gain an interdisciplinary, multi-perspective view of world history, using a thematic approach and offering a balanced, representative and inclusive sampling of the world's cultures from Africa, the Americas, Asia, Europe, and Oceania.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• Hybrid	OnlineHybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version	
	Formerly Statement	No value		

Changed	Field	Current Version	Proposed Version
	Course Justification	This course introduces students to the chronological sequencing of world history from 750 CE to 1750 CE. This course also contributes to the fulfillment of major requirements for the Associate of Arts degree for transfer in History. In addition, this course meets a general education (G.E.) requirement for De Anza, CSU GE, and IGETC and is UC and CSU transferable.	This course introduces students to the chronological sequencing of world history from 750 CE to 1750 CE. This course also contributes to the fulfillment of major requirements for the Associate of Arts degree for transfer in History. In addition, this course meets a general education (G.E.) requirement for De Anza, CSU GE, and IGETC and is UC and CSU transferable.

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

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	
oothill Eq	luivalency		
Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
TE Cours	6e		
Changed	Field	Current Version	Proposed Version
9	Is this a CTE (Career Technical Education) course?	No value	No
lonors/No	on-honors Course)	
Changed	Field	Current Version	Proposed Version
0	ls this an honors/non- honors	No value	<u>Yes - don't forget to duplicate the</u> revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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

Changed	Field	Current Versi	on	Proposed Ver	sion
	Course is part of a program	Associated Program	Global Studies for Transfer	Associated Program	Global Studies for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	History for Transfer	Associated Program	History for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	History for Transfer	Associated Program	History for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Art History for Transfer	Associated Program	Art History for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
		Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
		Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)

nged Field	Current Versio	on	Proposed Ver	sion
	Associated Program	Global Studies	Associated Program	Global Studies
	Award Type	zZ_Skills Certificate	Award Type	zZ_Skills Certificate
	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	IGETC	Associated Program	IGETC
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	IGETC	Associated Program	IGETC
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)
	Associated Program	IGETC	Associated Program	IGETC

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

anged Field	Current Versio	on	Proposed Ver	sion
	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Art History for Transfer (In Development)	Associated Program	Art History for Transfer (In Development)
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
	Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options				
Changed	Field	Current Version	Proposed Version	
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU	

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Υ	Υ
	Transfer Status	Approved	Approved

nformation	System/Institution	De Anza GE	System/Institution	De Anza GE
	Area(s)	 2GC2 - Approved. 2GDX - Approved. 	Area(s)	 2GC2 Approv 2GDX Approv
	-	No value	-	No value
	System/Institution	C-ID	System/Institution	C-ID
	Area(s)	 HIST - Approved. 	Area(s)	 HIST - Approv
	-	 HIST D003A & HIST D003B required for C-ID HIST 150 HIST D003B & HIST D003C required for C-ID HIST 160 	-	 HIST D003A HIST D003B require for C-IE HIST 1 HIST D003B HIST D003C require for C-IE HIST 1
	System/Institution	IGETC	System/Institution	Cal-GETC
	Area(s)	 IG3B - Approved. IG4X - Approved. 	Area(s)	 CA3B - Approv CA4X - Approv
	-	No value	-	No value
	System/Institution	CSU GE		
	Area(s)	• CGC2 -		

Area(s) • CGC2 -Approved. • CGDY -Approved.

Changed Field	Current Version	Proposed Version
	- 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		

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

Credit / Non-Credit Options

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

Credit Units

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

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

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

Specifications

0

tion Methods of Instruction		Methods of Instruction	Methods of Instruction
Methods	Lecture and visual	Methods	Lecture and visual aids
of	aids	of	Discussion of assigned
Instruction	Discussion of assigned reading Discussion and problem solving performed in class In-class or take-home essays Collaborative learning and small group exercises: written or oral Quiz and examination review performed in class Map Assignments In-class exploration of internet sites Homework and extended projects Guest speakers Other: Film / documentary / or other media	Instruction	reading Discussion and problem solving performed in class In-class or take-home essays Collaborative learning and small group exercises: written or oral Quiz and examination review performed in class Map Assignments In-class exploration of internet sites Homework and extended projects Guest speakers Film / documentary / or other media

Changed	Field	Current Version	Proposed Version
Changed	Assignments	 Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and a secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural events of the historical era for this course. Regular Writing Assignments: Selected from a combination of assignments such as: research papers, reading and viewing responses; in-class or take- home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 750 words with proper citations. Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. Objective evaluation through assignments such as: quizzes, map identifications, or objective sections of in-class midterm(s) or the final examination in which students demonstrate the ability 	 Regular Reading Assignments: Assigned readings from a college- level text(s), primary historical documents, and a secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural events of the historical era for this course. Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography. Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. Objective evaluation through assignments such as: quizzes, map identifications, or objective sections of in-class midterm(s) or the final examination in which students demonstrate the ability to critically evaluate, analyze, contextualize, synthesize or critique primary and secondary historical sources in world history. View assigned media shown in class
		to critically evaluate, analyze, contextualize, synthesize or critique primary and secondary historical sources in world	or in the lab. Each viewing assignment is accompanied with specific written or oral questions or prompts to assess, contextualize,
		historical sources in world	

history.

synthesize, or critique.

Changed Field	Current Version	Proposed Version
	 View assigned media shown in class or in the lab. Each viewin assignment is accompanied wi specific written or oral question or prompts to assess, contextualize, synthesize or critique. 	ng th

Changed	Field
Changeu	Field

0	Methods of			
-	Evaluation	Methods		Methods of Evaluation
		of Evaluation	of Evaluation	

Changed Fiel	Field	Current Version	Current Version		Proposed Version	
		Methods of	1. Oral analysis: participation in	Methods of	1. Oral analysis: participation in an	
		Evaluation	and	Evaluation	contribution towar	
			contribution		classroom	
			toward		discussions,	
			classroom		debates, or	
			discussions,		specified group	
			debates, or		project(s) in which	
			specified group		students	
			project(s) in		demonstrate	
			which students		analysis, synthes	
			demonstrate		critique, and critic	
			analysis,		thinking skills, su	
			synthesis,		as clarity of	
			critique and		argument and the	
			critical thinking		use of evidence to	
			skills, such as		support argument	
			clarity of		in oral	
			argument and		interpretations of	
			the use of		sources, including	
			evidence to		primary historical	
			support		documents	
			arguments, in		2. Writing	
			oral		Assignments:	
			interpretations		Students will write	
			of sources,		total of 1700 word	
			including		in a variety of	
			primary		combinations tha	
			historical		include at least o	
			documents.		individually writte	
			2. Writing		paper of at least	
			Assignments:		600 words with	
			Students will		proper citations a	
			write a total of		bibliography.	
			1700 words in		Writing	
			a variety of		assignments may	
			combinations		include research	
			that include at		papers; in-class o	
			least one		take-home essay	
			individually		in exam format	
			written paper of		including the final	
			at least 750		exam; book	
			words with		review(s); and oth	
			proper		analytical project	
			citations, such		in which students	
			as: an essay(s)		demonstrate the	
			exam,		ability to critically	
			workbook(s),		analyze or	
			video review		synthesize thema	
			form(s), Power-		questions, primar	

point	historical
presentation(s),	documents, and
journal(s), book	secondary source
review(s), or	interpretations of
other analytical	world history.
project(s) in	3. Objective
which students	evaluation through
demonstrate	assignments, such
the ability to	as: quizzes, map
critically	identifications,
analyze or	objective sections
synthesize	of in-class exams,
thematic	or other analytical
questions,	projects, in which
primary	students
historical	demonstrate,
documents,	assess, synthesize,
and secondary	or critique the
source	knowledge of
interpretations	college-level
of world history.	secondary source
3. Objective	readings and
evaluation	primary source
through	documents in the
assignments,	era of history for
such as:	this course.
quizzes, map	
identifications,	
objective	
sections of in-	
class exams, or	
other analytical	
projects, in	
which students	
demonstrate,	
assess,	
synthesize or	
critique the	
knowledge of	
college-level	
secondary	
source	
readings and	
primary source	
documents in	
the era of	
history for this	
-	
course.	
1	

Changed	Field	Current Version	Proposed Version
0	Essential Student Materials/Essential College Facilities	 Essential Student Materials: None. Essential College Facilities: None. 	Essential Student Materials: None Essential College Facilities: None

Changed Field

Current Version

Examples of				
Primary Texts and References	Title	No value	Title	Tradtions and Encounters: A Global
	Author	Weisner-Hanks, Merry E. A Concise		Perspective on the Past.
		History of the World. Cambridge University Press, 2015.	Author	Bentley, Jerry and Herbert F. Ziegler, Heather Streets Salter, and Craig Benjamin.
	Publisher	No value	Publisher	McGraw Hill.
	Date/Edition	No value	Date/Edition	2020. 7th Edition.
	ISBN	No value	ISBN	No value
	Title	No value	Title	A Peoples' History of the World: From the Stone
	Author	Von Sivers, Peter, Charles A.		Age to the Millennium.
		Desnoyers and George Stow. Patterns of World	Author	Harman, Chris.
			Publisher	Verso.
		History. 3rd ed. New York: Oxford	Date/Edition	2017.
		University Press, 2017.	ISBN	No value
	Publisher	No value	Title	Ways of the World: A Brief Global History: Value Edition.
	Date/Edition	No value		
	ISBN	No value	Author	Strayer, Robert W. and Eric W. Nelson.
	Title	No value	Publisher	Macmillan.
	Author	Christian, David. Origin Story: A Big Date/Edition	2022. Fifth Edition.	
		History of Everything. Little, Brown Spark, 2018.	ISBN	No value
	Publisher	No value	Title	Worlds Together, Worlds Apart: A History of the
	Date/Edition	No value		World from the
	ISBN	No value		Beginnings of Humankind to the
	(Present: Seagull Edition.

Current Version

Proposed Version

Title	No value
Author	Strayer, Robert. Ways of the World: A Global History. 3rd ed. Boston: Bedford/St. Martin's, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Title Author	No value Duiker, William J. and Jackson J. Spielvogel. World History. 9th ed. Cengage Learning, 2019.
	Duiker, William J. and Jackson J. Spielvogel. World History. 9th ed. Cengage Learning,
Author	Duiker, William J. and Jackson J. Spielvogel. World History. 9th ed. Cengage Learning, 2019. No value

Author	Adelman, Jeremy, and Elizabeth Pollard, Clifford Rosenberg, and Robert Tignor.
Publisher	W. W. Norton and Company.
Date/Edition	2021. Seagull Third Edition.
ISBN	No value
Title	A History of World Societies: Value Edition.
Author	Wiesner-Hanks, Merry E. and Patricia Buckley Ebrey, Roger B. Beck, Jerry Davila, Clare Haru Crowston, and John P. McKay.
Publisher	Macmillan.
Date/Edition	2021. Twelfth Edition.
ISBN	No value

Changed	Field	Current Version		Proposed Version
Suggested Reading List	Reading List	Pilcher, Jeffrey. Food In World History. New York: Routledge, 2005.	No value	
	May include, but are not limited to	No value		
		Reading List	Peel, Mark and Christina Twomey. A History of Australia. New York: Palgrave MacMillan, 2011.	
	May include, but are not limited to	No value		
	Reading List	Armitage, David and Alison Bashford. Pacific Histories: Ocean, Land, People. New York: Palgrave MacMillan, 2014.		
	May include, but are not limited to	No value		
		Reading List	Wills Jr., John E. China and Maritime Europe, 1500-1800: Trade, Settlement, Diplomacy and Missions. Cambridge: Cambridge University Press, 2010.	

May include,	No value
but are not	
limited	
to	

Reading List	MacGregor, Neil. A History of the World in 100 Objects. Reprint edition. New York: Penguin Books, 2013.
May include, but are not limited to	No value

Reading List	Connah, Graham and Douglas Hobbs. African Civilizations: An Archaeological Perspective. Cambridge: Cambridge University Press, 2001.
May include,	No value

Reading List	Asante, Molefi Kete. The History of Africa. 2nd ed. New York: Routledge, 2014.
May include, but are not limited to	No value

Reading List	Manning, Patrick. The African Diaspora: A History Through Culture (Columbia Studies in International and Global History). New York: Columbia University Press, 2010.
May include, but are not limited to	No value
Reading	Robert, J.M. The History
Reading	

Reading List	Robert, J.M. The History of the World. 6th ed. Oxford: Oxford University Press, 2013.
May include, but are not limited to	No value

Reading List	Jenkins, Philip. The Lost History of Christianity: The Thousand-Year Golden Age of the Church in the Middle East, Africa, and Asia and How It Died. New York: HarperOne, 2009.
May include, but are not limited to	No value

Reading List	Eakin, Marshall C. The History of Latin America: Collision of Cultures. New York: Penguin Books, 2007.
May include, but are not limited to	No value
Reading	Eubanks, Charlotte.

List	Miracles of Book and Body: Buddhist Textual Culture and Medieval Japan (Buddhisms). Berkeley: University of California Press, 2011.
May include, but are not limited to	No value

Reading List	Abeth, John. An Environmental History of the Middle Ages: The Crucible of Nature. New York: Routledge, 2012.
May include, but are not limited to	No value

ReadingMann, Charles. 1493:ListUncovering the NewWorld ColumbusCreated. New York:Vintage, 2012.

May include,	No value
but are not	
limited	
to	

Reading List	Baumer, Christoph. The History of Central Asia: The Age of the Steppe Warriors. New York: I.B. Tauris, 2012.
May include, but are not limited to	No value

Reading List	Stearns, Peter. World History in Documents: A Comparative Reader. 2nd ed. New York: New York University Press, 2008.
May include, but are not limited to	No value

Reading List	Michell, George and Amit Pasricha. Mughal Architecture and Gardens. Suffolk: Antique Collectors Club District, 2011.
May include, but are not limited to	No value

Current Version		
Reading List	Wiesner-Hanks, Merry E. Gender in History: Global Perspectives. 2nd ed. Malden: Wiley- Blackwell, 2011.	
May include, but are not limited to	No value	
Reading List	Pettigrew, William A. Freedom's Debt: The Royal African Company and the Politics of the Atlantic Slave Trade, 1672-1752 (Published for the Omohundro Institute of Early American History). Chapel Hill: The University of North Carolina Press, 2013.	
May include, but are not limited to	No value	

Reading List	Golden, Peter B. Central Asia in World History (New Oxford World History). Oxford: Oxford University Press, 2011.
May include, but are not limited to	No value

Changed Field	Current Ve	rsion	Proposed Version	
	Reading List	Abu-Lughod, Janet L. Before European Hegemony: The World System A.D. 1250-1350. Oxford: Oxford University Press, 1989.		
	May include, but are not limited to	No value		

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter- regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures. Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history. Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from 750 to 1750 CE. 	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an interregional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures. Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history. Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from 750 to 1750 CE.

Changed	Field	Current Versior	1	Proposed Versi	on
	CSLOs	CSLOs	Demonstrate and apply knowledge of World history from 750 to 1750 CE to construct defensible statements of meaning and evaluation about this period's developments.	CSLOs	Demonstrate and apply knowledge of World history from 750 to 1750 CE to construct defensible statements of meaning and evaluation about this period's developments.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Identify, critically evaluate, and interpret World history primary documents from 750 to 1750 CE to construct historical analysis.	CSLOs	Identify, critically evaluate, and interpret World history primary documents from 750 to 1750 CE to construct historical analysis.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Changed	Field Course Content	Current Version 1. Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. 1. The study of history as it relates to world history, particularly: 1. History defined; history as different from myth 2. World history as having multiple cultural perspectives 3. The practical importance of the study of history, and in particular, world history, for global citizenry 4. Historical research methodologies appropriate to the study of an integrated approach to world history 5. Frameworks used to analyze historical processes, phenomena, and events from a global perspective 2. Sources in the study of civilizations and cultures in world history, from 750 to 1750 CE, particularly: 1. Defining historical sources: primary and secondary 2. Critical analysis of historical evidence; awareness of diverse approaches; construction of	 Proposed Version 1. Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. 1. The study of history as it relates to world history, particularly: History defined; history as different from myth World history as having multiple cultural perspectives The practical importance of the study of history, and in particular, world history Historical research methodologies appropriate to the study of an integrated approach to world history Frameworks used to analyze historical perspective Sources in the study of a civilizations and cultures in world history. from 750 to 1750 CE, particularly: Defining historical sources; awareness of diverse approaches; construction of
		arguments	arguments

Changed	Field	Current Version
Changed	Field	 Current Version 3. Objectivity and perspective; interpretation and critical reflection; validity and impact; proper citation of sources 4. Historiography and its relationship to the development of world history as a field Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of the contributions of its diverse peoples: analyzing broad patterns of change on both an interregional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic
		developments across the boundaries of civilizations, regions, and cultures.
		. eg.sho, ana calarco.

1. Major Themes in World History from 750 to 1750 CE, including:

- 1. Political: Analyze, compare, and contrast distinctive forms of political organization in world history and their impact, including forms of governance, state-building, empires, expansion, conflict, and interstate relations
- 2. Economic: Explain various forms of economic organization in world history and their global impact,

- **Proposed Version** 3. Objectivity and
 - perspective; interpretation and critical reflection; validity and impact; proper citation of sources
 - 4. Historiography and its relationship to the development of world history as a field
 - 2. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an interregional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures.
 - 1. Examine major themes in World History from 750 to 1750 CE, including:

1. Political: Analyze, compare, and contrast distinctive forms of political organization in world history and their impact, including forms of governance, state-building, empires, expansion, conflict, and interstate relations

2. Economic: Explain various forms of economic organization in world history and their global impact,

		Fioposed version	
	including agricultural and pastoral production, trade and commerce, labor systems, and networks of exchange . Social: Analyze the development and transformation of social structures in		including agricultural and pastoral production, trade and commerce, labor systems, and networks of exchange Social: Analyze the development and transformation of social structures in
	world history, including gender roles and relations, family and kinship, racial and ethnic constructions, and social and economic classes		world history, including gender roles and relations, family and kinship, racial and ethnic constructions, and social and economic classes
4	Cultural: Explain the historical significance of cultural developments in religions, belief systems, philosophies, literature, ideologies, science and technology, arts, aesthetics, and architecture in world	4.	Cultural: Explain the historical significance of cultural developments in religions, belief systems, philosophies, literature, ideologies, science and technology, arts, aesthetics, and architecture in world
5	history Environmental: Analyze the ways in which the world's physical and natural environment has affected and been affected by developments in human history, including	5.	history Environmental: Analyze the ways in which the world's physical and natural environment has affected and been affected by developments in human history, including
	demography and disease, migration, patterns of settlement, biological exchange, and technology gnition of the butions of diverse	-	demography and disease, migration, patterns of settlement, biological exchange, and technology gnize the contributions erse peoples in the

Current Version

peoples in the development of world history, including:

- 1. The impact of ethnic and racial diversity
- 2. The roles and experiences of women and men
- 3. The experiences of the working classes and the issue of slavery
- 4. The role of human sexuality and the issue of sexual orientation
- 5. The role of dissent with regard to belief systems
- 3. Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history.
 - Knowledge of geography in world history; continents, civilizations, and cultural and regional areas
 - 2. Understanding the extent of human knowledge of geographical space in various historical time periods
 - 3. Ability to assess the relationship of geography to historical events over time
 - 4. Political, economic, social, demographic, and environmental factors related to geographic influences
- Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues

development of world history, including:

- 1. The impact of ethnic and racial diversity
- 2. The roles and experiences of women and men
- 3. The experiences of the working classes and the issue of slavery
- 4. The role of human sexuality and the issue of sexual orientation
- 5. The role of dissent with regard to belief systems
- Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history.
 - 1. Knowledge of geography in world history; continents, civilizations, and cultural and regional areas
 - 2. Understanding the extent of human knowledge of geographical space in various historical time periods
 - 3. Ability to assess the relationship of geography to historical events over time
 - 4. Political, economic, social, demographic, and environmental factors related to geographic influences
- 4. Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues

Current Version

and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from 750 to 1750 CE.

- 1. Acceleration of economic and cross-cultural connections between human societies from 750 to 1750 CE, with analysis and contextualization of factors that shaped these developments in world history, such as:
 - 1. Commerce, culture and consequences: The Silk Roads in Eurasia, sea routes in the Indian Ocean basin and the South Pacific, trans-Saharan routes and other networks in Africa, networks in the Americas centering on Mesoamerica and the Andes: Cultural blending: especially in eastern and western Africa. all throughout Asia and southeast Asia, the Islamic Empire, Kievan Rus, the Byzantine Empire, Aztecs and Incas
 - 2. The view of these interconnections as precursors to a more globalized context of exchange; examination of the geographic situation of these historical developments; contrast between the Western Hemisphere's north-

Proposed Version

and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from 750 to 1750 CE.

> 1. Acceleration of economic and cross-cultural connections between human societies from 750 to 1750 CE, with analysis and contextualization of factors that shaped these developments in world history, such as:

> > 1. Commerce, culture and consequences: The Silk Roads in Eurasia, sea routes in the Indian Ocean basin and the South Pacific, trans-Saharan routes and other networks in Africa, networks in the Americas centering on Mesoamerica and the Andes: Cultural blending: especially in eastern and western Africa, all throughout Asia and southeast Asia, the Islamic Empire, Kievan Rus, the Byzantine Empire, Aztecs and Incas

> > 2. The view of these interconnections as precursors to a more globalized context of exchange; examination of the geographic situation of these historical developments; contrast between the Western Hemisphere's north-

south axis and the	south axis and the
Eastern	Eastern
Hemisphere's east-	Hemisphere's east-
west axis and more	west axis and more
extensive	extensive
interconnections;	interconnections;
examination of	examination of
relationships	relationships
between humans and	between humans and
the environment in	the environment in
these areas	these areas
2. Developments within and	2. Developments within and
interrelations between	interrelations between
major states and empires in	major states and empires in
East Asia (c. 750 to 1400),	East Asia (c. 750 to 1400),
analysis of their wider	analysis of their wider
influence, and examination	influence, and examination
of political, economic,	of political, economic,
social, cultural, and	social, cultural, and
environmental issues, and	environmental issues, and
impact on ordinary persons,	impact on ordinary persons,
such as:	such as:
1. Tang dynasty and the	1. Tang dynasty and the
highly organized	highly organized
Chinese state; role of	Chinese state; role of
the examination	the examination
system and	system and
bureaucracy; Tang	bureaucracy; Tang
dynasty arts, crafts,	dynasty arts, crafts,
and literature	and literature
2. Song dynasty China	2. Song dynasty China
as world's most	as world's most
urbanized and	urbanized and
commercialized	commercialized
society at that point;	society at that point;
Song dynasty arts,	Song dynasty arts,
crafts, and literature	crafts, and literature
3. China's economic,	3. China's economic,
technological, and	technological, and
environmental	environmental
influence in Eurasia	influence in Eurasia
(e.g., silk,	(e.g., silk,
gunpowder, movable	gunpowder, movable
type printing);	type printing);
ecological factors for	ecological factors for
adopting aspects of	adopting aspects of
Chinese culture	Chinese culture
4. Cultural and religious	4. Cultural and religious
impact of East Asia,	impact of East Asia,
including Duddhism	including Duddhism

including Buddhism

including Buddhism

Changed	Field	Current Version		Proposed Version	
			in relation to		in relation to
			Confucianism		Confucianism
		5.	Japan, Korea, and	5.	Japan, Korea, and
			Vietnam as		Vietnam as
			civilizations in		civilizations in
			Chinese sphere and		Chinese sphere and
			the social, political		the social, political
			and cultural (artistic		and cultural (artistic
			and literary)		and literary)
			consequences;		consequences;
			impact of northern		impact of northern
			nomads on China		nomads on China
		6.	Patriarchy (e.g., lack	6.	Patriarchy (e.g., lac
			of women's property		of women's property
			rights, footbinding),		rights, footbinding),
			and various gender		and various gender
			issues in East Asia		issues in East Asia
		7.	Historically influential	7.	Historically influenti
			persons (e.g.,		persons (e.g.,
			Chinese emperor		Chinese emperor
			Song Taizu, Neo-		Song Taizu, Neo-
			Confucian		Confucian
			philosopher Zhu Xi,		philosopher Zhu Xi,
			and Japanese female		and Japanese fema
			writer Murasaki		writer Murasaki
			Shikibu and her Tale		Shikibu and her Tal
			of Genji)		of Genji)
			opments within and	3. Devel	opments within and
			lations between		elations between
			states and empires in		states and empires
			amic world (c. 750 to	=	amic world (c. 750 to
			analysis of their		, analysis of their
		,	influence, and	,	influence, and
			nation of political,		nation of political,
			mic, social, cultural,		mic, social, cultural,
			nvironmental issues,		nvironmental issues
			pact on ordinary		npact on ordinary
		•	is, such as: Rise of Islam and	•	ns, such as: Rise of Islam and
				1.	
			emergence of an		emergence of an
			Arab (Abbasid)		Arab (Abbasid)
			empire, from Persia		empire, from Persia
			to North Africa; role		to North Africa; role
			of the caliph	_	of the caliph
			Conflicts between	2.	Conflicts between
			Sunni and Shia		Sunni and Shia
			Islam; role of Sufism;		Islam; role of Sufish
			role of sharia as both		role of sharia as bol
			religious and civil law		religious and civil la

- 3. Muslim cultural impact in India, Anatolia, East and West Africa, and Spain including art and architecture; interactions with other religions and the rise of fundamentalists 4. Economic, scientific, and ecological impact of Islamic civilization (e.g., Middle East trade routes, algebra, medicine; spread of agricultural products and practices; use of logic, dialectic and ratio) 5. Patriarchy (e.g., veiling, seclusion), and yet conflicting views of gender issues in various Islamic cultures 6. Role of Mongols and Turks, emergence of Ottoman Empire, and challenge to Christian Europe 7. Historically influential persons (e.g., Mansa Musa, Ibn Sina, Al-Farabi, Persian writer Ferdowsi, Indian poet Kabir) 4. Developments within and interrelations between major states and empires in the Christian world (c. 750 -1400), analysis of their wider influence, and examination of political, economic, social, cultural, and environmental issues, and impact on ordinary persons, such as: 1. Spread of Christianity within various
- 3. Muslim cultural impact in India, Anatolia, East and West Africa, and Spain including art and architecture; interactions with other religions and the rise of fundamentalists
- Economic, scientific, and ecological impact of Islamic civilization (e.g., Middle East trade routes, algebra, medicine; spread of agricultural products and practices; use of logic, dialectic and ratio)
- 5. Patriarchy (e.g., veiling, seclusion), and yet conflicting views of gender issues in various Islamic cultures
- 6. Role of Mongols and Turks, emergence of Ottoman Empire, and challenge to Christian Europe
- 7. Historically influential persons (e.g., Mansa Musa, Ibn Sina, Al-Farabi, Persian writer Ferdowsi, Indian poet Kabir)
- 4. Developments within and interrelations between major states and empires in the Christian world (c. 750 -1400), analysis of their wider influence, and examination of political, economic, social, cultural, and environmental issues, and impact on ordinary persons, such as:
 1. Spread of Christianity
 - within various

hanged	Field	Current Version		Proposed Version	
			European		European
			nonarchies and		monarchies and
		¢	principalities; role of		principalities; role of
			he pope		the pope
		2.0	Conflicts: Eastern	2.	Conflicts: Eastern
		(Orthodoxy vs.		Orthodoxy vs. Roma
		F	Roman Catholicism;		Catholicism; separa
		S	separate church and		church and state
		S	state hierarchies in		hierarchies in west
		V	vest	3.	Christian cultural
		3. (Christian cultural		impact in Russia,
		i	mpact in Russia,		Asia, Africa,
		ŀ	Asia, Africa,		especially artistic
		e	especially artistic		representations and
			epresentations and		architecture; era of
		â	architecture; era of		the Crusades;
		t	he Crusades;		interactions with
		i	nteractions with		other religions
		C	other religions	4.	Economic, political,
		4. E	Economic, political,		technological and
			echnological and		ecological impact of
			ecological impact of		Europe (e.g.,
			Europe (e.g.,		merchants,
			merchants,		parliaments,
			parliaments,		universities, 13th ar
			universities, 13th and		14th centuries of
			14th centuries of		scholasticism,
			scholasticism,		cannon, agricultural
			cannon, agricultural		practices)
			practices)	5	Patriarchy (e.g.,
			Patriarchy (e.g.,		witchburning, lack o
			vitchburning, lack of		female priests);
			•		• •
			emale priests);		various gender
			various gender		issues in European
			ssues in European		cultures (such as
			cultures (such as		persecution of
			persecution of		homosexuals) and
			nomosexuals) and		comparison and
			comparison and		contrast with other
			contrast with other		cultures
			cultures	6.	Serfs, peasants, and
			Serfs, peasants, and		guilds in Europe in
			guilds in Europe in		comparison to labor
			comparison to labor		systems in Islamic
			systems in Islamic		world and East Asia
		V	vorld and East Asia	7.	Historically influentia
		7. I	Historically influential		persons (e.g.,
		ŗ	persons (e.g.,		Charlemagne,
		(Charlemagne,		Aquinas, Francis of
		4	Aquinas, Francis of		

Assisi, Eleanor of Acquitaine, Chaucer)

 Developments within and interrelations between major states and empires in the world of the Mongols and other pastoralists (c. 750 - 1500), analysis of their wider influence, and examination of political, economic, social, cultural, and environmental issues, and impact on ordinary persons, such as:

> 1. Pastoral peoples' interconnections with agriculturalists; role of the horse and the

 Arabs, Almoravids (N. Africa), Turks; rise of the Mongol empire, largest land-based empire in history
 Economic, military,

camel

Current Version	Prop
Assisi, Eleanor of	
Acquitaine, Chaucer)	
5. Developments within and	
interrelations between	
major states and empires in	
the world of the Mongols	
and other pastoralists (c.	
750 - 1500), analysis of	
their wider influence, and	
examination of political,	
economic, social, cultural,	
and environmental issues,	
and impact on ordinary	
persons, such as:	
1. Pastoral peoples'	
interconnections with	
agriculturalists; role	
of the horse and the	
camel	
2. Arabs, Almoravids (N.	
Africa), Turks; rise of	
the Mongol empire,	
largest land-based	
empire in history	
3. Economic, military,	
political, ecological	
and cultural (artistic	
and architectural)	
impact of the	
Mongols in China,	
Persia, and Russia	
4. Kinship, clans,	
hierarchies, and	
women's less	
restricted roles in	
pastoral societies	
such as Mongols	
5. Mongol networks in a	
developing world	
economy, diplomacy,	
cultural exchange,	
spread of plague	
6. Absence of	
widespread	
pastoralism in the	
Americas due to lack	
of large animals for	

domestication

persons (e.g.,

7. Historically influential

- political, ecological and cultural (artistic and architectural) impact of the Mongols in China
 - Mongols in China, Persia, and Russia 4. Kinship, clans, hierarchies, and women's less
 - women's less restricted roles in pastoral societies such as Mongols
 - Mongol networks in a developing world economy, diplomacy, cultural exchange, spread of plague
 - Absence of widespread pastoralism in the Americas due to lack of large animals for domestication
 - 7. Historically influential persons (e.g.,

Chinggis/Genghis Khan, Khublai Khan, Marco Polo) 6. Developments in the world of the fifteenth century and the origins of global interdependence (c. 1400 -1500), analysis of the acceleration of economic and cross-cultural interactions, new networks of trade, transportation, and communication, new developments in state formation and practices as well as political alternatives, diffusion of artistic and scientific traditions as well as biological exchanges and environmental impact, such as: 1. Political contrasts of

Political contrasts of Ming dynasty China, a fragmented Europe of various states, the Hindu state of Vijayanagara in southern India, the flourishing of African states of Ethiopia, Kongo, Benin, and Zimbabwe, the Aztec Empire in Mesoamerica

- 2. Cultural expression (artistic, literate and architectural) in: post-Mongol China, among Japanese warlords, Hindu India, and Islamic Southeast Asia, Renaissance Europe, Aztec and Inca, and the African states
- 3. Contrasts in maritime voyaging of China, European powers, the Americas, and Africa; Zheng He and

Chinggis/Genghis Khan, Khublai Khan, Marco Polo)

- 6. Developments in the world of the fifteenth century and the origins of global interdependence (c. 1400 -1500), analysis of the acceleration of economic and cross-cultural interactions, new networks of trade, transportation, and communication, new developments in state formation and practices as well as political alternatives, diffusion of artistic and scientific traditions as well as biological exchanges and environmental impact, such as:
 - 1. Political contrasts of Ming dynasty China, a fragmented Europe of various states, the Hindu state of Vijayanagara in southern India, the flourishing of African states of Ethiopia, Kongo, Benin, and Zimbabwe, the Aztec Empire in Mesoamerica
 - 2. Cultural expression (artistic, literate and architectural) in: post-Mongol China, among Japanese warlords, Hindu India, and Islamic Southeast Asia, Renaissance Europe, Aztec and Inca, and the African states
 - 3. Contrasts in maritime voyaging of China, European powers, the Americas, and Africa; Zheng He and

•		•
	Columbus; the Indian	Columbus; the Indian
	Ocean, including	Ocean, including
	Timur and Malacca	Timur and Malacca
	4. The Aztec and Inca	4. The Aztec and Inca
	empires before and	empires before and
	during European	during European
	conquest of the	conquest of the
	Americas;	Americas;
	Montezuma, Cortes	Montezuma, Cortes
	5. Impact of the	5. Impact of the
	Columbian Exchange	Columbian Exchange
	for both	for both
	hemispheres;	hemispheres;
	immense population	immense population
	loss in the Americas	loss in the Americas
	6. Persistence of	6. Persistence of
	gathering and	gathering and
	hunting societies in	hunting societies in
	the Americas and	the Americas and
	Australia as well as	Australia as well as
	agricultural village	agricultural village
	societies in Africa	societies in Africa
	(e.g. the Igbo),	(e.g. the Igbo),
	Southeast Asia, and	Southeast Asia, and
	the Americas, as	the Americas, as
	alternatives to large	alternatives to large
	states	states
	7. Political developments and	7. Political developments and
	transformations in the early	transformations in the early
	modern world (c. 1450 -	modern world (c. 1450 -
	1750), analysis of their	1750), analysis of their
	global impact, examination	global impact, examination
	of interrelations between	of interrelations between
	major states, and impact on	major states, and impact on
	ordinary persons, such as:	ordinary persons, such as:
	1. Spanish and other	1. Spanish and other
	European monarchs'	European monarchs'
	rise and rule of	rise and rule of
	colonies in the	colonies in the
	Americas; Iroquois	Americas; Iroquois
	confederation and	confederation and
	other Native	other Native
	American forms of	American forms of
	self-government;	self-government;
	compare with African	compare with African
	Igbo self-government	Igbo self-government
	2. English (British)	2. English (British)
	colonies in America	colonies in America
	and rise of elected	and rise of elected
	assemblies in	assemblies in

Changed	Field	Current Version		Proposed Versior	1
			rebellion over royal		rebellion over royal
			policies		policies
		3.	Autocratic Russian	3.	Autocratic Russian
			empire as European-		empire as European-
			oriented Christian		oriented Christian
			state which also		state which also
			became an Asian		became an Asian
			power		power
		4.	China as an empire	4.	China as an empire
			under the Qing		under the Qing
			dynasty and its		dynasty and its
			expanding role in		expanding role in
			Central Asia		Central Asia
		5.	Islamic major	5.	Islamic major
			empires: Ottoman,		empires: Ottoman,
			Safavid (Persia),		Safavid (Persia),
			Songhay (West		Songhay (West
			Africa), and Mughal		Africa), and Mughal
			(India)		(India)
		6.	Gender, racial, and	6.	Gender, racial, and
			ethnic issues in the		ethnic issues in the
			areas above related		areas above related
			to political		to political
			developments and		developments and
		_	limits	_	limits
		7.	Historically influential	7.	Historically influential
			persons (e.g., Tupac		persons (e.g., Tupac
			Amaru II, Elizabeth I,		Amaru II, Elizabeth I,
			Peter the Great,		Peter the Great,
			emperor Akbar of		emperor Akbar of
		0 5	India)	0	India)
			omic and social opments and		omic and social
			•		opments and
			ormations in the early rn world (c. 1450 -		ormations in the early rn world (c. 1450 -
			, analysis of their		, analysis of their
		,	impact, examination		impact, examination
			rrelations between	-	errelations between
			states, and impact on		states, and impact on
		-	ary persons, such as:	-	ary persons, such as:
			European roles in		European roles in
		1.	trade in American,	1.	trade in American,
			African, and Asian		African, and Asian
			products, such as		products, such as
			spices, sugar, silver,		spices, sugar, silver,
			gold, furs		gold, furs
		2	Environmental impact	2	Environmental impact
		Ζ.	on the natural world	۷.	on the natural world
			and resources		and resources
			resulting from		resulting from

Changed	Field	Current Version		Proposed Version	
			developments in		developments in
			areas above		areas above
		3.	European role in the		European role in the
			Atlantic slave trade;		Atlantic slave trade;
			human impact;		human impact;
			impact on African		impact on African
			societies and		societies and
			economies		economies
		4.	Impact on Native	4.	Impact on Native
			American, Asian, and		American, Asian, an
			African peoples		African peoples
			during the trade,		during the trade,
			including that in labor		including that in labo
			systems		systems
		5.	Centrality of Asia to	5.	Centrality of Asia to
			world economy of		world economy of
			early modern era;		early modern era;
			role of China, Japan,		role of China, Japan
			India and other		India and other
			cultures		cultures
		6.	Racial, ethnic,	6.	Racial, ethnic,
			gender, and class		gender, and class
			issues in areas		issues in areas
			above related to		above related to
			economic changes		economic changes
		7.	Historically influential		Historically influentia
			persons (e.g.,		persons (e.g.,
			Magellan, Las Casas,		Magellan, Las Casa
			Olaudah Equiano,		Olaudah Equiano,
			Queen Nzinga of		Queen Nzinga of
			Matamba)		Matamba)
		9 Cultur	al developments and	9 Cultur	al developments and
			ormations in the early		prmations in the early
			rn world, including in		n world, including in
			n, philosophy, and		n, philosophy, and
		•	ce (c. 1450 - 1750),	•	e (c. 1450 - 1750),
			sis of their global		is of their global
			t, examination of	•	t, examination of
			elations between	•	lations between
			states, and impact on		states, and impact o
		-	iry persons, such as:		ry persons, such as:
			• •		• •
		Ι.	Islam's spread in Africa, India,		Islam's spread in
					Africa, India,
			Southeast Asia;		Southeast Asia;
			renewal movements		renewal movements
			(e.g., Wahabi) and		(e.g., Wahabi) and
		_	response		response
		2.	Protestant	2.	Protestant
			Reformation; Catholic		Reformation; Cathol
			Counter-Reformation;		Counter-Reformation

Changed	Field	Current Version		Proposed Versior	ı
		4 5 6	spread of Christianity in both hemispheres China and Neo- Confucianism, ordinary peoples' Buddhism, and scientific approaches (e.g., kaozheng) New forms of Hinduism in India (e.g., bhakti), and the growth and development of Sikhism Science in Asia and the Middle East and influence on Europe; development of the Scientific Revolution in Europe and its impact globally; various uses of scientific knowledge; spread of the printing press The Enlightenment, new philosophies (e.g. Locke, Voltaire), and their global impact Historically influential persons (e.g., Muhammad Ibn Abd al-Wahib, Martin Luther, Chinese philosopher Wang Yangming, Hindu poet Mirabai, Sikhism founder Guru Nanak, Copernicus, Newton)	4. 5. 6.	spread of Christianity in both hemispheres China and Neo- Confucianism, ordinary peoples' Buddhism, and scientific approaches (e.g., kaozheng) New forms of Hinduism in India (e.g., bhakti), and the growth and development of Sikhism Science in Asia and the Middle East and influence on Europe; development of the Scientific Revolution in Europe and its impact globally; various uses of scientific knowledge; spread of the printing press The Enlightenment, new philosophies (e.g. Locke, Voltaire), and their global impact Historically influential persons (e.g., Muhammad Ibn Abd al-Wahib, Martin Luther, Chinese philosopher Wang Yangming, Hindu poet Mirabai, Sikhism founder Guru Nanak, Copernicus, Newton)
	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):	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version
θ	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	HIST 003B	HIST 003B
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	HIST	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	NA	ΝΑ
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
θ	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
θ	Hybrid Approval Date (MM/DD/YYYY)	06/11/2019	No Value
0	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
9	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non- repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	С	No Value
0	Fund Code	114000	No Value
0	Organization	239004	No Value

Questions	Current Version	Proposed Version
Account Code	1320	No Value
Program Code	220500	No Value
Percent	100	No Value
Curriculum Office Notes	 (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23)cc 	 (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23)cc
Print/No Print to Catalog	Yes	No Value
Checklist	No Value	No Value
	Account Code Program Code Percent Curriculum Office Notes Print/No Print to Catalog	Account Code1320Program Code220500Percent100Curriculum Office Notes(mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) • Requisite change appr. 1/17/23 (effect. F23)ccPrint/No Print to CatalogYes

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

Blue Form

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

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

A-Matrix Form

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

	Proposed Version
Objective 1: No Value Analyze college level texts and discourse that are culturally and rhetorically diverse.	Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter- regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - D Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from 750 CE to 1750 CE Assignments: Assigned reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural

Changed	Questions	Current Version	Proposed Version
0	Objective 2:	No Value	Assignments: - B Regular Writing
	Compose		Assignments: Selected from a
	essays drawn		combination of assignments such as:
	from personal		research papers; in-class or take-home
	experience and		essays in exam format including the final
	assigned texts.		exam; book review(s); and other analyt
	•		assignments that synthesize, critique
			and evaluate primary and secondary
			sources and demonstrate an
			understanding of the historical era for
			this course. Students will write a
			minimum of 1700 words during the
			quarter, including at least one
			individually typed paper of at least 600
			words with proper citations and
			bibliography Methods of Evaluation:
			B Writing Assignments: Students will
			write a total of 1700 words in a variety
			combinations that include at least one
			individually written paper of at least
			600 words with proper citations and
			bibliography. Writing assignments may
			include research papers; in-class or
			take-home essays in exam format
			including the final exam; book
			review(s); and other analytical project(s
			in which students demonstrate the abili
			to critically analyze or synthesize
			thematic questions, primary historical
			documents, and secondary source
			interpretations of world history.

Changed	Questions	Current Version	Proposed Version
0	Objective 3:	No Value	Assignments: - B Regular Writing
	Utilize MLA		Assignments: Selected from a
	guidelines to		combination of assignments such as:
	format essays,		research papers; in-class or take-home
	cite sources,		essays in exam format including the fina
	and compile a		exam; book review(s); and other analyti
	works cited		assignments that synthesize, critique
	page.		and evaluate primary and secondary
			sources and demonstrate an
			understanding of the historical era for
			this course. Students will write a
			minimum of 1700 words during the
			quarter, including at least one
			individually typed paper of at least 600
			words with proper citations and
			bibliography Methods of Evaluation:
			B Writing Assignments: Students will
			write a total of 1700 words in a variety of
			combinations that include at least one
			individually written paper of at least
			600 words with proper citations and
			bibliography. Writing assignments may
			include research papers; in-class or
			take-home essays in exam format
			including the final exam; book
			review(s); and other analytical project(s
			in which students demonstrate the abili
			to critically analyze or synthesize
			thematic questions, primary historical
			documents, and secondary source
			interpretations of world history.

Changed	Questions	Current Version	Proposed Version
0	Objective 4:	No Value	Assignments: - B Regular Writing
	Create		Assignments: Selected from a
	syntactically		combination of assignments such as:
	varied		research papers; in-class or take-home
	sentences that		essays in exam format including the fina
	are free of		exam; book review(s); and other analytic
	mechanical		assignments that synthesize, critique
	errors.		and evaluate primary and secondary
			sources and demonstrate an
			understanding of the historical era for
			this course. Students will write a
			minimum of 1700 words during the
			quarter, including at least one
			individually typed paper of at least 600
			words with proper citations and
			bibliography Methods of Evaluation: -
			B Writing Assignments: Students will
			write a total of 1700 words in a variety o
			combinations that include at least one
			individually written paper of at least
			600 words with proper citations and
			bibliography. Writing assignments may
			include research papers; in-class or
			take-home essays in exam format
			including the final exam; book
			review(s); and other analytical project(s)
			in which students demonstrate the ability
			to critically analyze or synthesize
			thematic questions, primary historical
			documents, and secondary source
			interpretations of world history.

Changed	Questions	Current Version	Proposed Version
9	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter- regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - D Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from 750 CE to 1750 CE Assignments: -A Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural events of the historical era for this course Assignments: - B Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a

Changed	Questions	Current Version	Proposed Version
			individually typed paper of at least 600
			words with proper citations and
			bibliography Methods of Evaluation: -
			B Writing Assignments: Students will
			write a total of 1700 words in a variety o
			combinations that include at least one
			individually written paper of at least
			600 words with proper citations and
			bibliography. Writing assignments may
			include research papers; in-class or
			take-home essays in exam format
			including the final exam; book
			review(s); and other analytical project(s)
			in which students demonstrate the abilit
			to critically analyze or synthesize
			thematic questions, primary historical
			documents, and secondary source
			interpretations of world history.
			······································

B-Matrix Form

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

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

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

F-Matrix Form

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

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

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

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

G-Matrix Form

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

H-Matrix Form

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
Changed	Questions 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.)	Current Version No Value	Proposed Version Outline: - A Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter-regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - C Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history Outline: - D Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and
			problems, including the impact on ordinary persons within world history, and to understand the chronology of the
			stages of development in the world from 750 CE to 1750 CE.

Changed	Questions	Current Version	Proposed Version
Changed	Questions 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.)	Current Version	 Proposed Version Assignments: - C Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. (The group work has collaborative components to it.) Methods of Evaluation: - A Oral analysis: participation in and contribution toward classroom discussions, debates, or specified group project(s) in which students demonstrate analysis, synthesis, critique and critical thinking skills, such as clarity of argument and the use of evidence to support arguments, in oral interpretations of sources, including primary historical documents Assignments: - B Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography Methods of Evaluation: - B. Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually written paper of at least 600 words with proper citations and bibliography. Writing assignments may include research papers; in-class or
			600 words with proper citations and bibliography. Writing assignments may
			review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history.

Changed	Questions	Current Version	Proposed Version
Ð	Criteria 3:	No Value	Assignments: - A Regular Reading
	Stimulate		Assignments: Assigned readings from a
	critical thinking.		college-level text(s), primary historical
	(ONLY using		documents, and secondary
	the Outline,		interpretation(s), from which students wi
	Assignments or		gain and demonstrate, evaluate,
	Methods of		synthesize, and critique knowledge of
	Evaluation		political, economic, social, and cultural
	areas, cite,		events of the historical era for this
	copy and paste		course Assignments: - D Objective
	the area		evaluation through assignments such as
	referenced.)		quizzes, map identifications, or objective
	,		sections of in-class midterm(s) or the
			final examination in which students
			demonstrate the ability to critically
			evaluate, analyze, contextualize,
			synthesize or critique primary and
			secondary historical sources in world
			history Methods of Evaluation: - A
			Oral analysis: participation in and
			contribution toward classroom
			discussions, debates, or specified group
			project(s) in which students demonstrate
			analysis, synthesis, critique and critical
			thinking skills, such as clarity of
			argument and the use of evidence to
			support arguments, in oral
			interpretations of sources, including
			primary historical documents Method
			of Evaluation: - C Objective evaluation
			through assignments, such as: quizzes,
			map identifications, objective sections o
			in-class exams, or other analytical
			projects, in which students demonstrate
			assess, synthesize or critique the
			knowledge of college-level secondary
			source readings and primary source
			documents in the era of history for this
			course.

Changed	Questions	Current Version	Proposed Version
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: - A 1.b World history as having multiple cultural perspectives Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter- regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - B 2. a, b, c, d, e 2. Recognize the contributions of diverse peoples in the development of world history, including: a. The impact of ethni and racial diversity b. The roles and experiences of women and men c. The experiences of the working classes and the issue of slavery d. The role of human sexuality and the issue of sexual orientation e. The role of dissent with regard to belief systems
9	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: - Entire Outline - A, B, C, D., since this is a world history class, and includes global and historical context throughout those areas of the Outline For example: Outline: - A Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources.

Changed	Questions	Current Version	Proposed Version
Ð	Criteria 6: Use	No Value	Outline C Demonstrate knowledge
	real-world or		of various geographical regions over
	hands-on		time and examine and assess the role of
	applications		geography in shaping or influencing
	that will provide		human societies throughout world
	a context for		history Outline C.1 - Knowledge of
	the concepts		geography in world history, including
	being		continents, civilizations, cultural areas
	discussed.		Methods of Evaluation: - C Objective
	(ONLY using		evaluation through map identifications
	the Outline,		Methods of Evaluation: - A Oral
	Assignments or		analysis: participation in and contributior
	Methods of		toward classroom discussions, debates,
	Evaluation		or specified group projects.
	areas, cite,		
	copy and paste		
	the area		
	referenced.)		

De Anza GE - ESGC Form

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

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

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	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 Ad	ministration Cod	es	
Articulation	occurs after course	approval. The following fields will not show	a Proposed Version.
Changed	Field	Current Version	
	Curriculum ID	HISTD003B	
	Distance Education Approved	Yes	

Board of Trustees Approval Date

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC00091300

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

SectionChanged fieldGeneral InformationFaculty InitiatorGeneral InformationEffective TermGeneral InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsFSAFaculty RequirementsGE InformationSpecificationsMethods of InstructionSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListSpecificationsSuggested Reading ListCurriculum OfficeSanner DivisionCurriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Status CodeCurriculum OfficeCourse Status CodeCurriculum OfficeCourse LevelCurriculum OfficeCourse Level	Summary of Changes	
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Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Specifications	Suggested Reading List
Curriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Curriculum Office	Banner Start Term (202122)
Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Curriculum Office	Banner Division
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Curriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Curriculum Office	5 Year Revision Year (2021)
Curriculum Office Course Status Code Curriculum Office Banner Department Curriculum Office Course Level Curriculum Office College Code	Curriculum Office	Effective Quarter
Curriculum Office Banner Department Curriculum Office Course Level Curriculum Office College Code	Curriculum Office	Effective Year (2021)
Curriculum Office Course Level Curriculum Office College Code	Curriculum Office	Course Status Code
Curriculum Office College Code	Curriculum Office	Banner Department
	Curriculum Office	Course Level
Curriculum Office CTE Status	Curriculum Office	College Code
	Curriculum Office	CTE Status

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

Section			Changed field
De Anza GE	Form		Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE	Form		Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE	Form		Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE	Form		Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE	Form		Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE	Form		Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Course Just	ification		Course Justification
CTE Course			Is this a CTE (Career Technical Education) course?
Honors/Non	-honors Course		Is this an honors/non-honors course?
Mirrored Cre	edit/Noncredit Cours	e	Is this a mirrored credit/noncredit course?
Cross-listed	Course		Is this a cross-listed course?
General Inf	ormation		
Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	Erik Woodbury	Carol Cini
	Course ID (CB01A and CB01B)	HISTD03BH	HISTD03BH

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000569365	CCC000569365
	Course Title (CB02)	World History from 750 to 1750 CE - HONORS	World History from 750 to 1750 CE - HONORS
	Short Course Title	WRLD HIST 750-1750CE - HONORS	WRLD HIST 750-1750CE - HONORS
	TOP Code (CB03)	2205.00	2205.00 History
	CIP Code	History, General	54.0101 History, General
	Department	HIST - History	HIST - History
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Starting from 750 Common Era (CE) and covering to 1750 CE, this course explores the convergence of, or increasing encounters between the world's peoples, cultures, and civilizations. Students will gain an interdisciplinary, multi-perspective view of world history, using a thematic approach and offering a balanced, representative and inclusive sampling of the world's cultures from Africa, the Americas, Asia, Europe, and Oceania. Because this is an honors program course, students will be expected to complete extra assignments, or an additional longer assignment, to gain deeper insight into world history between 750 and 1750 CE.	Starting from 750 Common Era (CE) and covering to 1750 CE, this course explores the convergence of, or increasing encounters between the world's peoples, cultures, and civilizations. Students will gain an interdisciplinary, multi-perspective view of world history, using a thematic approach and offering a balanced, representative and inclusive sampling of the world's cultures from Africa, the Americas, Asia, Europe, and Oceania. Because this is an honors program course, students will be expected to complete extra assignments, or an additional longer assignment, to gain deeper insight into world history between 750 and 1750 CE.
0	Course Type (CB27)	No value	Lower Division
0	Mode of Delivery	• Hybrid	OnlineHybrid
Faculty Po	quirements		
raculty Re	quirements		
Changed	Field	Current Version	Proposed Version
9	Discipline 1	No value	History

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
0	FSA	No value	• FHDA FSA - HISTORY

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

Course Justification				
Changed	Field	Current Version	Proposed Version	
	Course Justification	This course introduces students to the chronological sequencing of world history from 750 CE to 1750 CE. This course also contributes to fulfillment of major requirements for the Associate of Arts degree for Transfer in History. In addition, this course meets a general education (G.E.) requirement for De Anza, CSU GE, and IGETC.	This course introduces students to the chronological sequencing of world history from 750 CE to 1750 CE. This course also contributes to fulfillment of major requirements for the Associate of Arts degree for Transfer in History. In addition, this course meets a general education (G.E.) requirement for De Anza, CSU GE, and IGETC. <u>IGETC, and is UC CSU</u> transferable.	

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

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

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
0	ls this an honors/non- honors course?	No value	Yes - don't forget to duplicate the revisions in the honors/non-honors course

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

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

Associated Programs

Changed	Field	Current Version		Proposed Ver	Proposed Version	
	Course is part of a program	Associated Program	Global Studies for Transfer	Associated Program	Global Studies for Transfer	
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	
		Associated Program	History for Transfer	Associated Program	History for Transfer	
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	
		Associated Program	History for Transfer	Associated Program	History for Transfer	
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	
		Associated Program	Art History for Transfer	Associated Program	Art History for Transfer	
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	
		Associated Program	Intercultural Studies	Associated Program	Intercultural Studies	
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)	
		Associated Program	Intercultural Studies	Associated Program	Intercultural Studies	
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)	
		Associated Program	Global Studies	Associated Program	Global Studies	
		Award Type	zZ_Skills Certificate	Award Type	zZ_Skills Certificate	
		Associated Program	CSU GE	Associated Program	CSU GE	

hanged Field	Current Versi	on	Proposed Ver	sion
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	IGETC	Associated Program	IGETC
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	IGETC	Associated Program	IGETC
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	IGETC	Associated Program	IGETC
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	Global Studies	Associated Program	Global Studies
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Global Studies	Associated Program	Global Studies

Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
Type	Degree	Type	Degree
Associated Program	Global Studies	Associated Program	Global Studies
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Global Studies	Associated Program	Global Studies
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated	Associate in Arts in	Associated	Associate in Arts in
Program	History for Transfer	Program	History for Transfer
Award	Associate in Arts for	Award	Associate in Arts for
Type	Transfer (A.AT.) Degree	Type	Transfer (A.AT.) Degree
Associated	Associate in Arts in Art	Associated	Associate in Arts in Art
Program	History for Transfer	Program	History for Transfer
Award	Associate in Arts for	Award	Associate in Arts for
Type	Transfer (A.AT.) Degree	Type	Transfer (A.AT.) Degree
Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
Type	Degree	Type	Degree
Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
Type	Degree	Type	Degree
Associated	Art History for Transfer (In Development)	Associated	Art History for Transfer (In
Program		Program	Development)

Changed Field	Current Version	Current Version		Proposed Version	
	Award	Associate in Arts for	Award	Associate in Arts for	
	Type	Transfer (A.AT.) Degree	Type	Transfer (A.AT.) Degree	
	Associated Program	Intercultural Studies	Associated Program	Intercultural Studies	
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)	
	Type	Degree	Type	Degree	
	Associated Program	Intercultural Studies	Associated Program	Intercultural Studies	
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)	
	Type	Degree	Type	Degree	

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

Changed	Field	Current Version		Proposed Version		
9	GE Information	System/Institution	De Anza GE	System/Institution	De Anza GE	
		Area(s)	 2GC2 - Approved. 2GDX - Approved. 	Area(s)	 2GC2 - Approved. 2GDX - Approved. 	
		-	No value	-	No value	
		System/Institution	C-ID	System/Institution	C-ID	
		Area(s)	HIST - Approved.	Area(s)	HIST - Approved.	
		-	 HIST D03AH & HIST D03BH required for C-ID HIST 150 HIST D03BH & HIST D03CH required for C-ID HIST 160 	-	 HIST D03AH & HIST D03BH required for C-ID HIST 150 HIST D03BH & HIST D03CH required for C-ID HIST 160 	
				System/Institution	Cal-GETC	
		System/Institution Area(s)	IGETC IG3B - Approved. IG4X - 	Area(s)	 CA3B - Approved. CA4X - Approved. 	
			Approved.	-	No value	
		-	No value			
		System/Institution	CSU GE			
		Area(s)	 CGC2 - Approved. CGDY - Approved. 			
		-	No value			

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

 STATUS

 Course Credit
 Credit - Degree Applicable

 Status (CB04)

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)			
	Variable Credit Course			

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

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

Specifications

0

Current Version

Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
	instruction		Methods of	Lecture and visual aids
	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class or take-home essays Collaborative learning and small group exercises: written or oral Quiz and examination review performed in class Map Assignments In-class exploration of internet sites Homework and extended projects Guest speakers Other: Film / documentary / or other media	Instruction	Discussion of assigned reading Discussion and problem solving performed in class In-class or take-home essays Collaborative learning and small group exercises: written or oral Quiz and examination review performed in class Map Assignments In-class exploration of internet sites Homework and extended projects Guest speakers Film / documentary / or other media

Changed	Field	Current Version	Proposed Version	
9	Assignments	1. Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and a secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political,	1. Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and a secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural events of the historical era for this course.	
		 economic, social, and cultural events of the historical era for this course. 2. Regular Writing Assignments: Selected from a combination of assignments such as: research papers, reading and viewing responses; in-class or takehome essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary 	 2. Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique, and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography. 	
		and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of	 Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. Objective evaluation through assignments 	
		 at least 750 words with proper citations. 3. Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in 	 such as: quizzes, map identifications, or objective sections of in-class midterm(s) or the final examination in which students demonstrate the ability to critically evaluate, analyze, contextualize, synthesize or critique primary and secondary historical sources in world history. 5. View assigned media shown in class or in the lab. Each viewing assignment is 	
		 world history. 4. Objective evaluation through assignments such as: quizzes, map identifications, or objective sections of in-class midterm(s) or the final examination in which students demonstrate the ability to critically evaluate, analyze, contextualize, synthesize or critique primary and secondary historical sources in world history. 5. View assigned media shown in class or in the lab. Each viewing 	 accompanied with specific written or oral questions or prompts to assess, contextualize, synthesize or critique. 6. The honors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source material in world history between 750 CE and 1750 CE, and also demonstrates an understanding of diverse historical perspectives. The honors project will require 10 or more hours of work beyond the regular (non-honors) 	

Changed Field	Current Version	Proposed Version
Changed Field	Current Version assignment is accompanied wi specific written or oral question or prompts to assess, contextualize, synthesize or critique. 6. The honors project will include written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source materia in world history between 750 C and 1750 CE. The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include high expectations for achievement i	 course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography. a y L L E
	this more advanced work, and	
	must include quotations, citations, and bibliography.	

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

Changed Field	Current Version		Proposed Vers	Proposed Version	
Changed Field	Current Versio	 n 1. Oral analysis: participation in and contribution toward classroom discussions, debates, or specified group project(s) in which students demonstrate analysis, synthesis, critique and critical thinking skills, such as clarity of argument and the use of evidence to support arguments, in oral interpretations of sources, including primary historical documents. Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually written paper of at least 750 words with proper citations, such as: an essay(s) exam, workbook(s), video review form(s), Power- point 	Proposed Vers	 Oral analysis: participation in and contribution toward classroom discussions, debates, or specified group project(s) in which students demonstrate analysis, synthesis, critique, and critical thinking skills, such as clarity of argument and the use of evidence to support arguments, in oral interpretations of sources, including primary historical documents. Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually written paper of at least 600 words with proper citations and bibliography. Writing assignments may include: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history. Objective evaluation through assignments, such as: quizzes, map identifications, objective sections of in-class exams, or other analytical projects, in which students demonstrate, assess, synthesize, or critique the knowledge of college-level secondary source 	
		presentation(s),		readings and primary source documents in the	

Proposed Version

era of history for this course.

4. The honors project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking skills, historical references and citations, and a comprehensive discussion of the specific topic(s) in world history between 750 CE and 1750 CE, as well as student's understanding of diverse historical perspectives.

	journal(o), soon
	review(s), or
	other analytical
	project(s) in
	which students
	demonstrate
	the ability to
	critically
	analyze or
	synthesize
	thematic
	questions,
	primary
	historical
	documents,
	and secondary
	source
	interpretations
	of world history.
3.	Objective
	evaluation
	through
	assignments,
	•
	such as:
	quizzes, map
	identifications,
	objective
	sections of in-
	class exams, or
	other analytical
	projects, in
	which students
	demonstrate,
	assess,
	synthesize or
	critique the
	knowledge of
	college-level
	secondary
	source
	readings and
	primary source
	documents in
	the era of
	history for this
	course.
4.	The honors
	project, a
	written
	WIILLEIT
	research paper
	research paper of 8-10 pages
	research paper

journal(s), book

hanged Field	Current Version	Proposed Version	
	research		
	papers of 4-5		
	pages each)		
	will be		
	evaluated for		
	depth of		
	analysis of both		
	primary and		
	secondary		
	sources,		
	originality,		
	critical thinking		
	skills, historical		
	references and		
	citations, and a		
	comprehensive		
	discussion of		
	the specific		
	topic(s) in		
	world history		
	between 750		
	CE and 1750		
	CE.		
Essential Student	Essential Student Materials:	Essential Student Materials:	
Materials/Essential	None.	None	
College Facilities			
5	Essential College Facilities:	Essential College Facilities:	
	None.	None	

Changed Field

Current Version

	Examples of]		
	Primary Texts and References	Title	No value	Title	Traditions and Encounters: A Global Perspective on the
		Author	Weisner-Hanks,		Past.
			Merry E. A Concise History of the World. Cambridge University Press,	Author	Bentley, Jerry and Herbert F. Ziegler Heather Streets Salter and Craig Benjamin.
		Dublisher	2015.	Publisher	McGraw Hill.
		Publisher	No value	Date/Edition	2020. 7th Edition.
		Date/Edition	No value	ISBN	No value
		ISBN	No value		
		Title	No value	Title	A Peoples' History of the World: From the Stone Age to the New Millennium.
		Author	Von Sivers, Peter, Charles A.	Author	Harman, Chris.
			Desnoyers and George Stow.	Publisher	Verso.
			Patterns of World History. 2nd Edition. New York: Oxford University Press, 2014.	Date/Edition	2017.
				ISBN	No value
		Publisher	No value	Title	Ways of the World: A Brief Global History: Value Edition.
		Date/Edition	No value	Author	Strayer, Robert W. and Eric W
		ISBN	No value		Nelson.
				Publisher	Macmillan.
		Title	No value	Date/Edition	2022. Fifth Edition.
		Author	Christian, David. Origin Story: A Big History of	ISBN	No value
			Everything. Little, Brown Spark, 2018.	Title	Worlds Together, Worlds Apar A History of the World from the
		Publisher	No value		Beginnings of Humankind to the Present: Seagull Edition.
		Date/Edition	No value	Author	Adelman, Jeremy, and
		ISBN	No value		Elizabeth Pollard, Clifford Rosenberg, and Robert Tignor
		Title	No value	Publisher	W. W. Norton and Company.
				Date/Edition	2021. Seagull Edition.

Changed Field	Current Versio	Current Version		Proposed Version		
	Author	Strayer, Robert. Ways of the World:	ISBN	No value		
		A Global History. 3rd ed. Boston: Bedford/St. Martin's, 2015.	Title	A History of World Societies: Value Edition.		
	Publisher	No value	Author	Wiesner-Hanks, Merry E. and Patricia Buckley Ebrey, Roger		
	Date/Edition	No value		B. Beck, Jerry Davila, Clare Haru Crowston, and John P. McKay.		
	ISBN	No value	Publisher	Macmillan.		
	Title	No value	Date/Edition	2021. Twelfth Edition.		
	Author	Duiker, William J. and Jackson J. Spielvogel. World History. 9th ed. Cengage Learning, 2019.	ISBN	No value		
	Publisher	No value				
	Date/Edition	No value				
	ISBN	No value				

Changed	Field	Current Ve	rsion	Proposed Version
8	Suggested Reading List	Reading List	Pilcher, Jeffrey. Food In World History. New York: Routledge, 2005.	No value
		May include, but are not limited to	No value	
		Reading List	Von Sivers, Peter, Charles A. Desnoyers and George Stow. Patterns of World History. 3rd ed. New York: Oxford University Press, 2017.	
		May include, but are not limited to	No value	
		Reading List	Armitage, David and Alison Bashford. Pacific Histories: Ocean, Land, People. New York: Palgrave MacMillan, 2014.	
		May include, but are not limited to	No value	
		Reading List	Wills Jr., John E. China and Maritime Europe, 1500-1800: Trade, Settlement, Diplomacy and Missions. Cambridge: Cambridge University Press, 2010.	

May include, but are not limited to	No value
Reading List	MacGregor, Neil. A History of the World in 100 Objects. Reprint edition. New York: Penguin Books, 2013.
May include, but are not limited to	No value
Reading List	Connah, Graham and Douglas Hobbs. African Civilizations: An Archaeological Perspective. Cambridge: Cambridge University Press, 2001.
May include, but are not limited to	No value
Reading List	Asante, Molefi Kete. The History of Africa. 2nd ed. New York: Routledge, 2014.
May include, but are not limited to	No value

Changed Field	Current Ve	rsion	Proposed Version
	Reading List	Manning, Patrick. The African Diaspora: A History Through Culture (Columbia Studies in International and Global History). New York: Columbia University Press, 2010.	
	May include, but are not limited to	No value	
	Reading List	Robert, J.M. The History of the World. 6th ed. Oxford: Oxford University Press, 2013.	
	May include, but are not limited to	No value	
	Reading List	Jenkins, Philip. The Lost History of Christianity: The Thousand-Year Golden Age of the Church in the Middle East, Africa, and Asia and How It Died. New York: HarperOne, 2009.	
	May include, but are not limited to	No value	
	Reading List	Eakin, Marshall C. The History of Latin America: Collision of Cultures. New York: Penguin Books, 2007.	

May include, but are not limited to	No value
Reading List	Eubanks, Charlotte. Miracles of Book and Body: Buddhist Textual Culture and Medieval Japan (Buddhisms). Berkeley: University of California Press, 2011.
May include, but are not limited to	No value
Reading List	Abeth, John. An Environmental History of the Middle Ages: The Crucible of Nature. New York: Routledge, 2012.
May include, but are not limited to	No value
Reading List	Mann, Charles. 1493: Uncovering the New World Columbus Created. New York: Vintage, 2012.
May include, but are not limited to	No value

Changed	Field	Current Ve	rsion	Proposed Version
		Reading List	Baumer, Christoph. The History of Central Asia: The Age of the Steppe Warriors. New York: I.B. Tauris, 2012.	
		May include, but are not limited to	No value	
		Reading List	Stearns, Peter. World History in Documents: A Comparative Reader. 2nd ed. New York: New York University Press, 2008.	
		May include, but are not limited to	No value	
		Reading List	Michell, George and Amit Pasricha. Mughal Architecture and Gardens. Suffolk: Antique Collectors Club District, 2011.	
		May include, but are not limited to	No value	
		Reading List	Wiesner-Hanks, Merry E. Gender in History: Global Perspectives. 2nd ed. Malden: Wiley- Blackwell, 2011.	

Changed Field	Current Version	Proposed Version	
	May No value include, but are not limited to		

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
Cnanged	Field Course Objectives	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an interregional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures. Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history. Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from 750 to 1750 CE. Critically analyze the impact of a major historical evid the chronology of the stages of development in the world from 750 to 1750 CE. 	 Proposed Version Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter- regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures. Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history. Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from 750 to 1750 CE. Critically analyze the impact of a major historical significance or compare and contrast with a contemporary event(s) or figure(s), for world history, from 750 to 1750

Changed	Field	Current Versior	ı	Proposed Versi	ion
		CE, to fulfill the college honors requirements for this course.		CE, to fulfill the college honors requirements for this course.	
	CSLOs	CSLOs	Demonstrate and apply knowledge of World history from 750 to 1750 CE to construct defensible statements of meaning and evaluation about this period's developments.	CSLOs	Demonstrate and apply knowledge of World history from 750 to 1750 CE to construct defensible statements of meaning and evaluation about this period's developments.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Identify, critically evaluate, and interpret World history primary documents from 750 to 1750 CE to construct historical analysis.	CSLOs	Identify, critically evaluate, and interpret World history primary documents from 750 to 1750 CE to construct historical analysis.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. The study of history as it relates to world history, particularly: History defined; history as different from myth World history as having multiple cultural perspectives The practical importance of the study of history, and in particular, world history, for global citizenry Historical research methodologies appropriate to the study 	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. The study of history as it relates to world history, particularly: History defined; history as different from myth World history as having multiple cultural perspectives The practical importance of the study of history, and in particular, world history, for global citizenry Historical research methodologies appropriate to the study
		of an integrated approach to world	of an integrated approach to world
		history 5. Frameworks used to	history 5. Frameworks used to
		analyze historical	analyze historical
		processes, phenomena,	processes, phenomena,
		and events from a	and events from a
		global perspective	global perspective
		2. Sources in the study of	2. Sources in the study of
		civilizations and cultures in	civilizations and cultures in
		world history, from 750 to 1750 CE, particularly:	world history, from 750 to 1750 CE, particularly:
		1. Defining historical	1. Defining historical
		sources: primary and	sources: primary and
		secondary	secondary
		2. Critical analysis of	2. Critical analysis of
		historical evidence;	historical evidence;
		awareness of diverse	awareness of diverse
		approaches;	approaches;
		construction of	construction of
		arguments	arguments
		3. Objectivity and	3. Objectivity and
		perspective;	perspective;
		interpretation and critical	interpretation and critica
		reflection; validity and	reflection; validity and
		impact; proper citation	impact; proper citation
		of sources	of sources

Current Version

Proposed Version

4. Historiography and its relationship to the development of world history as a field 2. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an interregional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations. regions, and cultures. 1. Major Themes in World History from 750 to 1750 CE, including: 1. Political: Analyze, compare, and contrast distinctive forms of political organization in world history and their impact, including forms of governance, statebuilding, empires, expansion, conflict, and inter-state relations 2. Economic: Explain various forms of economic organization in world history and their global impact, including agricultural and pastoral

production, trade and

systems, and networks

commerce, labor

3. Social: Analyze the

development and transformation of social

structures in world

roles and relations,

constructions, and

and ethnic

history, including gender

family and kinship, racial

of exchange

- - 4. Historiography and its relationship to the development of world history as a field
- 2. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an interregional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations. regions, and cultures.
 - 1. Examine major themes in World History from 750 to 1750 CE, including:
 - 1. Political: Analyze, compare, and contrast distinctive forms of political organization in world history and their impact, including forms of governance, statebuilding, empires, expansion, conflict, and inter-state relations
 - 2. Economic: Explain various forms of economic organization in world history and their global impact, including agricultural and pastoral production, trade and commerce, labor systems, and networks of exchange
 - 3. Social: Analyze the development and transformation of social structures in world history, including gender roles and relations, family and kinship, racial and ethnic constructions, and

Changed Field	Current Version	Proposed Version
	social and eco classes 4. Cultural: Expla historical signif cultural develo religions, belief philosophies, li ideologies, scie technology, art aesthetics, and architecture in history 5. Environmental: the ways in wh world's physica	nomic social and economic classes in the 4. Cultural: Explain the historical significance of pments in cultural developments in f systems, religions, belief systems, tterature, philosophies, literature, ence and ideologies, science and s, technology, arts, aesthetics, and world architecture in world history : Analyze ich the solution the al and solution the solution the solution is physical and
	natural environ affected and be affected by developments history, includir demography ar disease, migra patterns of sett biological exch and technology 2. Recognition of the	Imment hasnatural environment hasaffected and beenaffected byaffected byaffected byin humandevelopments in humannghistory, includingnddemography andtion,disease, migration,tlement,patterns of settlement,ange,biological exchange,
	contributions of divers peoples in the develo world history, includin 1. The impact of e and racial dive 2. The roles and experiences of and men 3. The experience working classe	sediverse peoples in the development of world history, including:ag:including:ethnic1. The impact of ethnic and racial diversity2. The roles and experiences of women and menes of the3. The experiences of the
	 4. The role of slavery 4. The role of hur sexuality and the of sexual orien 5. The role of dissoregard to belief 3. Demonstrate knowledge of geographical regions over the examine and assess the role geography in shaping or influmman societies throughout history. 1. Knowledge of geogrameter world history; contine civilizations, and culture 	y issue of slavery nan 4. The role of human he issue sexuality and the issue tation of sexual orientation sent with 5. The role of dissent with f systems regard to belief systems various 3. Demonstrate knowledge of various geographical regions over time and e of examine and assess the role of geography in shaping or influencing human societies throughout world history. phy in 1. Knowledge of geography in world history; continents,

		Proposed Version
	2. Understanding the extent of	2. Understanding the extent of
	human knowledge of	human knowledge of
	geographical space in various historical time periods	geographical space in various historical time periods
	3. Ability to assess the	3. Ability to assess the
	relationship of geography to historical events over time	relationship of geography to historical events over time
	 Political, economic, social, demographic, and 	 Political, economic, social, demographic, and
	environmental factors related to geographic influences	environmental factors related to geographic influences
	4. Use primary and secondary sources	4. Use primary and secondary sources
	from multicultural, different	from multicultural, different
	methodologies, or perspectives to	methodologies, or perspectives to
	interpret and analyze historical	interpret and analyze historical
	evidence in order to: develop critical	evidence in order to: develop critical
	thinking skills, formulate multicultural,	thinking skills, formulate multicultura
	complex assessments, or diverse	complex assessments, or diverse
	interpretations of historical issues	interpretations of historical issues
	and problems, including the impact	and problems, including the impact
	on ordinary persons within world	on ordinary persons within world
	history, and to understand the	history, and to understand the
	chronology of the stages of	chronology of the stages of
	development in the world from 750 to 1750 CE.	development in the world from 750 t 1750 CE.
	1. Acceleration of economic and	1. Acceleration of economic and
	cross-cultural connections	cross-cultural connections
	between human societies from	between human societies fror
	750 to 1750 CE, with analysis	750 to 1750 CE, with analysis
	and contextualization of	and contextualization of
	factors that shaped these	factors that shaped these
	developments in world history,	developments in world history
	such as:	such as:
	1. Commerce, culture and	1. Commerce, culture and
	consequences: The Silk	consequences: The Sil
	Roads in Eurasia, sea	Roads in Eurasia, sea
	routes in the Indian	routes in the Indian
	Ocean basin and the	Ocean basin and the
	South Pacific, trans-	South Pacific, trans-
	Saharan routes and	Saharan routes and
	other networks in Africa,	other networks in Africa
	networks in the	networks in the
	Americas centering on	Americas centering on
	Mesoamerica and the	Mesoamerica and the
	Andes; Cultural	Andes; Cultural
	blending: especially in	blending: especially in
	eastern and western	eastern and western
	Africa, all throughout	Africa, all throughout
	Asia and southeast	Asia and southeast
	Asia, the Islamic	Asia, the Islamic
	Empire, Kievan Rus,the	Empire, Kievan Rus,the
	Byzantine Empire,	Byzantine Empire,

Aztecs and Incas

Aztecs and Incas

Current Version

Proposed Version

interconnections as precursors to a more globalized context of exchange; examination of the geographic situation of these historical developments; contrast between the Western Hemisphere's north-south axis and the Eastern Hemisphere's east-west axis and more extensive interconnections: examination of relationships between humans and the environment in these areas 2. Developments within and interrelations between major states and empires in East Asia (c. 750 to 1400), analysis

2. The view of these

- Asia (c. 750 to 1400), analysis of their wider influence, and examination of political, economic, social, cultural, and environmental issues, and impact on ordinary persons, such as:
 - 1. Tang dynasty and the highly organized Chinese state; role of the examination system and bureaucracy; Tang dynasty arts, crafts, and literature
 - 2. Song dynasty China as world's most urbanized and commercialized society at that point; Song dynasty arts, crafts, and literature
 - 3. China's economic, technological, and environmental influence in Eurasia (e.g., silk, gunpowder, movable type printing); ecological factors for adopting aspects of Chinese culture

- 2. The view of these interconnections as precursors to a more globalized context of exchange; examination of the geographic situation of these historical developments; contrast between the Western Hemisphere's north-south axis and the Eastern Hemisphere's east-west axis and more extensive interconnections: examination of relationships between humans and the environment in these areas
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 - 3. China's economic, technological, and environmental influence in Eurasia (e.g., silk, gunpowder, movable type printing); ecological factors for adopting aspects of Chinese culture

Changed	Field	Current Version	Pr	oposed Version
		impact of including	and religious East Asia, Buddhism in o Confucianism	4. Cultural and religious impact of East Asia, including Buddhism in relation to Confucianism
		5. Japan, Ko		5. Japan, Korea, and
			as civilizations	Vietnam as civilizations
			se sphere and	in Chinese sphere and
			I, political and	the social, political and
			artistic and	cultural (artistic and
			onsequences;	literary) consequences;
		impact of	-	impact of northern
		nomads o		nomads on China
		6. Patriarch	y (e.g., lack of	6. Patriarchy (e.g., lack of
			property rights,	women's property rights,
		footbindir		footbinding), and
			ender issues in	various gender issues in
		East Asia		East Asia
		7. Historical	lly influential	7. Historically influential
		persons (e.g., Chinese	persons (e.g., Chinese
		emperor	Song Taizu,	emperor Song Taizu,
		Neo-Cont	fucian	Neo-Confucian
		philosoph	ner Zhu Xi, and	philosopher Zhu Xi, and
		Japanese	e female writer	Japanese female writer
		Murasaki	Shikibu and	Murasaki Shikibu and
		her Tale o	of Genji)	her Tale of Genji)
		Developments v	within and	3. Developments within and
		interrelations be	-	interrelations between major
		states and empi		states and empires in the
		Islamic world (c		Islamic world (c. 750 to 1500),
		analysis of their		analysis of their wider
		influence, and e		influence, and examination of
		political, econor		political, economic, social,
		cultural, and envi		cultural, and environmental
		issues, and imp	-	issues, and impact on ordinary
		persons, such a		persons, such as:
		1. Rise of Is	ce of an Arab	1. Rise of Islam and emergence of an Arab
		•) empire, from	(Abbasid) empire, from
			North Africa;	Persia to North Africa;
		role of the		role of the caliph
			between Sunni	2. Conflicts between Sunni
			Islam; role of	and Shia Islam; role of
			ole of sharia as	Sufism; role of sharia as
		both relig	ious and civil	both religious and civil
		law 3. Muslim o	ultural impost	law 3. Muelim cultural impact
			ultural impact	3. Muslim cultural impact
			Anatolia, East	in India, Anatolia, East
			t Africa, and luding art and	and West Africa, and Spain including art and
			ure; interactions	architecture; interactions
		arcillectu	1, E, IIIEI AUUUIS	architecture, interactions
			r religions and	with other religions and
			r religions and f	with other religions and the rise of

- Economic, scientific, and ecological impact of Islamic civilization (e.g., Middle East trade routes, algebra, medicine; spread of agricultural products and practices; use of logic, dialectic and ratio)
- 5. Patriarchy (e.g., veiling, seclusion), and yet conflicting views of gender issues in various Islamic cultures
- 6. Role of Mongols and Turks, emergence of Ottoman Empire, and challenge to Christian Europe
- 7. Historically influential persons (e.g., Mansa Musa, Ibn Sina, Al-Farabi, Persian writer Ferdowsi, Indian poet Kabir)
- 4. Developments within and interrelations between major states and empires in the Christian world (c. 750 - 1400), analysis of their wider influence, and examination of political, economic, social, cultural, and environmental issues, and impact on ordinary persons, such as:
 - 1. Spread of Christianity within various European monarchies and principalities; role of the pope
 - 2. Conflicts: Eastern Orthodoxy vs. Roman Catholicism; separate church and state hierarchies in west
 - 3. Christian cultural impact in Russia, Asia, Africa, especially artistic representations and architecture; era of the Crusades; interactions with other religions

- Economic, scientific, and ecological impact of Islamic civilization (e.g., Middle East trade routes, algebra, medicine; spread of agricultural products and practices; use of logic, dialectic and ratio)
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 - 3. Christian cultural impact in Russia, Asia, Africa, especially artistic representations and architecture; era of the Crusades; interactions with other religions

- 4. Economic, political, technological and ecological impact of Europe (e.g., merchants, parliaments, universities, 13th and 14th centuries of scholasticism, cannon, agricultural practices) 5. Patriarchy (e.g., witchburning, lack of female priests); various gender issues in European cultures (such as persecution of homosexuals) and comparison and contrast with other cultures
- Serfs, peasants, and guilds in Europe in comparison to labor systems in Islamic world and East Asia
- 7. Historically influential persons (e.g., Charlemagne, Aquinas, Francis of Assisi, Eleanor of Acquitaine, Chaucer)
- 5. Developments within and interrelations between major states and empires in the world of the Mongols and other pastoralists (c. 750 - 1500), analysis of their wider influence, and examination of political, economic, social, cultural, and environmental issues, and impact on ordinary persons, such as:
 - Pastoral peoples' interconnections with agriculturalists; role of the horse and the camel
 - Arabs, Almoravids (N. Africa), Turks; rise of the Mongol empire, largest land-based empire in history
 - 3. Economic, military, political, ecological and cultural (artistic and

 Economic, political, technological and ecological impact of Europe (e.g., merchants, parliaments, universities, 13th and 14th centuries of scholasticism, cannon, agricultural practices)
 Patriarchy (e.g., witchburning, lack of female priests): various

- female priests); various gender issues in European cultures (such as persecution of homosexuals) and comparison and contrast with other cultures
- Serfs, peasants, and guilds in Europe in comparison to labor systems in Islamic world and East Asia
- 7. Historically influential persons (e.g., Charlemagne, Aquinas, Francis of Assisi, Eleanor of Acquitaine, Chaucer)
- 5. Developments within and interrelations between major states and empires in the world of the Mongols and other pastoralists (c. 750 - 1500), analysis of their wider influence, and examination of political, economic, social, cultural, and environmental issues, and impact on ordinary persons, such as:
 - 1. Pastoral peoples' interconnections with agriculturalists; role of the horse and the camel
 - 2. Arabs, Almoravids (N. Africa), Turks; rise of the Mongol empire, largest land-based empire in history
 - 3. Economic, military, political, ecological and cultural (artistic and

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ed	Field	Current Version		Proposed Version	
		archite	ectural) impact of		architectural) impact of
		the M	ongols in China,		the Mongols in China,
		Persia	a, and Russia		Persia, and Russia
		4. Kinsh	ip, clans,	4.	Kinship, clans,
		hierar	chies, and		hierarchies, and
		wome	en's less restricted		women's less restricted
		roles i	in pastoral		roles in pastoral
		societ	ties such as		societies such as
		Mong	ols		Mongols
		5. Mong	ol networks in a	5.	Mongol networks in a
		develo	oping world		developing world
		econo	omy, diplomacy,		economy, diplomacy,
		cultura	al exchange,		cultural exchange,
		sprea	d of plague		spread of plague
		6. Abser	nce of widespread	6.	Absence of widespread
		pasto	ralism in the		pastoralism in the
		Ameri	icas due to lack of		Americas due to lack of
		large	animals for		large animals for
		dome	stication		domestication
		7. Histor	rically influential	7.	Historically influential
		-	ns (e.g.,		persons (e.g.,
		Ching	ıgis/Genghis Khan,		Chinggis/Genghis Khan,
		Khubl	lai Khan, Marco		Khublai Khan, Marco
		Polo)			Polo)
		•	nts in the world of	6. Develo	opments in the world of
		the fifteenth	century and the	the fifte	eenth century and the
		origins of glo		-	of global
			ence (c. 1400 -		ependence (c. 1400 -
		1500), analy	sis of the		analysis of the
			of economic and		ration of economic and
			al interactions, new		cultural interactions, new
		networks of	trade,	networ	ks of trade,
		transportatio		-	ortation, and
		communicat			unication, new
		developmen			pments in state
			nd practices as well		ion and practices as wel
		as political a		•	tical alternatives,
		diffusion of a			on of artistic and
			ditions as well as		fic traditions as well as
			changes and		cal exchanges and
		environment	tal impact, such	enviro	nmental impact, such
		as:		as:	
			cal contrasts of		Political contrasts of
		-	dynasty China, a		Ming dynasty China, a
			ented Europe of		fragmented Europe of
			us states, the		various states, the
		Hindu	state of		Hindu state of

Vijayanagara in

southern India, the

states of Ethiopia,

Kongo, Benin, and

flourishing of African

Vijayanagara in southern India, the flourishing of African states of Ethiopia, Kongo, Benin, and

Version	Proposed Version
Zimbabwe, the Aztec	Zimbabv
Empire in Mesoamerica	Empire i
2. Cultural expression	2. Cultural
(artistic, literate and	(artistic,
architectural) in: post-	architect
Mongol China, among	Mongol
Japanese warlords,	Japanes
Hindu India, and Islamic	Hindu In
Southeast Asia,	Southea
Renaissance Europe,	Renaiss
Aztec and Inca, and the	Aztec ar
African states	African s
3. Contrasts in maritime	3. Contrast
voyaging of China,	voyaging
European powers, the	Europea
Americas, and Africa;	America
Zheng He and	Zheng H
Columbus; the Indian	Columbu
Ocean, including Timur	Ocean, i
and Malacca	and Mala
4. The Aztec and Inca	4. The Azte
empires before and	empires
during European	during E
conquest of the	conques
Americas; Montezuma,	America
Cortes	Cortes
5. Impact of the Columbian	5. Impact c
Exchange for both	Exchang
hemispheres; immense	hemisph
population loss in the	population
Americas	America
6. Persistence of gathering	6. Persiste
and hunting societies in	and hun
the Americas and	the Ame
Australia as well as	Australia
agricultural village	agricultu
societies in Africa (e.g.	societies
the Igbo), Southeast	the Igbo
Asia, and the Americas,	Asia, an
as alternatives to large	as altern
states	states
7. Political developments and	7. Political develo
transformations in the early	transformations
modern world (c. 1450 - 1750),	modern world (
analysis of their global impact,	analysis of thei
examination of interrelations	examination of
between major states, and	between major
impact on ordinary persons,	impact on ordir

- such as:
 - Spanish and other European monarchs' rise and rule of colonies in the Americas;

imbabwe, the Aztec mpire in Mesoamerica

- Cultural expression

 (artistic, literate and architectural) in: post-Mongol China, among Japanese warlords, Hindu India, and Islamic Southeast Asia, Renaissance Europe, Aztec and Inca, and the African states
- 3. Contrasts in maritime voyaging of China, European powers, the Americas, and Africa; Zheng He and Columbus; the Indian Ocean, including Timur and Malacca
- 4. The Aztec and Inca empires before and during European conquest of the Americas; Montezuma, Cortes
- 5. Impact of the Columbian Exchange for both hemispheres; immense population loss in the Americas
- 6. Persistence of gathering and hunting societies in the Americas and Australia as well as agricultural village societies in Africa (e.g. the Igbo), Southeast Asia, and the Americas, as alternatives to large states
- 7. Political developments and transformations in the early modern world (c. 1450 - 1750), analysis of their global impact, examination of interrelations between major states, and impact on ordinary persons, such as:
 - Spanish and other European monarchs' rise and rule of colonies in the Americas;

Iroquois confederation	Iroquois confederation
and other Native	and other Native
American forms of self-	American forms of self-
government; compare	government; compare
with African Igbo self-	with African Igbo self-
government	government
2. English (British)	2. English (British)
colonies in America and	colonies in America and
rise of elected	rise of elected
assemblies in rebellion	assemblies in rebellion
over royal policies	over royal policies
3. Autocratic Russian	3. Autocratic Russian
empire as European-	empire as European-
oriented Christian state	oriented Christian state
which also became an	which also became an
Asian power	Asian power
4. China as an empire	4. China as an empire
under the Qing dynasty	under the Qing dynasty
and its expanding role in	and its expanding role in
Central Asia	Central Asia
5. Islamic major empires:	5. Islamic major empires:
Ottoman, Safavid	Ottoman, Safavid
(Persia), Songhay (West	(Persia), Songhay (West
Africa), and Mughal	Africa), and Mughal
(India)	(India)
6. Gender, racial, and	6. Gender, racial, and
ethnic issues in the	ethnic issues in the
areas above related to	areas above related to
political developments	political developments
and limits	and limits
7. Historically influential	7. Historically influential
persons (e.g., Tupac	persons (e.g., Tupac
Amaru II, Elizabeth I,	Amaru II, Elizabeth I,
Peter the Great,	Peter the Great,
emperor Akbar of India)	emperor Akbar of India)
8. Economic and social	8. Economic and social
developments and	developments and
transformations in the early	transformations in the early
modern world (c. 1450 - 1750),	modern world (c. 1450 - 1750),
analysis of their global impact,	analysis of their global impact,
examination of interrelations	examination of interrelations
between major states, and	between major states, and
impact on ordinary persons,	impact on ordinary persons,
such as:	such as:
1. European roles in trade	1. European roles in trade
in American, African,	in American, African,
and Asian products,	and Asian products,
such as spices, sugar,	such as spices, sugar,
silver, gold, furs	silver, gold, furs
2. Environmental impact	2. Environmental impact
on the natural world and	on the natural world and

resources resulting from

ลเน resources resulting from

Changed	Field	Current Version		Proposed Version	I
			developments in areas		developments in areas
		0	above	2	above
		3.	European role in the	3.	European role in the
			Atlantic slave trade;		Atlantic slave trade;
			human impact; impact on African societies and		human impact; impact on African societies and
			economies		economies
		4	Impact on Native	4	Impact on Native
			American, Asian, and		American, Asian, and
			African peoples during		African peoples during
			the trade, including that		the trade, including that
			in labor systems		in labor systems
		5.	Centrality of Asia to	5.	Centrality of Asia to
			world economy of early		world economy of early
			modern era; role of		modern era; role of
			China, Japan, India and		China, Japan, India and
			other cultures		other cultures
		6.	Racial, ethnic, gender,	6.	Racial, ethnic, gender,
			and class issues in		and class issues in
			areas above related to		areas above related to
		-	economic changes	-	economic changes
		7.	Historically influential	7.	Historically influential
			persons (e.g., Magellan,		persons (e.g., Magellan,
			Las Casas, Olaudah Equiano, Queen Nzinga		Las Casas, Olaudah Equiano, Queen Nzinga
			of Matamba)		of Matamba)
		9 Cultur	ral developments and	9 Cultur	al developments and
			ormations in the early		ormations in the early
			rn world, including in		rn world, including in
			on, philosophy, and		n, philosophy, and
		-	ce (c. 1450 - 1750),	•	ce (c. 1450 - 1750),
		analy	sis of their global impact,	analys	sis of their global impact,
		exam	ination of interrelations	exami	nation of interrelations
		betwe	en major states, and	betwe	en major states, and
		impac	et on ordinary persons,	impac	t on ordinary persons,
		such	as:	such a	as:
		1.	Islam's spread in Africa,	1.	Islam's spread in Africa,
			India, Southeast Asia;		India, Southeast Asia;
			renewal movements		renewal movements
			(e.g., Wahabi) and		(e.g., Wahabi) and
		2	response Protectant Refermation:	2	response Protestant Reformation;
		۷.	Protestant Reformation; Catholic Counter-	۷.	Catholic Counter-
			Reformation; spread of		Reformation; spread of
			Christianity in both		Christianity in both
			hemispheres		hemispheres
		3.	China and Neo-	3.	China and Neo-
			Confucianism, ordinary	•	Confucianism, ordinary
			peoples' Buddhism, and		peoples' Buddhism, and
			scientific approaches		scientific approaches
			(e.g., kaozheng)		(e.g., kaozheng)
		4.	New forms of Hinduism	4.	New forms of Hinduism
			in India (e.g., bhakti),		in India (e.g., bhakti),

Current Version

Proposed Version

nponent in Course		
	No	No
	 influence on Europe; development of the Scientific Revolution in Europe and its impact globally; various uses of scientific knowledge; spread of the printing press 6. The Enlightenment, new philosophies (e.g. Locke, Voltaire), and their global impact 7. Historically influential persons (e.g., Muhammad Ibn Abd al- Wahib, Martin Luther, Chinese philosopher Wang Yangming, Hindu poet Mirabai, Sikhism founder Guru Nanak, Copernicus, Newton) 5. Critically analyze the impact of a major historical event or historical figure(s), indicate both long-and short-term historical significance or compare and contrast with a contemporary event(s) or figure(s), for world history from 750 to 1750 CE, to fulfill the college honors requirements for this course. 1. Inclusion of analysis of both primary historical documents and secondary historical sources. 2. Indication of students' understanding of historiographical debate over the interpretation(s) of significant historical issues. 	 influence on Europe; development of the Scientific Revolution in Europe and its impact globally; various uses of scientific knowledge; spread of the printing press 6. The Enlightenment, new philosophies (e.g. Locke, Voltaire), and their global impact 7. Historically influential persons (e.g., Muhammad Ibn Abd al- Wahib, Martin Luther, Chinese philosopher Wang Yangming, Hindu poet Mirabai, Sikhism founder Guru Nanak, Copernicus, Newton) 5. Critically analyze the impact of a major historical event or historical figure(s), indicate both long-and short-term historical significance or compare and contrast with a contemporary event(s) or figure(s), for world history from 750 to 1750 CE, to fulfill the college honors requirements for this course. 1. Inclusion of analysis of both primary historical sources. 2. Indication of students' understanding of historiographical debate over the interpretation(s) of significant historical issues.
	development of Sikhism 5. Science in Asia and the Middle East and	development of Sikhism 5. Science in Asia and the Middle East and

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

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

Changed	Questions	Current Version	Proposed Version
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	HIST 003BH	HIST 003BH
	Course Status	Non-substantial	Non-substantial
9	Course Status Code	Α	No Value
9	Banner Department	HIST	No Value
θ	Course Level	DU	No Value
θ	College Code	DA	No Value
	Course Characteristics	Honors	Honors
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
θ	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	06/11/2019	No Value
0	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
8	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value
9	Sports/Physical Education Course Indicator	Ν	No Value
0	COA Code	C	No Value
0	Fund Code	114000	No Value
9	Organization Code	239004	No Value
0	Account Code	1320	No Value
θ	Program Code	220500	No Value
0	Percent	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	 Changed 5-year revision year to match the non-honors -mc (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23)cc 	 Changed 5-year revision year to match the non-honors -mc (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23)cc
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Questions Basic Course Information	Current Version No Value	Proposed Version No Value
	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
S	Specifications Outline	Specifications No Value Outline 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;	No Value	No Value	
	and 2) address items 1-3 below. Please be aware that load			
	factors and seat counts are assigned			
	based on established,			
	negotiated values.			

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
9	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter-regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - D Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from 750 CE to 1750 CE Assignments: - A Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural events of the historical era for this course.

Changed	Questions	Current Version	Proposed Version
Changed	Questions Objective 2: Compose essays drawn from personal experience and assigned texts.	Current Version	Proposed Version Assignments: - B Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography Methods of Evaluation: - B Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least 600 words with proper citations and bibliography. Writing assignments may include research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history Assignments: - F The honors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates an understanding of diverse historical perspectives. The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography Methods of Evaluation: - D The honors project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking skills, historical references and
			citations, and a comprehensive discussion

of the specific topic(s) in world history between 750 CE and 1750 CE, as well as student's understanding of diverse historical perspectives.

Changed	Questions	Current Version	Proposed Version
Changed	Questions Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	Current Version	Proposed Version
			thinking skills, historical references and citations, and a comprehensive discussion

of the specific topic(s) in world history between 750 CE and 1750 CE, as well as student's understanding of diverse historical perspectives.

Changed	Questions	Current Version	Proposed Version
9	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignments: - B Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least 000 words with proper citations and bibliography Methods of Evaluation: - B Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least 000 words with proper citations and bibliography. Writing assignments: may include research paper of at least 600 words with proper citations and bibliography. Writing assignments may include research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history Assignments: - F The honors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source material in world history between 750 CE and 1750 CE, and also demonstrates an understanding of diverse historical perspectives. The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations, citations, and bibliography Methods of Evaluation: - D The honors project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking skills, historical references and citations, and a compreh

of the specific topic(s) in world history between 750 CE and 1750 CE, as well as student's understanding of diverse historical perspectives.

hanged	Questions	Current Version	Proposed Version
0	Objective 5: Distinguish,	No Value	Outline: - B Use primary and secondary sources from a diverse range of authors to
	compare, and		contribute to an understanding of significant
	evaluate the		themes in the development of world history,
	multiplicity and		while also fostering recognition and
	ambiguity of		appreciation of the contributions of its
	perspectives.		diverse peoples: analyzing broad patterns of
	• •		change on both an inter-regional scale and
			within complex societies; and, explain,
			interpret, or evaluate the historical, social,
			political, philosophical, literary, artistic and
			aesthetic developments across the
			boundaries of civilizations, regions, and
			cultures Outline: - D Use primary and
			secondary sources from multicultural,
			different methodologies, or perspectives to
			interpret and analyze historical evidence in
			order to: develop critical thinking skills,
			formulate multicultural, complex
			assessments, or diverse interpretations of
			historical issues and problems, including th
			impact on ordinary persons within world
			history, and to understand the chronology of
			the stages of development in the world from
			750 CE to 1750 CE Assignments: - A
			Regular Reading Assignments: Assigned
			readings from a college-level text(s),
			primary historical documents, and
			secondary interpretation(s), from which
			students will gain and demonstrate,
			evaluate, synthesize, and critique
			knowledge of political, economic, social, ar
			cultural events of the historical era for this
			course Assignments: - B Regular
			Writing Assignments: Selected from a
			combination of assignments such as:
			research papers; in-class or take-home
			essays in exam format including the final
			exam; book review(s); and other analytic
			assignments that synthesize, critique and
			evaluate primary and secondary sources
			and demonstrate an understanding of the
			historical era for this course. Students will
			write a minimum of 1700 words during the
			quarter, including at least one individually
			typed paper of at least 600 words with
			proper citations and bibliography
			Methods of Evaluation: - B Writing
			C C
			Assignments: Students will write a total of
			C C

Proposed Version

citations and bibliography. Writing assignments may include research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history. -- Outline: -- E. - Critically analyze the impact of a major historical event or historical figure(s), indicate both long-and short-term historical significance or compare and contrast with a contemporary event(s) or figure(s), for world history between 750 CE and 1750 CE, to fulfill the college honors requirements for this course. ----- 1. Inclusion of analysis of both primary and secondary historical sources or documents. ----- 2. Indication of students' understanding of historiographical debate over the interpretation(s) of significant historical issues. -- Assignments: - F. - The honors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source material in world history between 750 CE and 1750 CE, and also demonstrates an understanding of diverse historical perspectives. The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography. --Methods of Evaluation: - D. - The honors project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking skills, historical references and citations, and a comprehensive discussion of the specific topic(s) in world history between 750 CE and 1750 CE, as well as student's understanding of diverse historical perspectives.

B-Matrix Form

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

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

C-Matrix Form

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

Changed Quest	ions	Current Version	Proposed Version
about and no texts f cultura social	e ositions fiction on-fiction from many al and al and ectives in ety of	No Value	No Value
of 500 more t engag respoi is insp	ose a ed, seful, oped paper words or	No Value	No Value
work ι	ce written using a al process Itiples and	No Value	No Value
ability a varie senter	nstrate the to include ety of nce ures in	No Value	No Value
compo correc the ma conve	ntions of ard Written	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

hanged	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

	Questions	Current Version	Proposed Version
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
Matrix F	orm		
Changed	Questions	Current Version	Proposed Version

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
9	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	Admission into this course requires consent of the Honors Program Coordinator.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For 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
θ	Criteria 1:	No Value	Outline: - A Develop a critical
	Present core		understanding of the historical method in
	concepts and		the context of world history, compare and
	scope that		contrast different perspectives in order to
	define the		evaluate, explain, or defend and critique
	discipline.		informed study with respect to world history
	(ONLY using the		through the use of primary and secondary
	Outline,		sources Outline: - B Use primary and
	Assignments or		secondary sources from a diverse range of
	Methods of		authors to contribute to an understanding o
	Evaluation		significant themes in the development of
	areas, cite, copy		world history, while also fostering
	and paste the		recognition and appreciation of the
	area referenced.)		contributions of its diverse peoples:
			analyzing broad patterns of change on both
			an inter-regional scale and within complex
			societies; and, explain, interpret, or evaluation
			the historical, social, political, philosophical
			literary, artistic and aesthetic developments
			across the boundaries of civilizations,
			regions, and cultures Outline: - C
			Demonstrate knowledge of various
			geographical regions over time and
			examine and assess the role of geography
			in shaping or influencing human societies
			throughout world history Outline: - D
			Use primary and secondary sources from
			multicultural, different methodologies, or
			perspectives to interpret and analyze
			historical evidence in order to: develop
			critical thinking skills, formulate multicultura
			complex assessments, or diverse
			interpretations of historical issues and
			problems, including the impact on ordinary
			persons within world history, and to
			understand the chronology of the stages o
			-
			development in the world from 75 1750 CE.

Changed	Questions
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A

Criteria 2: Foster No Value 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.)

-- Assignments: - C. - Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. (The group work has collaborative components to it.) --Methods of Evaluation: - A. - Oral analysis: participation in and contribution toward classroom discussions, debates, or specified group project(s) in which students demonstrate analysis, synthesis, critique and critical thinking skills, such as clarity of argument and the use of evidence to support arguments, in oral interpretations of sources, including primary historical documents. -- Assignments: - B. - Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the guarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography. --Methods of Evaluation: - B. Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually written paper of at least 600 words with proper citations and bibliography. Writing assignments may include research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history. -- Assignments: - F. - The honors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source material in world history between 750 CE and 1750 CE, and

Proposed Version

also demonstrates an understanding of diverse historical perspectives. The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography. --Methods of Evaluation: - D. - The honors project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking skills, historical references and citations, and a comprehensive discussion of the specific topic(s) in world history between 750 CE and 1750 CE, as well as student's understanding of diverse historical perspectives.

-		-
Criteria 3:	No Value	Assignments: - A Regular Reading
Stimulate critical		Assignments: Assigned readings from a
thinking. (ONLY		college-level text(s), primary historical
using the		documents, and secondary interpretation(
Outline,		from which students will gain and
Assignments or		demonstrate, evaluate, synthesize, and
Methods of		critique knowledge of political, economic,
Evaluation		social, and cultural events of the historical
areas, cite, copy		era for this course Assignments: - D
and paste the		Objective evaluation through assignments
area referenced.)		such as: quizzes, map identifications, or
,		objective sections of in-class midterm(s) of
		the final examination in which students
		demonstrate the ability to critically evaluat
		analyze, contextualize, synthesize or
		critique primary and secondary historical
		sources in world history Methods of
		Evaluation: - A Oral analysis: participati
		in and contribution toward classroom
		discussions, debates, or specified group
		project(s) in which students demonstrate
		analysis, synthesis, critique and critical
		thinking skills, such as clarity of argument
		and the use of evidence to support
		arguments, in oral interpretations of
		sources, including primary historical
		documents Methods of Evaluation: - C
		Objective evaluation through assignments
		such as: quizzes, map identifications,
		objective sections of in-class exams, or
		other analytical projects, in which student
		demonstrate, assess, synthesize or critique
		the knowledge of college-level secondary
		source readings and primary source
		documents in the era of history for this
		course Assignments: - F The honors
		project will include a written research pap
		of 8-10 pages total (or two shorter researd
		papers of 4-5 pages each) which
		demonstrates analysis of additional
		historical sources, including both primary
		and secondary source material in world
		history between 750 CE and 1750 CE, an
		also demonstrates an understanding of
		-
		diverse historical perspectives. The honor
		project will require 10 or more hours of we
		beyond the regular (non-honors) course
		requirements, will include higher
		expectations for achievement in this more
		advanced work, and must include
		austations, situations, and hibliography

Proposed Version

quotations, citations, and bibliography. --Methods of Evaluation: - D. - The honors

Changed Questions

Current Version

Changed	Questions	Current Version	Proposed Version
			project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking skills, historical references and citations, and a comprehensive discussion of the specific topic(s) in world history between 750 CE and 1750 CE, as well as student's understanding of diverse historical perspectives.
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: - A 1.b World history as having multiple cultural perspectives Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter-regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - B 2. a, b, c, d, e: 2. Recognize the contributions of diverse peoples in the development of world history, including: a. The impact of ethnic and racial diversity b. The roles and experiences of women and men c. The experiences of the working classes and the issue of slavery d. The role of human sexuality and the issue of sexual orientation e. The role of dissent with regard to belief systems
0	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: - Entire Outline - A, B, C, D., since this is a world history class, and includes global and historical context throughout those areas of the Outline. For example: Outline: - A Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources.

Changed	Questions	Current Version	Proposed Version
0	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline C Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history Outline C.1 - Knowledge of geography in world history, including continents, civilizations, cultural areas Methods of Evaluation: - C Objective evaluation through map identifications Methods of Evaluation: - A. - Oral analysis: participation in and contribution toward classroom discussions, debates, or specified group projects.

De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value
Comments			
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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	HISTD03BH
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000569365
rticulatio	n	
	Field	Current Version
Changed	Field Course	Current Version
		Current Version
	Course	Current Version
	Course Crosswalk CRS-	Current Version
	Course Crosswalk CRS- DEPT-NAME	Current Version

Summary of Changes

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

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

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.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

eneral in	formation		
Changed	Field	Current Version	Proposed Version
0	Faculty Initiator	Erik Woodbury	Carol Cini
	Course ID (CB01A and CB01B)	HISTD003C	HISTD003C
	Course Control Number	CCC000156346	CCC000156346
	Course Title (CB02)	World History from 1750 CE to the Present	World History from 1750 CE to the Present
	Short Course Title	WORLD HIST FROM 1750CE- PRESENT	WORLD HIST FROM 1750CE- PRESENT
	TOP Code (CB03)	2205.00	2205.00 History
	CIP Code	History, General	54.0101 History, General
	Department	HIST - History	HIST - History
0	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	This course covers the era from 1750 Common Era (CE) and extending to the present, recent and current interactions between the world's peoples, cultures, and civilizations. Students will gain an interdisciplinary, multi-perspective view of world history, using a thematic approach and offering a balanced, representative and inclusive sampling of the world's cultures from Africa, the Americas, Asia, Europe, and Oceania.	This course covers the era from 1750 Common Era (CE) and extending to the present, recent and current interactions between the world's peoples, cultures, and civilizations. Students will gain an interdisciplinary, multi-perspective view of world history, using a thematic approach and offering a balanced, representative and inclusive sampling of the world's cultures from Africa, the Americas, Asia, Europe, and Oceania.
0	Course Type (CB27)	No value	Lower Division

Changed	Field	Current Version	Proposed Version
0	Mode of Delivery	5	OnlineHybrid

Faculty Re	Faculty Requirements				
Changed	Field	Current Version	Proposed Version		
0	Discipline 1	No value	History		
	Discipline 2	No value	No value		
	Discipline 3	No value	No value		
θ	FSA	No value	FHDA FSA - HISTORY		

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

Course Justification					
Changed	Field	Current Version	Proposed Version		
	Course Justification	This course introduces students to the chronological sequencing of world history from 1750 CE to the present. This course also contributes to the fulfillment of major requirements for the Associate of Arts Degree for Transfer in History. In addition, this course meets a general education (G.E.) requirement for De Anza, CSU GE, and IGETC and is UC and CSU transferable.	This course introduces students to the chronological sequencing of world history from 1750 CE to the present. This course also contributes to the fulfillment of major requirements for the Associate of Arts Degree for Transfer in History. In addition, this course meets a general education (G.E.) requirement for De Anza, CSU GE, and IGETC and is UC and CSU transferable.		

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

Course Philosophy

No value

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

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
0	ls this an honors/non-	No value	Yes - don't forget to duplicate the revisions in the honors/non-honors
	honors course?		course

Changed	Field	Current Version	Proposed Version
0	Is this a mirrored credit/noncredit course?	No value	<u>No</u>
ross-liste	d Course		
Changed	Field	Current Version	Proposed Version
0	Is this a cross-listed course?	No value	<u>No</u>
ore Optic	ons		
Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.

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

Associated Programs

Changed Field		Current Version		Proposed Version	
	Course is part of a program	Associated Program	History for Transfer	Associated Program	History for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	History for Transfer	Associated Program	History for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Art History for Transfer	Associated Program	Art History for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Associate in Arts in Social Justice Studies: General Studies for Transfer	Associated Program	Associate in Arts in Social Justice Studies: General Studies for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Political Science for Transfer	Associated Program	Political Science for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Political Science for Transfer	Associated Program	Political Science for Transfer

Changed Field	Current Version		Proposed Ver	Proposed Version	
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	
	Associated Program	Intercultural Studies	Associated Program	Intercultural Studies	
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
	Associated Program	Intercultural Studies	Associated Program	Intercultural Studies	
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
	Associated Program	Global Studies	Associated Program	Global Studies	
	Award Type	zZ_Skills Certificate	Award Type	zZ_Skills Certificate	
	Associated Program	CSU GE	Associated Program	CSU GE	
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
	Associated Program	CSU GE	Associated Program	CSU GE	
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
	Associated Program	CSU GE	Associated Program	CSU GE	

Changed Field	Current Version		Proposed Ver	Proposed Version	
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
	Associated Program	IGETC	Associated Program	IGETC	
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
	Associated Program	IGETC	Associated Program	IGETC	
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
	Associated Program	IGETC	Associated Program	IGETC	
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)	
	Associated Program	Global Studies	Associated Program	Global Studies	
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	
	Associated Program	Global Studies	Associated Program	Global Studies	
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	
	Associated Program	Global Studies	Associated Program	Global Studies	

Changed Field	Current Versie	Current Version		Proposed Version		
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)		
	Associated Program	Global Studies	Associated Program	Global Studies		
	Award Type	Certificate of Achievement- Advanced (COA-A)	Award Type	Certificate of Achievement- Advanced (COA-A)		
	Associated Program	Associate in Arts in History for Transfer	Associated Program	Associate in Arts in History for Transfer		
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree		
	Associated Program	Social Justice Studies: General Studies for Transfer	Associated Program	Social Justice Studies: General Studies for Transfer		
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree		
	Associated Program	Social Justice Studies: General Studies for Transfer	Associated Program	Social Justice Studies: General Studies for Transfer		
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree		
	Associated Program	Intercultural Studies	Associated Program	Intercultural Studies		
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree		
	Associated Program	Intercultural Studies	Associated Program	Intercultural Studies		

Changed Field	Current Versi	on	Proposed Version		
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	
	Associated Program	Global Studies for Transfer	Associated Program	Global Studies for Transfer	
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	
	Associated Program	Associate in Arts in Political Science for Transfer	Associated Program	Associate in Arts in Political Science for Transfer	
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	
	Associated Program	Associate in Arts in Art History for Transfer	Associated Program	Associate in Arts in Art History for Transfer	
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	
	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	
	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree	

Changed Field	Current Versio	ent Version Proposed		Version	
	Associated Program	Art History for Transfer (In Development)	Associated Program	Art History for Transfer (In Development)	
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree	

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version		Proposed Version	
θ	GE Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	 2GC2 - Approved. 2GDX - Approved. 	Area(s)	 2GC2 - Approved. 2GDX - Approved.
		-	No value	-	No value
		System/Institution	C-ID	System/Institution	C-ID
		Area(s)	 HIST - Approved. 	Area(s)	 HIST - Approved.
		-	HIST D003B & HIST D003C required for C- ID HIST 160	-	HIST D003B & HIST D003C required for C- ID HIST 160
		System/Institution	IGETC	System/Institution	Cal-GETC
		Area(s)	 IG3B - Approved. IG4X - Approved. 	Area(s)	 CA3B - Approved. CA4X - Approved.
		-	No value	-	No value
		System/Institution	CSU GE		
		Area(s)	CGC2 - Approved.		

CGDY Approved.

No value

Weekly Student Hours - Profile Name: Default Profile

-

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

Course Student Hours - Profile Name: Default Profile

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

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

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

credit / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)		
	Variable Credit Course		

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

Changed	Field	Current Version	Proposed Version
	Total	-	0
	Laboratory		
	Hours per		
	Term		
	Total Contact	_	0
	Hours per		
	Term		
	Total Credit	4	4
	Units		
	Minimum	4	4
	Credit Units		
	Maximum	4	4
	Credit Units		
	Credit Units Maximum		

SKIP					
Cha	nged	Field	Current Version	Proposed Version	
		SKIP	No Value	No Value	

Specifications			

Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class or take-home essays Collaborative learning and small group exercises: written or oral Quiz and examination review performed in class Map Assignments In-class exploration of internet sites Homework and extended projects Guest speakers Other: Film / documentary / or other media Other: Map assignments	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class or take- home essays Collaborative learning and small group exercises: written or oral Quiz and examination review performed in class Map Assignments In-class exploration of internet sites Homework and extended projects Guest speakers Film / documentary / or other media

Changed	Field	Current Version	Proposed Version
		 Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and a secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural events of the historical era for this course. Regular Writing Assignments: Selected from a combination of assignments such as: research papers, reading and viewing responses; in-class or take- home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 750 words with proper citations. Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. Objective evaluation through assignments such as: quizzes, map identifications, or objective sections of in-class midterm(s) or the final examination in which students demonstrate the ability to critically evaluate, analyze, contextualize, synthesize or 	 Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and a secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural events of the historical era for this course. Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique, and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography. Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. Objective evaluation through assignments such as: quizzes, map identifications, or objective sections of in-class midterm(s) or the final examination in which students demonstrate the ability to critically evaluate, analyze, contextualize, synthesize, or

Current Version

critique primary and secondary historical sources in world history.

5. View assigned media shown in class or in the lab. Each viewing assignment is accompanied with specific written or oral questions or prompts to assess, contextualize, synthesize or critique.

Proposed Version

critique primary and secondary historical sources in world history.

5. View assigned media shown in class or in the lab. Each viewing assignment is accompanied with specific written or oral questions or prompts to assess, contextualize, synthesize, or critique.

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

	1		
Methods	1. Oral analysis:	Methods	1. Oral analysis
of	participation in	of	participation
Evaluation	and	Evaluation	in and
	contribution		contribution
	toward		toward
	classroom		classroom
	discussions,		discussions,
	debates,		debates, or
	exams, final or		specified
	specified group		group
	project(s) in		project(s) in
	which students		which
	demonstrate		students
	analysis,		demonstrate
	synthesis,		analysis,
	critique and		synthesis,
	critical thinking		critique, and
	skills, such as		critical
	clarity of		thinking skill
	argument and		such as clar
	the use of		of argument
	evidence to		and the use
	support		of evidence
	arguments, in		support
	oral		arguments,
	interpretations		oral
	of sources,		interpretatio
	including		of sources,
	primary		including
	historical		primary
	documents.		historical
	2. Writing		documents.
	Assignments:		2. Writing
	Students will		Assignment
	write a total of		Students wil
	1700 words in		write a total
	a variety of		1700 words
	combinations		a variety of
	that include at		combination
	least one		that include
	individually		least one
	written paper of		individually
	at least 750		written pape
	words with		of at least
	proper		600 words
	citations, such		with proper
	as: an essay(s)		citations and

exam, final,	bibliography.
workbook(s)	
video review	assignments
form(s), Pow	rer- may include:
point	research
presentation	
journal(s), bo	ook class or take-
review(s), or	home essays
other analyti	cal in exam
project(s) in	format
which studer	nts including the
demonstrate	final
the ability to	exam; book
critically	review(s); or
analyze or	other
synthesize	analytical
thematic	project(s) in
questions,	which
primary	students
historical	demonstrate
documents,	the ability to
and seconda	5
source	analyze or
interpretation	
of world histo	-
3. Objective	questions,
evaluation	primary
through	historical
assignments	
such as:	and
quizzes, fina	
map	source
identification	
objective	of world
sections of ir	5
class exams	
other analyti	
projects, in	through
which studer	C
demonstrate	
assess,	quizzes, map
synthesize o	
critique the	objective
knowledge o	
college-level	
secondary	or other
source	analytical
readings and	projects, in

Changed	Field	Current Version	Proposed Version	
		primary source	ce l	which
		documents ir		students
		the era of		demonstrate,
		history for thi	s	assess,
		course.		synthesize, or
				critique the
				knowledge of
				college-level
				secondary
				source
				readings and
				primary
				source
				documents in
				the era of
				history for this
				course.
0	Essential Student	Essential Student Materials:	Essential Student Ma	aterials:
-	Materials/Essential	None.	None	
	College Facilities		Feeential Calls as Fe	
	-	Essential College Facilities:	Essential College Fa	cilities:
		• None.	None	

Changed Field

	Examples of				
	Primary Texts and References	Title	No value	Title	Tradtions and Encounters: A
		Author	Weisner-Hanks, Merry E. A Concise History of the World. Cambridge University Press, 2015.		Global Perspective on the Past.
				Author	Bentley, Jerry and Herbert F. Ziegler, Heather Streets Salter, and Craig
		Publisher	No value		Benjamin.
		Date/Edition	No value	Publisher	McGraw Hill.
		ISBN	No value	Date/Edition	2020. 7th Edition.
		Title	No value	ISBN	No value
		Author	Duiker, William J. and Jackson J. Spielvogel. World History. 9th ed. Cengage Learning, 2019.	Title	A Peoples' History of the World: From the Stone Age to the New Millennium.
		Publisher	No value	Author	Harman, Chris.
		Date/Edition	No value	Publisher	Verso.
		ISBN	No value	Date/Edition	2017.
				ISBN	No value
		Title	No value	Title	Ways of the World:
		Author	Reilly, Kevin. The Human Journey: A Concise Introduction to		A Brief Global History: Value Edition.
			World History. 2nd ed. New York: Rowman &	Author	Strayer, Robert W. and Eric W. Nelson.
		Dataliation	Littlefield, 2018.	Publisher	Macmillan.
		Publisher	No value	Date/Edition	2022. Fifth Edition.
		Date/Edition	No value	ISBN	No value

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ISBN	No value
Title	No value
Author	Strayer, Robert W. and Eric W. Nelson. Ways of the World: A Brief Global History: Combined Volume Third Edition. Bedford/St. Martin, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value
Title	No value
Author	Tignor, Robert, et al. Worlds Together, Worlds Apart. Vol. C. 4th edition. New York: W. W. Norton, 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present: Seagull Edition.
Author	Adelman, Jeremy, and Elizabeth Pollard, Clifford Rosenberg, and Robert Tignor.
Publisher	W. W. Norton and Company.
Date/Edition	2021. Seagull Third Edition.
ISBN	No value
Title	A History of World Societies: Value Edition.
Author	Wiesner-Hanks, Merry E. and Patricia Buckley Ebrey, Roger B. Beck, Jerry Davila, Clare Haru Crowston, and John P. McKay.
Publisher	Macmillan.
Date/Edition	2021. Twelfth Edition.
ISBN	No value

Changed	Field	Current Ve	rsion	Proposed Version
•	Suggested Reading List	Reading List	Armitage, David and Sanjay Subrahmanyam. The Age of Revolutions in Global Context, 1760- 1840. Houndmills, Basingstoke, Hampshire [England]; New York: Palgrave Macmillan, 2010.	No value
		May include, but are not limited to	No value	
		Reading List	Achebe, Chinua; Francis Abiola Irele, ed. Things Fall Apart: Authoritative Text, Contexts and Criticism. New York: W. W. Norton & Co., 2009.	
		May include, but are not limited to	No value	
		Reading List	Kuhn, Philip A. Origins of the Modern Chinese State. Stanford, Calif.: Stanford University Press, 2002.	
		May include, but are	No value	

not limited to

Reading List	Brown, Archie. The Rise and Fall of Communism. London: Bodley Head, 2009.
May include, but are not limited to	No value

Reading List	Mandela, Nelson. Long Walk to Freedom: The Autobiography of Nelson Mandela. Boston: Little, Brown, 1994.
May include, but are not limited	No value

to

Reading List	Pomeranz, Kenneth. The Great Divergence: China, Europe, and the Making of the Modern World Economy. Princeton, NJ: Princeton University Press, 2001.
May include, but are not limited to	No value

Reading List	Beasley, W. G. The Rise of Modern Japan: Political, Economic, and Social Change since 1850. Palgrave Macmillan, 2000.
May include, but are	No value

not limited to

Reading List	Northrup, David. Indentured Labor in the Age of Imperialism, 1834-1922. Cambridge [England]; New York: Cambridge University Press, 1995.
May include, but are not limited to	No value

Reading List	Chasteen, John Charles. Problems in Modern Latin American History: Sources and Interpretations. Rowman and Littlefield Publishers, 2003.
May include, but are not limited to	No value

Reading List	Oliver, Roland Anthony. Africa since 1800. 5th ed. Cambridge, UK; New York: Cambridge University Press, 2005.
Мау	No value

include,		
but are		
not		
limited		
to		

Reading List	Hobsbawm, Eric. On Empire: America, War, and Global Supremacy. New York: Pantheon Books, 2008.
May include, but are not limited to	No value

Reading List	Joll, James and Gordon Martel. The Origins of the First World War. (Origins of Modern Wars Series). 3rd edition. New York: Harlow, England; New York: Pearson/Longman, 2007.
May include, but are not limited to	No value

Reading List	McNeill, John Robert. Something New Under the Sun: An Environmental History of the Twentieth Century World. New York: W. W. Norton and Company, 2000.
May include, but are not limited to	No value

Reading List	DuBois, Thomas David, ed. Casting Faiths: Imperialism and the Transformation of Religion in East and Southeast Asia. Houndmills, Basingstoke, Hampshire [England]; New York: Palgrave Macmillan, 2009.
May include, but are not limited to	No value

Reading	Kent, Bruce. The Spoils
List	of War: The Politics,
	Economics, and
	Diplomacy of
	Reparations, 1918-
	1932. Oxford University
	Press/Clarendon, 1992.

May include,	No value
but are not limited to	

Reading List	Menchu, Rigoberta. I, Rigoberta Menchu: An Indian Woman in Guatemala. 2nd ed. New York: Verso, 2010.
May include, but are not limited to	No value

Reading List	Timmons, Geoffrey and Steven King. Making Sense of the Industrial Revolution: English Economy and Society, 1700-1850. Manchester University Press/Palgrave, 2001.
May include, but are not limited to	No value

Reading	Guha, Ramchandra.
List	India after Gandhi: The
	History of the World's
	Largest Democracy.
	New York: Ecco, 2007.

May include,	No value
but are not limited to	

Reading List	Reilly, Kevin. Worlds of History: A Comparative Reader. 6th ed. Vol. 2. Boston: Bedford St. Martin's, 2016.
May include, but are not limited to	No value

Reading List	Engerman, Stanley. Terms of Labor: Slavery, Serfdom, and Free Labor. Stanford, CA: Stanford University Press, 1999.
May include, but are not limited to	No value

Reading	Smith, Bonnie, ed.	
List	Global Feminisms since	
	1945. London; New	
	York: Routledge, 2000.	

May include,	No value
but are not limited to	

Reading	Simon, Rita J. and
List	Alison Brooks. Gay and
	Lesbian Communities
	the World Over.
	Lanham, MD: Lexington
	Books, 2009.

Мау	No value
include,	
but are	
not	
limited	
to	

Reading List	Keegan, John. The Second World War. Penguin Books; Reprint edition, 2005.
May include, but are not limited to	No value

Reading	Cleveland, William L.			
List	and Martin Bunton. A			
	History of the Modern			
	Middle East. 5th ed.			
	Boulder, CO: Westview			
	Press, 2012.			

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	May include, but are not limited to	No value		
	Reading List	Wiesner-Hanks, Merry E. Gender in History: Global Perspectives. 2nd ed. Malden, MA: Wiley-Blackwell, 2011.		
	May include, but are not limited to	No value		

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter-regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures. Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history. Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of 	 of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter-regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures. Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history. Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in
			historical is such and much laws

historical issues and problems,

including the impact on ordinary

historical issues and problems,

including the impact on ordinary

Changed Field	Current Versio	Current Version		Proposed Version	
	and to ur chronolo developr	persons within world history, and to understand the chronology of the stages of development in the world from 1750 CE to Present.		persons within world history, and to understand the chronology of the stages of development in the world from 1750 CE to Present.	
CSLOs	CSLOs	Demonstrate and apply knowledge of World history from 1750 CE to the present to construct defensible statements of meaning and evaluation about	CSLOs	Demonstrate and apply knowledge of World history from 1750 CE to the present to construct defensible statements of meaning and evaluation about	
	Expected SLO Performance	this period's developments. 0.0	Expected SLO Performance	evaluation about this period's developments. 0.0	
	CSLOs	Identify, critically evaluate, and interpret World history primary documents from 1750 CE to the present to construct historical analysis.	CSLOs	Identify, critically evaluate, and interpret World history primary documents from 1750 CE to the present to construct historical analysis.	
	Expected SLO Performance	0.0	Expected SLO Performance	0.0	

Course Outline

Changed	Field	Current Version	Proposed Version
G	Field Course Content	 Current Version 1. Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. 1. The study of history as it relates to world history, particularly: History defined; history as different from myth World history as different from myth World history as having multiple cultural perspectives The practical importance of the study of history, and in particular, world history, for global citizenry Historical research methodologies appropriate to the study of an integrated approach to world history Frameworks used to analyze historical processes, phenomena, and events from a global perspective Sources in the study of civilizations and cultures in world history, from 1750 CE to the present, particularly: Defining historical sources: primary 	 Proposed Version 1. Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. 1. The study of history as it relates to world history, particularly: History defined; history as different from myth World history as different from myth World history as having multiple cultural perspectives The practical importance of the study of history, and in particular, world history, for global citizenry Historical research methodologies appropriate to the study of an integrated approach to world history Frameworks used to analyze historical processes, phenomena, and events from a global perspective Sources in the study of civilizations and cultures in world history, from 1750 CE to the present, particularly: Defining historical sources: primary and secondary
		··· · · ··· · · · · · · · · · ·	

Changed	Field	Current Version	F	Proposed Version
		and se	econdary	2. Critical analysis of
		2. Critica	l analysis of	historical evidence;
		historio	cal evidence;	awareness of
		awarei	ness of	diverse
		diverse	e	approaches;
		approa	aches;	construction of
		constru	uction of	arguments
		argum	ents	3. Objectivity and
		3. Object	ivity and	perspective;
		perspe	-	interpretation and
			etation and	critical reflection;
		•	reflection;	validity and impact
			and impact;	proper citation of
		•	citation of	sources
		source		4. Historiography and
			ography and	its relationship to
			tionship to	the development o
			velopment of	•
			•	world history as a
			nistory as a	field
		field		2. Use primary and secondary
		2. Use primary and se	•	sources from a diverse range of
		sources from a dive	-	authors to contribute to an
		authors to contribut		understanding of significant
		understanding of sig	-	themes in the development of
		themes in the devel	•	world history, while also fosterin
		world history, while	also	recognition and appreciation of
		fostering recognition	n and	the contributions of its diverse
		appreciation of the	contributions	peoples: analyzing broad
		of its diverse people	es: analyzing	patterns of change on both an
		broad patterns of ch	nange on	inter-regional scale and within
		both an inter-region	al scale and	complex societies; and, explain
		within complex soci	eties; and,	interpret, or evaluate the
		explain, interpret, o	r evaluate	historical, social, political,
		the historical, social		philosophical, literary, artistic an
		philosophical, litera	•	aesthetic developments across
		and aesthetic devel	-	the boundaries of civilizations,
		across the boundar	•	regions, and cultures.
		civilizations, regions		1. Examine major themes in
		cultures.	, and	World History from 1750
		1. Major Theme	e in World	CE to the present,
		•		•
		History from		including:
		the present, i	•	1. Political: Analyze,
			al: Analyze,	compare, and
			ire, and	contrast distinctive
			st distinctive	forms of political
			of political	organization in
		organi	zation in	world history and
			منمه مسر معما	Ale a fur function of the

world history and

their impact,

Changed	Field	Current Version		Proposed Version	ı
			their impact, including forms of		including forms of governance, state-
			governance, state-		building, empires,
			building, empires,		expansion, conflict,
			expansion, conflict,		and inter-state
			and inter-state	2	relations
		0	relations	Ζ.	Economic: Explain various forms of
		2	. Economic: Explain		
			various forms of		economic
			economic		organization in
			organization in		world history and
			world history and		their global impact,
			their global impact,		including
			including		agricultural and
			agricultural and		pastoral production,
			pastoral		trade and
			production, trade		commerce, labor
			and commerce,		systems, and
			labor systems, and		networks
			networks	2	of exchange
		2	of exchange	3	Social: Analyze the
		3	. Social: Analyze the		development and transformation of
			development and transformation of		social structures in
			social structures in		
					early world history,
			early world history, including gender		including gender roles and relations,
			roles and relations,		
					family and kinship, racial and ethnic
			family and kinship, racial and ethnic		constructions, and
			constructions, and		social and
			social and		economic classes
			economic classes	1	Cultural: Explain the
		Л	. Cultural: Explain	4.	historical
		-	the historical		significance of
			significance of		cultural
			cultural		developments in
			developments in		religions, belief
			religions, belief		systems,
			systems,		philosophies,
			philosophies,		literature,
			literature,		ideologies, science
			ideologies, science		and technology,
			and technology,		arts, aesthetics, and
			arts, aesthetics,		architecture in early
			and architecture in		world history
					wond mistory

early world history

5. Environmental: Analyze the ways in

Changed	Field	Current Version	Pr	roposed Version
		5. Envi	ronmental:	which the world's
		Anal	yze the ways	physical and natura
		in wh	nich the	environment has
		world	d's physical	affected and been
		and	natural	affected by
		envi	ronment has	developments in
		affec	ted and been	human history,
		affec	cted by	including
		deve	elopments in	demography and
		hum	an history,	disease, migration,
		inclu	lding	patterns of
		dem	ography and	settlement,
		disea	ase, migration,	biological
		patte	erns of	exchange, and
		settle	ement,	technology
		biolo	ogical	2. Recognize the
		exch	ange, and	contributions of diverse
		tech	nology	peoples in the
		2. Recognition	n of the	development of world
		contribution	ns of diverse	history, including:
		peoples in	the	1. The impact of
		developme	nt of world	ethnic and racial
		history, incl	luding:	diversity
		1. The	impact of	2. The roles and
			ic and racial	experiences of
		dive	rsity	women and men
			roles and	3. The experiences o
		expe	eriences of	the working classe
		•	en and men	and the issue of
		3. The	experiences of	slavery
			vorking	4. The role of human
			ses and the	sexuality and the
		issue	e of slavery	issue of sexual
			role of human	orientation
			ality and the	5. The role of dissent
			e of sexual	with regard to belie
			ntation	systems
			role of dissent	3. Demonstrate knowledge of
			regard to	various geographical regions
			ef systems	over time and examine and
		3. Demonstrate kno	-	assess the role of geography in
		various geograph	-	shaping or influencing human
		over time and exa	-	societies throughout world
		assess the role of		-
				history.
		shaping or influer	-	1. Knowledge of geography
		societies through		in world history;
		history.		continents, civilizations,

Changed	Field	Current Version	Proposed Version
Changed	Field	 Current Version Knowledge of geography in world history; continents, civilizations, and cultural and regional areas Understanding the extent of human knowledge of geographical space in various historical time periods Ability to assess the relationship of geography to historical events over time Political, economic, social, demographic, and environmental factors related to geographic influences Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from 1750 CE to <i>Present</i>. The Age of Revolution (1750 - 1914), developments within and interrelations between major states, analysis of their wider influence and 	 Proposed Version and cultural and regional areas Understanding the extent of human knowledge of geographical space in various historical time periods Ability to assess the relationship of geography to historical events over time Political, economic, social, demographic, and environmental factors related to geographic influences Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from 1750 CE to Present. The Age of Revolution (1750 - 1914), developments within and interrelations between major states, analysis of their wider influence and of the era's political, economic, social, cultural, and environmental impact, such as: Impact of the
		of the era's political, economic, social, cultural, and	Scientific Revolution and the Enlightenment on
		environmental impact, such as:	the Age of Revolution in a

global context,

Changed	Field	Current Version	Prop	posed Version	
		•	ct of the		ing cultural,
		Scier			, literary and
			lution and the	archite	
		-	htenment on		can, French,
		the A	•		n, and Latin
			lution in a	Ameri	
		-	al context,		utions in anti-
			ding cultural,		chical and
			ic, literary and	anti-co	
			tectural	contex	
			rican, French,		to create
			an, and Latin		tution-based
		Amer		•	overnments,
			lutions in anti-	expan	
			archical and		ge, and begin
			colonial	•	education
		conte			nents against
			ts to create		y, serfdom,
			titution-based		eonage in a
		-	jovernments,	•	context;
		•	nd the		s in various
			age, and	nation	
		-	n public		of new nations
		educ			ationalisms in
		4. Move		-	al context;
		-	ist slavery,		s. racial vs.
			om, and		vs. anti-
			age in a	coloni	
		-	al context;		alisms;
			ts in various	•	bles such as
		natio 5. Rise			⁻ rance, any, Italy,
			ns and		
			nalisms in a		d, Eastern
				•	ean states,
		-	al context; vs. racial vs.	•••	, Palestine,
			t vs. anti-		Russia, , Latin
		colon		•	can states
			nalisms;	6. Divers	
			iples such as		n's rights
			France,		ments and
			nany, Italy,		n's suffrage
			nd, Eastern		ments in
			pean states,		context of
			t, Palestine,	revolu	
			I, Russia,	7. Histor	
			n, Latin		ntial persons
			rican states		
		Amer	icali siales	(e.g., ,	Jefferson,

Changed Field	Current Version	Proposed Version
	6. Diversity	of Rousseau, Simon
	women's	rights Bolivar, Touissant
	moveme	nts and Louverture,
	women's	suffrage Frederick Douglass,
	moveme	nts in Mary
	global co	ontext of Wollstonecraft,
	revolution	n Elizabeth Cady
	7. Historica	Ily Stanton, feminist
	influentia	Il persons Huda Sharawi of
	(e.g., Jef	ferson, Egypt)
	Roussea	u, Simon 2. The Age of
	Bolivar, T	Fouissant Industrialization (1750 -
	Louvertu	re, 1914), developments
	Frederick	k within and interrelations
	Douglass	s, Mary between major states,
	Wollston	ecraft, analysis of their wider
	Elizabeth	n Cady influence and of the era's
	Stanton,	feminist political, economic, social,
	Huda Sh	arawi of cultural, and
	Egypt)	environmental impact,
	2. The Age of	such as:
	Industrialization	n (1750 - 1. Reasons for origins
	1914), developi	ments of Industrial
	within and inter	relations Revolution in Britain
	between major	states, and Europe;
	analysis of their	r wider comparison and
	influence and o	f the era's contrast with China
	political, econor	mic, 2. New inventions:
	social, cultural,	and steam engine, steel
	environmental i	impact, blast furnace,
	such as:	railroad, steamship,
	1. Reasons	for electricity,
	origins of	f Industrial automobile,
	Revolutio	on in airplane
	Britain ar	nd 3. Urbanization,
	Europe;	immigration,
	comparis	son and population increase
	contrast	with China birth control;
	2. New inve	entions: environmental
	steam er	ngine, impact of
	steel blas	st furnace, industrialization
	railroad,	4. Formation of upper,
	steamshi	ip, middle, and working
	electricity	
	automob	-
	airplane	gender roles; child
	3. Urbaniza	-
	immigrati	

Changed	Field	Current Version		Proposed Version
Changed	Field	4. 5. 6. 7.	population increase, birth control; environmental impact of industrialization Formation of upper, middle, and working classes; factory labor and changing gender roles; child labor Social protests; struggles for unions and labor laws; contrasts between capitalism, socialism, communism Industrialization's varied impact in diverse regions globally: such as the emerging U.S., Russia, and Latin America, including culturally, artistically, philosophically, in literature and architectural expression Historically influential persons (e.g., James Watt and invention of steam engine, Karl Marx, Clara Zetkin, Jose Marti,	 5. Social protests; struggles for unions and labor laws; contrasts between capitalism, socialism, communism 6. Industrialization's varied impact in diverse regions globally: such as the emerging U.S., Russia, and Latin America, including culturally, artistically, philosophically, in literature and architectural expression 7. Historically influential persons (e.g., James Watt and invention of steam engine, Karl Marx, Clara Zetkin, Jose Marti, Margaret Sanger, Olive Schreiner) 3. The Age of European Colonial Encounters in Asia and Africa (1750 - 1914), developments within and interrelations between major states, analysis of their wider influence and of the era's political, economic, social, cultural, and environmental impact,
			Marx, Clara Zetkin, Jose Marti, Margaret Sanger,	cultural, and environmental impact, such as:
		3. The Ag Coloni Asia a 1914), within	Olive Schreiner) ge of European al Encounters in nd Africa (1750 - developments and interrelations en major states,	1. Industrialization and imperialism of Europe in Asia and Africa; impact of colonialism and social Darwinism (distinguish

analysis of their wider influence and of the era's political, economic, social, cultural, and environmental impact, such as: 1. Industrialization and imperialism of Europe in Asia and Africa: impact of colonialism and social Darwinism (distinguish between Darwin's theory of evolution and the various efforts to justify colonialism) 2. Economic and political impact of imperialism; colonial economies, labor systems, state powers, rebellions 3. European imperialism in India, Africa, and other regions; U.S. imperialism in Latin America and the Philippines 4. Imperialism and colonialism's impact on the environment, culture, and society (e.g., in ecological vitality or depletion, religion, education, marriage, population growth or decline, art, music, literary, architecture, philosophically and

aesthetics)

between Darwin's theory of evolution and the various efforts to justify colonialism)

- 2. Economic and political impact of imperialism; colonial economies, labor systems, state powers, rebellions
- 3. European imperialism in India, Africa, and other regions; U.S. imperialism in Latin America and the Philippines
- Imperialism and colonialism's impact on the environment, culture, and society (e.g., in ecological vitality or depletion, religion, education, marriage, population growth or decline, art, music, literary, architecture, philosophically and aesthetics)
- 5. Impact of European imperialism in Asia and Africa with regard to gender roles, class, racial hierarchies
- 6. Historically influential persons (e.g., Cecil Rhodes, Queen Victoria, Rani of Jhansi, Emilio Aguinaldo)
- 4. The Age of Empires and Collisions between the European West, the Middle East, and East

Changed Field	Current Version	Proposed Version
	5. Impact of	Asia (1800 - 1914),
	European	developments within and
	imperialism in A	sia interrelations between
	and Africa with	major states, analysis of
	regard to gende	
	roles, class, rad	
	hierarchies	economic, social, cultural
	6. Historically	and environmental impac
	influential perso	
	(e.g., Cecil	1. European and U.S
	Rhodes, Queer	-
	Victoria, Rani o	
	Jhansi, Emilio	philosophical,
	Aguinaldo)	cultural and
	4. The Age of Empires a	
	Collisions between the	,
	European West, the	Middle East, and
	Middle East, and East	
	Asia (1800 - 1914),	2. Crisis and
	developments within a	-
	interrelations betweer	
	major states, analysis	of Taiping, Boxer);
	their wider influence a	nd European political
	of the era's political,	economic, social,
	economic, social,	philosophical and
	cultural, and	cultural intrusions;
	environmental impact	, Chinese reforms
	such as:	and revolutions
	1. European and	J.S. 3. Decline of the
	military, politica	I, Ottoman Empire
	social,	after European
	philosophical,	political, social,
	cultural and	philosophical,
	economic	cultural and
	intrusions in Ea	st economic
	Asia, the Middle	e intrusions; origins
	East, and Africa	-
	2. Crisis and	Islamic reforms
	rebellions in Qi	
	dynasty China	shogun, and
	(e.g., Taiping,	samurai; U.S.
	Boxer); Europe	
	political, econo	-
	social,	cultural and
	philosophical a	
	cultural intrusio	
	Chinese reform	s recourse as an

Changed	Field	Current Version		Proposed Version
		3. De	cline of the	industrializing and
		Ott	toman Empire	modern nation
		aft	er European	5. Inter-relations
		pol	litical, social,	between states in
		phi	ilosophical,	the Asian sphere:
		cul	tural and	Russia, Japan,
		eco	onomic	China, and others
		inti	rusions; origins	U.S. in the Pacific
		of	Turkey;	6. Modernizing gend
		COI	ntrasting Islamic	roles, class
		ref	orms	formation, ethnic
		4. Tol	kugawa Japan,	identity, and
		sho	ogun, and	environmental
		sai	murai; U.S.	issues in age of
		pol	litical, social,	collisions
			ilosophical,	7. Historically
		cul	tural and	influential persons
		eco	onomic	(e.g., Hong Xiuqu
		inti	rusions; Japan's	as leader of Taipir
			ourse as an	Rebellion, Mustaf
			lustrializing and	Kemal Ataturk as
			dern nation	Father of Turkey,
			er-relations	Queen Lili'uokala
			tween states in	of Hawaii, Empere
			Asian sphere:	Mutsuhito of Meiji
			ssia, Japan,	era Japan)
			ina, and others;	5. The World in Upheaval:
			S. in the Pacific	The World Wars, Great
			odernizing	Depression, and Re-
			nder roles, class	balancing (1914 - 1970)
		•	mation, ethnic	developments within and
			ntity, and	interrelations between
			vironmental	major states, analysis of
			ues in age of	their wider influence and
			lisions	of the era's political,
			storically	economic, social,
				philosophical, cultural, a
			uential persons	
			g., Hong	environmental impact,
			Iquan as leader	such as:
			Taiping	1. World War I and it
			bellion, Mustafa	legacies;
			mal Ataturk as	industrialized
			ther of Turkey,	warfare; League o
			een Lili'uokalani	Nations; decline o
			Hawaii, Emperor	imperial systems
			Itsuhito of Meiji-	2. Cultural change a
		era	a Japan)	postwar
				developments in

Changed	Field	Current Version	Proposed Version
		5. The World in Uph	
		The World Wars,	Great architecture,
		Depression, and	Re- literature,
		balancing (1914 -	· 1970), philosophy, science,
		developments wit	hin and psychology, and
		interrelations betw	veen sexuality
		major states, ana	
		their wider influer	nce and a global context;
		of the era's politic	
		economic, social,	
		philosophical, cul	
		and environmenta	
		impact, such as:	expressions
		1. World War	, , , ,
		legacies;	World War II and its
		industrializ	
		warfare; Le	-
		Nations; de	
		imperial sy	
		2. Cultural ch	
		and postwa	
		developme	-
		modern art	
		architectur	
		literature,	nations
		philosophy	-
		science,	and the suffrage in
		psychology	
		sexuality	environmental,
		3. Great Depr	
		in a global	
		economic r	
		efforts and contrast be	5
		U.S. and E	
		cultural	influential persons
		expression	
		4. Fascism, N	
		World War	, , ,
		its legacies	
		war; Holoc	
		atomic bon United Nat	
		5. Recovery o	
		Europe and	
		move towa	
		European	-
		impact of the	he war and the Rise and Fall of

Changed	Field	Current Version	Proposed Version	
		on colonized	World Communism (1917	
		nations	 present), developments 	
		6. Class, race,	within and interrelations	
		gender and the	e between major states,	
		suffrage in wa	ke of analysis of their wider	
		world wars;	influence and of the era's	
		environmental	l, political, economic, socia	
		cultural,	philosophical, cultural, ar	
		philosophical,	environmental impact,	
		aesthetic and	such as:	
		technological	1. Russian and	
		change	Chinese	
		7. Historically	revolutions; origins	
		influential pers	-	
		(e.g., Freud,	parties and anti-	
		Einstein, Wilso	-	
		Hitler, Roosev		
		Churchill, Stal	2	
		Simone de	agriculture and	
		Beauvoir, Fatr	-	
		Aliye Topuz,	comparison and	
		Rosario	contrast with	
		Castellanos)	capitalist systems	
		6. Global Conflict betwe		
		Socialism and Capita		
		and the Rise and Fa		
		World Communism (
		- present), developm		
		within and interrelation		
		between major states	-	
		analysis of their wide influence and of the		
			•	
		political, economic,	economic impact;	
		social, philosophical,		
		cultural, and	Afghanistan, Midd	
		environmental impac		
		such as:	5. Paths to the fall of	
		1. Russian and	global communism	
		Chinese	different outcomes	
		revolutions; or	-	
		of communist	and other states	
		parties and an		
		communist eff	,	
		globally	philosophical and	
		2. Building of soc		
		agriculture and		
		industry;	communist and	
		comparison ar	nd capitalist societies	

capitalist systems	Historically influential persons (e.g., Lenin, Mao,
	•
3. Cold War between	(e.g., Lenin, Mao,
the U.S. and	Castro, Ho Chi
U.S.S.R., nuclear	Minh, Kwame
standoff, Cuban	Nkrumah, Lech
missile crisis,	Walesa, Gorbachev,
cultural	Alexandra Kollontai)
competition 7. Decold	nization and the
4. Rivalry for Third End of	Empires (1914 -
World nations and presen	t), new identities for
political and the Glo	obal South,
economic impact; develo	pments within and
wars in Vietnam, interrel	lations between
Afghanistan, major s	states, analysis of
-	ider influence and
5. Paths to the fall of of the e	era's political,
global econor	nic, social,
communism; philosc	phical, cultural, and
	nmental impact,
for China, Russia, such a	S:
and other states 1.	Political, economic,
6. Gender, ethnic,	philosophical and
cultural,	cultural factors (and
philosophical and	a weaker Europe)
environmental	leading to end of
issues within	empires in world
communist and	history
capitalist societies 2.	Decolonization
7. Historically	movements; non-
influential persons	violence and armed
(e.g., Lenin, Mao,	struggle; creating
Castro, Ho Chi	new social, political
	philosophical,
Nkrumah, Lech	cultural and
Walesa,	economic systems
Gorbachev,	in relation to mass
Alexandra	communication
Kollontai) 3.	India, Pakistan, and
7. Decolonization and the	other Asian states
End of Empires (1914 -	such as Indonesia
	in the efforts for
	independence and
	nationhood
	Decolonization in
	South Africa and
, , , ,	other African states
	such as Ghana;

Current Version	Proposed Version	
economic, social,	anti-apartheid; pan-	
philosophical, cultural,	Africanism	
and environmental	5. Mexican	
impact, such as:	Revolution, Latin	
1. Political,	American states,	
economic,	rebellion against	
philosophical and	U.S. hegemony;	
cultural factors	civil rights	
(and a weaker	movements in U.S.	
Europe) leading to	6. Gender, race, and	
end of empires in	class, in relation to	
world history	social, political,	
2. Decolonization	philosophical,	
movements; non-	cultural, and	
violence and	environmental	
armed struggle;	issues during the	
creating new	decolonization	
social, political,	process (e.g.,	
philosophical,	representation)	
cultural and	7. Historically	
economic systems	influential persons	
in relation to mass	(e.g., Mohandas	
communication	Gandhi, Emiliano	
3. India, Pakistan,	Zapata, Thomas	
and other Asian	Sankara, Nelson	
states such as	Mandela, Martin	
Indonesia in the	Luther King, Jr.,	
efforts for	Rigoberta Menchu)	
independence and	8. Nationalism, economic	
nationhood	growth, and political	
4. Decolonization in	identity in Asia, Africa,	
South Africa and	Latin America, and Europe	
other African	(1945 - present),	
states such as	developments within and	
Ghana; anti-	interrelations between	
apartheid; pan-	major states, analysis of	
Africanism	their wider influence and	
5. Mexican	of the era's political,	
Revolution, Latin	economic, social,	
American states,	philosophical, cultural, and	
rebellion against	environmental impact,	
U.S. hegemony;	such as:	
civil rights	1. Demography of new	
movements in U.S.	world powers;	
6. Gender, race, and	democratization;	
class, in relation to	efforts to end	
social, political,		
	autocratic political	

regimes globally

philosophical,

cultural, and	2. Nuclear proliferation
environmental	and the disruption
issues during the	of past hegemony
decolonization	in world politics;
process (e.g.,	role of peace
representation)	movements; cultura
7. Historically	(e.g., artistic,
influential persons	literary,
(e.g., Mohandas	philosophical and
Gandhi, Emiliano	mass media)
Zapata, Thomas	expressions
Sankara, Nelson	Rising industrialized
Mandela, Martin	states such as
Luther King, Jr.,	South Africa, India,
Rigoberta Menchu)	Brazil, Nigeria,
8. Nationalism, economic	South Korea; new
growth, and political	economic and
identity in Asia, Africa,	political roles
Latin America, and	4. Contrasting
Europe (1945 - present),	political,
developments within and	philosophical and
interrelations between	cultural
major states, analysis of	developments in
their wider influence and	Middle East (e.g.,
of the era's political,	Turkey, Iran);
economic, social,	impact of Arab
philosophical, cultural,	Spring
and environmental	5. Persistent
impact, such as:	economic
1. Demography of	inequalities among
new world powers;	nations and
democratization;	peoples; health
efforts to end	care disparities,
autocratic political	AIDS crisis
regimes globally	6. Role of new female
2. Nuclear	political leaders in
proliferation and	contrast to
the disruption of	persistence of
past hegemony in	patriarchy globally
world politics; role	7. Historically
of peace	influential persons
movements;	(e.g., Ayatollah
cultural (e.g.,	Khomeini,
artistic, literary,	Presidents Corazor
philosophical and	Aquino of the
mass media)	Phillipines, Dilma
expressions	Roussef of Brazil,
CXD162210112	

Changed	Field	Current Version		Proposed Version
Changed	Field	 Risir indu state Sour Braz Sour ecor polit Con polit philo 	strialized es such as th Africa, India, zil, Nigeria, th Korea; new nomic and ical roles trasting ical, poophical and	Germany, Ellen Johnson Sirleaf of Liberia) 9. Globalization on a New Scale: Approaching a World without Borders (1980 - present), developments within and interrelations between major states, analysis of their wider influence and
		Midd Turk	elopments in dle East (e.g., æy, Iran); act of Arab ng	of the era's political, economic, social, philosophical, cultural, and environmental impact, such as: 1. Capitalism, the transformation of
		ecor ineq natio peop care AIDS 6. Role	nomic ualities among ons and oles; health disparities, S crisis e of new ale political	the global economy, and impact on workers; impact of the internet age; cultural, philosophical, individual versus collective impact
		lead to pe patri 7. Histe influ (e.g. Kho Pres	ers in contrast ersistence of archy globally orically ential persons ., Ayatollah meini, sidents	2. Globalization and role of the U.S. as remaining superpower; economic, political, and cultural, philosophical, individual versus
		the I Dilm Braz Merl Gerr		collective impact 3. Fundamentalism and terrorism on a global scale; religious alternatives; global efforts for education 4. Women's rights, gay and lesbian
		Scale: App World with (1980 - pre developme	roaching a out Borders	rights, and human rights movements in a global context, including cultural,

major states, analysis of their wider influence and of the era's political, economic, social, philosophical, cultural, and environmental impact, such as: transformation of transformation of impact on workers; impact of the ophilosophical, and environments in a global context, the global impact on workers; impact of the philosophical, impact on workers; internet age; collective impactphilosophical, economic borders2. Globalization and or collective impact of of the U.S. as remaining and cultural, role of the U.S. as remaining and cultural, role of the U.S. as remaining and cultural, role of the U.S. as remaining and cultural, philosophical, role of the U.S. as remaining and cultural, philosophical, role of the U.S. as remaining and cultural, philosophical, role of the U.S. as remaining and cultural, philosophical, and cultural, philosophical, and cultural, philosophical, and cultural, philosophical, and cultural, philosophical, and cultural, philosophical, and cultural, philosophical, and cultural, philosophical, and terrorism on a global scale; religious alternatives; global efforts for educationPhilosophical, etsitan for female rights, and human rights, and human rights, and human rights, and human rights, and human rights, and human rights movements in a global context, including cultural, philosophical, and artistic expressionsS. Global environmental5. Global environmentalGlobal environmentalS. Fundamentalism and terrorism on a global context, including cultural, philosophical, and artistic expressions6. Global environmentalGlobal en
pollution; global warming; energy crisis; green

movements in a

Changed	Field	Current Version		Proposed Version
			global context, including cultural, philosophical, and artistic expressions The United Nations and reflections on the possibility of a world without political or economic borders Historically influential persons (e.g., Rachel Carson, Harvey Milk, Malala Yousafzai of Pakistan for female rights)	
	Lab Component in this Course	No		No
	Lab Outline	No value		No value

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
θ	Banner Division	2SS	No Value
θ	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
0	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	HIST 003C	HIST 003C
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
9	Course Status Code	А	No Value
0	Banner Department	HIST	No Value
0	Course Level	DU	No Value
9	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
0	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
0	Hybrid Approval Date (MM/DD/YYYY)	06/11/2019	No Value
0	Emergency Approval	No	No Value

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

Changed	Questions	Current Version	Proposed Version
0	Organization Code	239004	No Value
9	Account Code	1320	No Value
•	Program Code	220500	No Value
•	Percent	100	No Value
	Curriculum Office Notes	 (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23)cc 	 (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23)cc
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

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

Blue Form			

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

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

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

hanged	Questions	Current Version	Proposed Version
0	Objective 1:	No Value	Outline: - B Use primary and
	Analyze		secondary sources from a diverse
	college level		range of authors to contribute to an
	texts and		understanding of significant themes i
	discourse that		the development of world history, wh
	are culturally		also fostering recognition and
	and		appreciation of the contributions of its
	rhetorically		diverse peoples: analyzing broad
	diverse.		patterns of change on both an inter-
			regional scale and within complex
			societies; and, explain, interpret, or
			evaluate the historical, social, politica
			philosophical, literary, artistic and
			aesthetic developments across the
			boundaries of civilizations, regions,
			and cultures Outline: - D Use
			primary and secondary sources from
			multicultural, different methodologies
			or perspectives to interpret and
			analyze historical evidence in order t
			develop critical thinking skills,
			formulate multicultural, complex
			assessments, or diverse
			interpretations of historical issues an
			problems, including the impact on
			ordinary persons within world history
			and to understand the chronology of
			the stages of development in the wo
			from 1750 CE to Present
			Assignments: - A Regular Reading
			Assignments: Assigned readings from
			c c c
			a college-level text(s), primary
			historical documents, and secondary
			interpretation(s), from which students
			will gain and demonstrate, evaluate,
			synthesize, and critique knowledge c
			political, economic, social, and cultur
			events of the historical era for this
			course.

Changed	Questions	Current Version	Proposed Version
0	Objective 2:	No Value	Assignments: - B Regular Writing
	Compose		Assignments: Selected from a
	essays drawn		combination of assignments such as:
	from personal		research papers; in-class or take-
	experience		home essays in exam format includir
	and assigned		the final exam; book review(s); and
	texts.		other analytic assignments that
			synthesize, critique and evaluate
			primary and secondary sources and
			demonstrate an understanding of the
			historical era for this course. Student
			will write a minimum of 1700 words
			during the quarter, including at least
			one individually typed paper of at lea
			600 words with proper citations and
			bibliography Methods of Evaluatio
			- B Writing Assignments: Students
			will write a total of 1700 words in a
			variety of combinations that include a
			least one individually written paper of
			at least 600 words with proper
			citations and bibliography. Writing
			assignments may include research
			papers; in-class or take-home essays
			in exam format including the final
			exam; book review(s); and other
			analytical project(s) in which students
			demonstrate the ability to critically
			analyze or synthesize thematic
			questions, primary historical
			documents, and secondary source
			interpretations of world history.

Changed	Questions	Current Version	Proposed Version
9	Objective 3:	No Value	Assignments: - B Regular Writing
	Utilize MLA		Assignments: Selected from a
	guidelines to		combination of assignments such as:
	format essays,		research papers; in-class or take-
	cite sources,		home essays in exam format including
	and compile a		the final exam; book review(s); and
	works cited		other analytic assignments that
	page.		synthesize, critique and evaluate
			primary and secondary sources and
			demonstrate an understanding of the
			historical era for this course. Students
			will write a minimum of 1700 words
			during the quarter, including at least
			one individually typed paper of at least
			600 words with proper citations and
			bibliography Methods of Evaluation
			- B Writing Assignments: Students
			will write a total of 1700 words in a
			variety of combinations that include a
			least one individually written paper of
			at least 600 words with proper
			citations and bibliography. Writing
			assignments may include research
			papers; in-class or take-home essays
			in exam format including the final
			exam; book review(s); and other
			analytical project(s) in which students
			demonstrate the ability to critically
			analyze or synthesize thematic
			questions, primary historical
			documents, and secondary source
			interpretations of world history.

Changed	Questions	Current Version	Proposed Version
Changed	Questions Objective 4: Create syntactically varied sentences that are free of mechanical errors.	Current Version No Value	Proposed Version Assignments: - B Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take- home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at leas 600 words with proper citations and bibliography Methods of Evaluation - B Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually written paper of at least 600 words with proper citations and bibliography. Writing assignments may include research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source

Changed	Questions	Current Version	Proposed Version
Changed	Questions Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	Current Version No Value	 Proposed Version - Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an interregional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - D Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from 1750 CE to Present Assignments: -A Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural
			Assignments: - A Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of
			events of the historical era for this course Assignments: - B Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take- home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and

posed Version
nonstrate an understanding of the
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write a minimum of 1700 words
ing the quarter, including at least
individually typed paper of at leas
words with proper citations and
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- Writing Assignments: Students
write a total of 1700 words in a
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nonstrate the ability to critically
lyze or synthesize thematic
stions, primary historical
uments, and secondary source
rpretations of world history.

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

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

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

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

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
0	Criteria 1:	No Value	Outline: - A Develop a critical
	Present core		understanding of the historical metho
	concepts and		in the context of world history,
	scope that		compare and contrast different
	define the		perspectives in order to evaluate,
	discipline.		explain, or defend and critique
	(ONLY using		informed study with respect to world
	the Outline,		history through the use of primary ar
	Assignments or		secondary sources Outline: - B
	Methods of		Use primary and secondary sources
	Evaluation		from a diverse range of authors to
	areas, cite,		contribute to an understanding of
	copy and paste		significant themes in the developmer
	the area		of world history, while also fostering
	referenced.)		recognition and appreciation of the
	ieieieiiceu.j		contributions of its diverse peoples:
			analyzing broad patterns of change of the second se
			both an inter-regional scale and with
			complex societies; and, explain,
			interpret, or evaluate the historical,
			social, political, philosophical, literary
			artistic and aesthetic developments
			across the boundaries of civilizations
			regions, and cultures Outline: - C.
			Demonstrate knowledge of various
			geographical regions over time and
			examine and assess the role of
			geography in shaping or influencing
			human societies throughout world
			history Outline: - D Use primary
			and secondary sources from
			multicultural, different methodologies
			or perspectives to interpret and
			analyze historical evidence in order t
			develop critical thinking skills,
			formulate multicultural, complex
			assessments, or diverse
			interpretations of historical issues an
			problems, including the impact on
			ordinary persons within world history
			and to understand the chronology of
			the stages of development in the
			world from 1750 CE to Present

Questions	Current Version	Proposed Version
		analytical project(s) in which students
		demonstrate the ability to critically
		analyze or synthesize thematic
		questions, primary historical
		documents, and secondary source
		interpretations of world history.
	Questions	Questions Current Version

Changed	Questions	Current Version	Proposed Version
0	Criteria 3:	No Value	Assignments: - A Regular
	Stimulate		Reading Assignments: Assigned
	critical thinking.		readings from a college-level text(s),
	(ONLY using		primary historical documents, and
	the Outline,		secondary interpretation(s), from
	Assignments or		which students will gain and
	Methods of		demonstrate, evaluate, synthesize,
	Evaluation		and critique knowledge of political,
	areas, cite,		economic, social, and cultural events
	copy and paste		of the historical era for this course
	the area		Assignments: - D Objective
	referenced.)		evaluation through assignments such
			as: quizzes, map identifications, or
			objective sections of in-class
			midterm(s) or the final examination ir
			which students demonstrate the abili
			to critically evaluate, analyze,
			contextualize, synthesize or critique
			primary and secondary historical
			sources in world history Methods of
			Evaluation: - A Oral analysis:
			participation in and contribution
			toward classroom discussions,
			debates, or specified group project(s
			in which students demonstrate
			analysis, synthesis, critique and
			critical thinking skills, such as clarity
			argument and the use of evidence to
			support arguments, in oral
			interpretations of sources, including
			primary historical documents
			Methods of Evaluation: - C
			Objective evaluation through
			assignments, such as: quizzes, map
			identifications, objective sections of in
			class exams, or other analytical
			projects, in which students
			demonstrate, assess, synthesize or
			critique the knowledge of college-leve
			secondary source readings and
			primary source documents in the era
			of history for this course.

Changed	Questions	Current Version	Proposed Version
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: - A 1.b World history as having multiple cultural perspectives. - Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter- regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - B 2. a, b, c, d, e: 2. Recognize the contributions of diverse peoples in the developmen of world history, including: a. The impact of ethnic and racial diversity b. The roles and experiences of women and men c. The experiences of the working classes and the issue of slavery d. The role of human sexuality and the issue of sexual orientation e. The role of dissent with regard to belief systems
9	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: - Entire Outline - A, B, C, D., since this is a world history class, and includes global and historical context throughout those areas of the Outline. For example: Outline: - A Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources.

Changed	Questions	Current Version	Proposed Version
0	Criteria 6: Use	No Value	Outline C Demonstrate
	real-world or		knowledge of various geographical
	hands-on		regions over time and examine and
	applications		assess the role of geography in
	that will provide		shaping or influencing human
	a context for		societies throughout world history
	the concepts		Outline C.1 - Knowledge of geography
	being		in world history, including continents,
	discussed.		civilizations, cultural areas Methods
	(ONLY using		of Evaluation: - C Objective
	the Outline,		evaluation through map
	Assignments or		identifications Methods of
	Methods of		Evaluation: - A Oral analysis:
	Evaluation		participation in and contribution
	areas, cite,		toward classroom discussions,
	copy and paste		debates, or specified group projects.
	the area		
	referenced.)		

De Anza GE - ESGC Form

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

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

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

Comments

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

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

Course Ad	Course Administration Codes		
Articulation	occurs after course	e approval. The following fields will not show a Proposed Version.	
Changed	Field	Current Version	
	Curriculum ID	HISTD003C	
	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	CCC000156346	

Articulation

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

SectionChanged fieldGeneral InformationFaculty InitiatorGeneral InformationEffective TermGeneral InformationCourse Type (CB27)General InformationMode of DeliveryFaculty RequirementsDiscipline 1Faculty RequirementsFSAFaculty RequirementsGE InformationSpecificationsMethods of InstructionSpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsSuggested Reading ListSpecificationsSuggested Reading ListCurriculum OfficeSanner DivisionCurriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse Status CodeCurriculum OfficeCourse Status CodeCurriculum OfficeCourse LevelCurriculum OfficeCourse Level	Summary of Changes	
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SpecificationsEssential Student Materials/Essential College FacilitiesSpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeCourse Status CodeCurriculum OfficeCourse LevelCurriculum OfficeCourse LevelCurriculum OfficeCourse Code	Specifications	Methods of Instruction
SpecificationsExamples of Primary Texts and ReferencesSpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeCourse Status CodeCurriculum OfficeCourse LevelCurriculum OfficeCourse Level	Specifications	Methods of Evaluation
SpecificationsSuggested Reading ListCurriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeCourse LevelCurriculum OfficeCourse Level	Specifications	Essential Student Materials/Essential College Facilities
Curriculum OfficeBanner Start Term (202122)Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCourse LevelCurriculum OfficeCourse Level	Specifications	Examples of Primary Texts and References
Curriculum OfficeBanner DivisionCurriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Specifications	Suggested Reading List
Curriculum OfficeCatalog Term (21-22)Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Curriculum Office	Banner Start Term (202122)
Curriculum Office5 Year Revision Year (2021)Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Curriculum Office	Banner Division
Curriculum OfficeEffective QuarterCurriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Curriculum Office	Catalog Term (21-22)
Curriculum OfficeEffective Year (2021)Curriculum OfficeCourse Status CodeCurriculum OfficeBanner DepartmentCurriculum OfficeCourse LevelCurriculum OfficeCollege Code	Curriculum Office	5 Year Revision Year (2021)
Curriculum Office Course Status Code Curriculum Office Banner Department Curriculum Office Course Level Curriculum Office College Code	Curriculum Office	Effective Quarter
Curriculum Office Banner Department Curriculum Office Course Level Curriculum Office College Code	Curriculum Office	Effective Year (2021)
Curriculum Office Course Level Curriculum Office College Code	Curriculum Office	Course Status Code
Curriculum Office College Code	Curriculum Office	Banner Department
	Curriculum Office	Course Level
Curriculum Office CTE Status	Curriculum Office	College Code
	Curriculum Office	CTE Status

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

Section	Changed field
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
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 • Erik Woodbury	Carol Cini
Course ID HISTD03CH (CB01A and CB04B)	HISTD03CH

CB01B)

Changed	Field	Current Version	Proposed Version	
	Course Control Number	CCC000569366	CCC000569366	
	Course Title (CB02)	World History from 1750 CE to the Present - HONORS	World History from 1750 CE to the Present - HONORS	
	Short Course Title	WRLD HIST 1750CE-PRES - HONORS	WRLD HIST 1750CE-PRES - HONORS	
	TOP Code (CB03)	2205.00	2205.00 History	
	CIP Code	History, General	54.0101 History, General	
	Department	HIST - History	HIST - History Fall 2023 <u>2025</u>	
0	Effective Term	Fall 2023		
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational	
	Course Description	This course covers the era from 1750 Common Era (CE) and extending to the present, recent and current interactions between the world's peoples, cultures, and civilizations. Students will gain an interdisciplinary, multi-perspective view of world history, using a thematic approach and offering a balanced, representative and inclusive sampling of the world's cultures from Africa, the Americas, Asia, Europe, and Oceania. Because this is an honors program course, students will be expected to complete extra assignments, or an additional longer assignment, to gain deeper insight into world history between 1750 CE and the present.	This course covers the era from 1750 Common Era (CE) and extending to the present, recent and current interactions between the world's peoples, cultures, and civilizations. Students will gain an interdisciplinary, multi-perspective view of world history, using a thematic approach and offering a balanced, representative and inclusive sampling of the world's cultures from Africa, the Americas, Asia, Europe, and Oceania. Because this is an honors program course, students will be expected to complete extra assignments, or an additional longer assignment, to gain deeper insight into world history between 1750 CE and the present.	
0	Course Type (CB27)	No value	Lower Division	
0	Mode of Delivery	• Hybrid	OnlineHybrid	
Faculty Re	quirements			
Changed	Field	Current Version	Proposed Version	
0	Discipline 1	No value	History	

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
θ	FSA	No value	• FHDA FSA - HISTORY

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

ourse Jus	stification		
Changed	Field	Current Version	Proposed Version
	Course Justification	This course introduces students to the chronological sequencing of world history from 1750 CE to the Present. This course also contributes to the fulfillment of major requirements for the Associate of Arts Degree for Transfer in History. In addition, this course meets a general education (G.E.) requirement for De Anza, CSU GE, and IGETC.	This course introduces students to the chronological sequencing of world history from 1750 CE to the Present. This course also contributes to the fulfillment of major requirements for the Associate of Arts Degree for Transfer in History. In addition this course meets a general education (G.E.) requirement for De Anza, CSU GE and IGETC. IGETC and is UC and CSU transferable

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

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

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
0	ls this an honors/non- honors course?	No value	Yes - don't forget to duplicate the revisions in the honors/non-honors course

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

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

Associated Programs

Changed	Field	Current Versio	on	Proposed Ver	sion
	Course is part of a program	Associated Program	History for Transfer	Associated Program	History for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	History for Transfer	Associated Program	History for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Art History for Transfer	Associated Program	Art History for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Associate in Arts in Social Justice Studies: General Studies for Transfer	Associated Program	Associate in Arts in Social Justice Studies: General Studies for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Political Science for Transfer	Associated Program	Political Science for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Political Science for Transfer	Associated Program	Political Science for Transfer
		Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
		Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Intercultural Studies	Associated Program	Intercultural Studies

Field	Current Versio	511	Proposed Ver	51011
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	Global Studies	Associated Program	Global Studies
	Award Type	zZ_Skills Certificate	Award Type	zZ_Skills Certificate
	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	CSU GE	Associated Program	CSU GE
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	IGETC	Associated Program	IGETC
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	IGETC	Associated Program	IGETC
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	IGETC	Associated Program	IGETC

d Field	Current Versio	on	Proposed Ver	sion
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	Global Studies	Associated Program	Global Studies
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Global Studies	Associated Program	Global Studies
	Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Global Studies	Associated Program	Global Studies
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	Global Studies	Associated Program	Global Studies
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	Associate in Arts in History for Transfer	Associated Program	Associate in Arts in History for Transfer
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
	Associated Program	Social Justice Studies: General Studies for Transfer	Associated Program	Social Justice Studies: General Studies for Transfer
	Award Type	Associate in Arts for Transfer (A.AT.) Degree	Award Type	Associate in Arts for Transfer (A.AT.) Degree
	Associated Program	Social Justice Studies: General Studies for Transfer	Associated Program	Social Justice Studies: General Studies for Transfer

anged Field	Current Versio		Proposed Ver	51011
	Award	Associate in Arts for	Award	Associate in Arts for
	Type	Transfer (A.AT.) Degree	Type	Transfer (A.AT.) Degree
	Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree
	Associated Program	Intercultural Studies	Associated Program	Intercultural Studies
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree
	Associated	Global Studies for	Associated	Global Studies for
	Program	Transfer	Program	Transfer
	Award	Associate in Arts for	Award	Associate in Arts for
	Type	Transfer (A.AT.) Degree	Type	Transfer (A.AT.) Degree
	Associated Program	Associate in Arts in Political Science for Transfer	Associated Program	Associate in Arts in Political Science for Transfer
	Award	Associate in Arts for	Award	Associate in Arts for
	Type	Transfer (A.AT.) Degree	Type	Transfer (A.AT.) Degree
	Associated	Associate in Arts in Art	Associated	Associate in Arts in Art
	Program	History for Transfer	Program	History for Transfer
	Award	Associate in Arts for	Award	Associate in Arts for
	Type	Transfer (A.AT.) Degree	Type	Transfer (A.AT.) Degree
	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
	Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
	Type	Degree	Type	Degree
	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)

Award	Associate in Arts (A.A.)	Award	Associate in Arts (A.A.)
Туре	Degree	Туре	Degree
Associated Program	Art History for Transfer (In Development)	Associated Program	Art History for Transfer (Ir Development)
Award	Associate in Arts for	Award	Associate in Arts for
Туре	Transfer (A.AT.) Degree	Туре	Transfer (A.AT.) Degree

Transferability & Gen. Ed. Options

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

0	GE				
-	Information	System/Institution	De Anza GE	System/Institution	De Anza GE
		Area(s)	 2GC2 - Approved. 2GDX - Approved. 	Area(s)	 2GC2 - Approved. 2GDX - Approved.
		-	No value	-	No value
		System/Institution	C-ID	System/Institution	C-ID
		Area(s)	 HIST - Approved. 	Area(s)	 HIST - Approved.
		-	HIST D03BH & HIST D03CH required for C-ID HIST 160	-	HIST D03BH & HIST D03CH required for C-ID HIST 160
		System/Institution	IGETC	System/Institution	Cal-GETC
		Area(s)	 IG3B - Approved. IG4X - Approved. 	Area(s)	 CA3B - Approved. CA4X - Approved.
		-	No value	•	No value
		System/Institution	CSU GE		
		Area(s)	 CGC2 - Approved. CGDY - Approved. 		
		-	No value		

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

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

Course 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

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4
Speciality I	Hours		
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value
Credit / No	n-Credit Options		
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
		Credit - Degree Applicable Credit Course.	Credit - Degree Applicable Credit Course.

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (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

0

Current Version

	Methods of Instruction	Methods of Instruction
 Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class or take-home essays Collaborative learning and small group exercises: written or oral Quiz and examination review performed in class Map Assignments In-class exploration of internet sites Homework and extended projects Guest speakers Other: Film / 	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class or take-home essays Collaborative learning and small group exercises: written or oral Quiz and examination review performed in class Map Assignments In-class exploration of internet sites Homework and extended projects Guest speakers Film / documentary / or other media
i	aids Discussion of assigned reading Discussion and problem solving performed in class In-class or take-home essays Collaborative learning and small group exercises: written or oral Quiz and examination review performed in class Map Assignments In-class exploration of internet sites Homework and extended projects Guest speakers	ion Lecture and visual aids ion Discussion of assigned reading Discussion and problem solving performed in class In-class or take-home essays Collaborative learning and small group exercises: written or oral Quiz and examination review performed in class Map Assignments In-class exploration of internet sites Homework and extended projects Guest speakers Other: Film /

Changed	Field	Current Version	Proposed Version		
0	Assignments	1. Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and a secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political,	1. Regular Reading Assignments: Assigned readings from a college-level text(s), primary historical documents, and a secondary interpretation(s), from which students will gain and demonstrate, evaluate, synthesize, and critique knowledge of political, economic, social, and cultural events of the historical era for this course.		
		 economic, social, and cultural events of the historical era for this course. 2. Regular Writing Assignments: Selected from a combination of assignments such as: research papers, reading and viewing responses; in-class or takehome essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary 	2. Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique, and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography.		
		and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of	 Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. Objective evaluation through assignments 		
		 at least 750 words with proper citations. 3. Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. 	 such as: quizzes, map identifications, or objective sections of in-class midterm(s) or the final examination in which students demonstrate the ability to critically evaluate, analyze, contextualize, synthesize, or critique primary and secondary historical sources in world history. 5. View assigned media shown in class or in the lab. Each viewing assignment is accompanied with specific written or oral 		
		 4. Objective evaluation through assignments such as: quizzes, map identifications, or objective sections of in-class midterm(s) or the final examination in which students demonstrate the ability to critically evaluate, analyze, contextualize, synthesize or critique primary and secondary historical sources in world history. 5. View assigned media shown in class or in the lab. Each viewing 	 questions or prompts to assess, contextualize, synthesize or critique. 6. The honors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source material in world history between 1750 CE and the present, and also demonstrates an understanding of diverse historical perspectives. The honors project will require 10 or more hours of work beyond the regular (non-honors) 		

Changed Field	Current Version F	Proposed Version
	 assignment is accompanied with specific written or oral questions or prompts to assess, contextualize, synthesize or critique. 6. The honors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source material in world history between 1750 CE and the present. The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography. 	course requirements, will include higher expectations for achievement in this mor advanced work, and must include quotations, citations, and bibliography.

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

Changed Field	Current Version	n	Proposed Vers	ion
Changed Field	Current Version	 Oral analysis: participation in and contribution toward classroom discussions, debates, exams, final or specified group project(s) in which students demonstrate analysis, synthesis, critique and critical thinking skills, such as clarity of argument and the use of evidence to support arguments, in oral interpretations of sources, including primary historical documents. Writing Assignments: Students will 	Proposed Vers	 Oral analysis: participation in and contribution toward classroom discussions, debates, exams, final or specified group project(s) in which students demonstrate analysis, synthesis, critique and critical thinking skills, such as clarity of argument and the use of evidence to support arguments, in oral interpretations of sources, including primary historical documents. Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually written paper of at least 600 words with proper citations and bibliography. Writing assignments may include: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic
		Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one		ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history. 3. Objective evaluation
		individually written paper of at least 750 words with proper citations, such as: an essay(s) exam, final, workbook(s), video review form(s), Power- point		through assignments, such as: quizzes, map identifications, objective sections of in-class exams, or other analytical projects, in which students demonstrate, assess, synthesize or critique the knowledge of college-level secondary source readings and primary source documents in the

Current Version		Proposed Version	
· ·	presentation(s),		era of history for this
-	ournal(s), book		course.
	eview(s), or	4.	The honors project, a
0	other analytical		written research paper of
p	project(s) in		8-10 pages total (or two
W	which students		shorter research papers of
d	lemonstrate		4-5 pages each) will be
tł	he ability to		evaluated for depth of
с	ritically		analysis of both primary
а	inalyze or		and secondary sources,
S	ynthesize		originality, critical thinking
tł	hematic		skills, historical references
q	uestions,		and citations, and a
p	orimary		comprehensive discussion
h	istorical		of the specific topic(s) in
d	locuments,		world history between
а	ind secondary		1750 CE and the present,
s	ource		as well
ir	nterpretations		as student's understanding
0	of world history.		of diverse historical
3. C	Dbjective		perspectives.
e	evaluation		
tł	hrough		
а	issignments,		
s	uch as:		
q	uizzes, final,		
n	nap		
ic	dentifications,		
0	bjective		
S	ections of in-		
	lass exams, or		
	other analytical		
p	orojects, in		
	which students		
	lemonstrate,		
	ISSESS,		
	ynthesize or		
	ritique the		
	nowledge of		
	ollege-level		
	econdary		
	ource		
	eadings and		
	orimary source		
	locuments in		
	he era of		
	istory for this		
	ourse.		
	he honors		
	project, a		
	vritten		
	esearch paper		
· ^			

of 8-10 pages

inged Field	Current Version	Proposed Version
	total (or two	
	shorter	
	research	
	papers of 4-5	
	pages each)	
	will be	
	evaluated for	
	depth of	
	analysis of both	
	primary and	
	secondary	
	sources,	
	originality,	
	critical thinking	
	skills, historical	
	references and	
	citations, and a	
	comprehensive	
	discussion of	
	the specific	
	topic(s) in	
	world history	
	between 1750	
	CE and the	
	present.	
Essential Student	Essential Student Materials:	Essential Student Materials:
Materials/Essential	None.	None
College Facilities	Essential College Facilities:	Essential College Facilities:
	None.	None
	110110.	Nono

Changed Field

Current Version

P	Examples of Primary Texts and	Title	No value	Title	Traditions and Encounters: A
	eferences	Author	Weisner-Hanks,		Global Perspective on the Past.
			Merry E. A Concise History of the World. Cambridge University Press,	Author	Bentley, Jerry and Herbert F. Ziegler Heather Streets Salter and Craig Benjamin.
			2015.	Publisher	McGraw Hill.
		Publisher	No value	Date/Edition	2020. 7th Edition.
		Date/Edition	No value	ISBN	No value
		ISBN	No value		
		Title	No value	Title	A Peoples' History of the World: From the Stone Age to the New Millennium.
		Author	Duiker, William J. and Jackson J.	Author	Harman. Chris.
			Spielvogel. World History. 9th ed.	Publisher	Verso.
		Cengage Learning, 2019.	Date/Edition	2017.	
		Publisher	No value	ISBN	No value
		Date/Edition	No value	Title	Ways of the World: A Brief
		ISBN	No value		Global History: Value Edition.
		Title	No value	Author	Strayer, Robert W. and Eric W Nelson.
		Author	Reilly, Kevin. The	Publisher	Macmillan.
			Human Journey: A Concise	Date/Edition	2022. Fifth Edition.
			Introduction to World History. 2nd	ISBN	No value
			ed. New York: Rowman & Littlefield, 2018.	Title	Worlds Together, Worlds Apar A History of the World from the
		Publisher	No value		Beginnings of Humankind to the Present: Seagull Edition.
		Date/Edition	No value	Author	Adelman, Jeremy, and
		ISBN	No value	Addior	Elizabeth Pollard, Clifford Rosenberg, and Robert Tignol
		Title	No value	Publisher	W. W. Norton and Company.
					2021. Seagull Edition.

changed Field	Current Version		Proposed Version	
	Author	Strayer, Robert W. and Eric W. Nelson.	ISBN	No value
		Ways of the World: A Brief Global History: Combined	Title	A History of World Societies: Value Edition.
		Volume Third Edition. Bedford/St. Martin, 2015.	Author	Wiesner-Hanks, Merry E. and Patricia Buckley Ebrey, Roger B. Beck, Jerry Davila, Clare
	Publisher	No value		Haru Crowston, and John P. McKay.
	Date/Edition	No value	Publisher	Macmillan.
	ISBN	No value	Date/Edition	2021. Twelfth Edition.
	Title	No value	ISBN	No value
	Author	Tignor, Robert, et al. Worlds Together, Worlds Apart. Vol. C. 4th edition. New York: W. W. Norton, 2014.		
	Publisher	No value		
	Date/Edition	No value		
	ISBN	No value		

Changed	Changed Field		rsion	Proposed Version
9	Suggested Reading List	Reading List	Armitage, David and Sanjay Subrahmanyam. The Age of Revolutions in Global Context, 1760- 1840. Houndmills, Basingstoke, Hampshire [England]; New York: Palgrave Macmillan, 2010.	No value
		May include, but are not limited to	No value	
		Reading List	Achebe, Chinua; Francis Abiola Irele, ed. Things Fall Apart: Authoritative Text, Contexts and Criticism. New York: W. W. Norton & Co., 2009.	
		May include, but are not limited to	No value	
		Reading List	Kuhn, Philip A. Origins of the Modern Chinese State. Stanford, Calif.: Stanford University Press, 2002.	
		May include, but are not limited to	No value	
		Reading List	Brown, Archie. The Rise and Fall of Communism. London: Bodley Head, 2009.	

May include, but are not limited to	No value
Reading List	Mandela, Nelson. Long Walk to Freedom: The Autobiography of Nelson Mandela. Boston: Little, Brown, 1994.
May include, but are not limited to	No value
Reading List	Pomeranz, Kenneth. The Great Divergence: China, Europe, and the Making of the Modern World Economy. Princeton, NJ: Princeton University Press, 2001.
May include, but are not limited to	No value
Reading List	Beasley, W. G. The Rise of Modern Japan: Political, Economic, and Social Change since 1850. Palgrave Macmillan, 2000.
May include, but are not limited to	No value

Changed Field	Current Ve	rsion	Proposed Version
	Reading List	Northrup, David. Indentured Labor in the Age of Imperialism, 1834-1922. Cambridge [England]; New York: Cambridge University Press, 1995.	
	May include, but are not limited to	No value	
	Reading List	Chasteen, John Charles. Problems in Modern Latin American History: Sources and Interpretations. Rowman and Littlefield Publishers, 2003.	
	May include, but are not limited to	No value	
	Reading List	Oliver, Roland Anthony. Africa since 1800. 5th ed. Cambridge, UK; New York: Cambridge University Press, 2005.	
	May include, but are not limited to	No value	
	Reading List	Hobsbawm, Eric. On Empire: America, War, and Global Supremacy. New York: Pantheon Books, 2008.	

May include, but are not limited to	No value
Reading List	Joll, James and Gordon Martel. The Origins of the First World War. (Origins of Modern Wars Series). 3rd edition. New York: Harlow, England; New York: Pearson/Longman, 2007.
May include, but are not limited to	No value
Reading List	McNeill, John Robert. Something New Under the Sun: An Environmental History of the Twentieth Century World. New York: W. W. Norton and Company, 2000.
May include, but are not limited to	No value

Changed Field	Current Ve	rsion	Proposed Version
	Reading List	DuBois, Thomas David, ed. Casting Faiths: Imperialism and the Transformation of Religion in East and Southeast Asia. Houndmills, Basingstoke, Hampshire [England]; New York: Palgrave Macmillan, 2009.	
	May include, but are not limited to	No value	
	Reading List	Kent, Bruce. The Spoils of War: The Politics, Economics, and Diplomacy of Reparations, 1918- 1932. Oxford University Press/Clarendon, 1992.	
	May include, but are not limited to	No value	
	Reading List	Menchu, Rigoberta. I, Rigoberta Menchu: An Indian Woman in Guatemala. 2nd ed. New York: Verso, 2010.	
	May include, but are not limited to	No value	

Changed Field	Current Ve	rsion	Proposed Version
	Reading List	Timmons, Geoffrey and Steven King. Making Sense of the Industrial Revolution: English Economy and Society, 1700-1850. Manchester University Press/Palgrave, 2001.	
	May include, but are not limited to	No value	
	Reading List	Guha, Ramchandra. India after Gandhi: The History of the World's Largest Democracy. New York: Ecco, 2007.	
	May include, but are not limited to	No value	
	Reading List	Reilly, Kevin. Worlds of History: A Comparative Reader. 6th ed. Vol. 2. Boston: Bedford St. Martin's, 2016.	
	May include, but are not limited to	No value	
	Reading List	Engerman, Stanley. Terms of Labor: Slavery, Serfdom, and Free Labor. Stanford, CA: Stanford University Press, 1999.	

May include, but are not limited to	No value
Reading List	Smith, Bonnie, ed. Global Feminisms since 1945. London; New York: Routledge, 2000.
May include, but are not limited to	No value
Reading List	Simon, Rita J. and Alison Brooks. Gay and Lesbian Communities the World Over. Lanham, MD: Lexington Books, 2009.
May include, but are not limited to	No value
Reading List	Keegan, John. The Second World War. Penguin Books; Reprint edition, 2005.
May include, but are not limited to	No value

Changed Field	Current Ve	rsion	Proposed Version
	Reading List	Cleveland, William L. and Martin Bunton. A History of the Modern Middle East. 5th ed. Boulder, CO: Westview Press, 2012.	
	May include, but are not limited to	No value	
	Reading List	Wiesner-Hanks, Merry E. Gender in History: Global Perspectives. 2nd ed. Malden, MA: Wiley-Blackwell, 2011.	
	May include, but are not limited to	No value	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter- regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures. Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history. Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from 1750 CE to the present. Critically analyze the impact of a major historical event or historical figure(s), indicate both long-and short-term historical significance or compare and contrast with a contemporary event(s) or figure(s), for world history from 1750 CE to the 	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter- regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures. Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history. Use primary and secondary sources from multicultural, different methodologies, or perspectives to interpret and analyze historical evidence in order to: develop critical thinking skills, formulate multicultural, complex assessments, or diverse interpretations of historical issues and problems, including the impact on ordinary persons within world history, and to understand the chronology of the stages of development in the world from 1750 CE to the present. Critically analyze the impact of a major historical event or historical figure(s), indicate both long-and short-term historical significance or compare and contrast with a contemporary event(s) or figure(s), for world history from 1750 CE to the

Changed	Field	Current Versior	1	Proposed Versi	on
		=	o fulfill the college honors ents for this course.	-	o fulfill the college honors ents for this course.
	CSLOs	CSLOs	Demonstrate and apply knowledge of World history from 1750 CE to the present to construct defensible statements of meaning and evaluation about this period's developments.	CSLOs	Demonstrate and apply knowledge of World history from 1750 CE to the present to construct defensible statements of meaning and evaluation about this period's developments.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Identify, critically evaluate, and interpret World history primary documents from 1750 CE to the present to construct historical analysis.	CSLOs	Identify, critically evaluate, and interpret World history primary documents from 1750 CE to the present to construct historical analysis.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	 Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. The study of history as it relates to world history, particularly: History defined; history as different from myth World history as having multiple cultural perspectives The practical importance of the study of history, and in particular, world history, for global citizenry Historical research methodologies appropriate to the study of an integrated approach to world 	 Develop a critical understanding of the historical method in the context o world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources. The study of history as it relates to world history, particularly: History defined; history as different from myth World history as having multiple cultural perspectives The practical importance of the study of history, and in particular, world history, for global citizenry Historical research methodologies appropriate to the study of an integrated approach to world history
		history 5. Frameworks used to analyze historical	5. Frameworks used to analyze historical processes, phenomena,
		processes, phenomena, and events from a global perspective	and events from a globa perspective 2. Sources in the study of
		 Sources in the study of civilizations and cultures in world history, from 1750 CE to the present, particularly: Defining historical sources: primary and 	civilizations and cultures in world history, from 1750 CE to the present, particularly: 1. Defining historical sources: primary and secondary
		secondary 2. Critical analysis of historical evidence; awareness of diverse approaches; construction of arguments	 Critical analysis of historical evidence; awareness of diverse approaches; construction of arguments Objectivity and
		3. Objectivity and perspective; interpretation and critical reflection; validity and impact; proper citation of sources	perspective; interpretation and critica reflection; validity and

4. Historiography and its relationship to the development of world history as a field 2. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an interregional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures. 1. Major Themes in World History from 1750 CE to the present, including: 1. Political: Analyze, compare, and contrast distinctive forms of political organization in world history and their impact, including forms of governance, statebuilding, empires, expansion, conflict, and inter-state relations 2. Economic: Explain various forms of economic organization in world history and their global impact, including agricultural and pastoral production, trade and commerce, labor systems, and networks of exchange 3. Social: Analyze the development and transformation of social structures in early world

history, including gender

roles and relations.

family and kinship,

constructions, and

racial and ethnic

- 4. Historiography and its relationship to the development of world history as a field
- 2. Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter-regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures.
 - Examine major themes in World History from 1750 CE to the present, including:
 - 1. Political: Analyze, compare, and contrast distinctive forms of political organization in world history and their impact, including forms of governance, statebuilding, empires, expansion, conflict, and inter-state relations
 - 2. Economic: Explain various forms of economic organization in world history and their global impact, including agricultural and pastoral production, trade and commerce, labor systems, and networks of exchange
 - Social: Analyze the development and transformation of social structures in early world history, including gender roles and relations, family and kinship, racial and ethnic

Changed Field	Current Version	Proposed Version
	social and econo classes	omic constructions, and social and economic classes
	4. Cultural: Explain	the 4. Cultural: Explain the
	historical signific	-
	cultural develop	-
	religions, belief	religions, belief systems,
	systems, philoso	phies, philosophies, literature,
	literature, ideolo	
	science and tech	nology, technology, arts,
	arts, aesthetics,	and aesthetics, and
	architecture in e	arly architecture in early
	world history	world history
	5. Environmental: A	Analyze 5. Environmental: Analyze
	the ways in whic	h the ways in which the
	world's physical	and world's physical and
	natural environm	nent has natural environment has
	affected and bee	en affected and been
	affected by	affected by
	developments in	-
	history, including	
	demography and	d demography and
	disease, migratio	
	patterns of settle	-
	biological excha	nge, biological exchange, and
	and technology	technology
	2. Recognition of the	2. Recognize the contributions of
	contributions of diverse	
	peoples in the develop	
	world history, including	C C
	1. The impact of et	
	and racial divers	
	2. The roles and	2. The roles and
	experiences of v	-
	and men	and men
	3. The experiences	-
	working classes	-
	issue of slavery	issue of slavery
	4. The role of huma	
	sexuality and the	-
	of sexual orienta	
	5. The role of disse	
	regard to belief s	
	3. Demonstrate knowledge of va	-
	geographical regions over tim examine and assess the role	
	geography in shaping or influ	
	human societies throughout v	
	history.	history.
	1. Knowledge of geograp	-
	world history; continen	
	civilizations, and cultur	•
	regional areas	regional areas
	regional aleas	icyiulai aicas

Changed	Field	Current Version	Proposed Version
		2. Understanding the extent of human knowledge of	2. Understanding the extent of human knowledge of
		geographical space in various	geographical space in various
		historical time periods	historical time periods
		3. Ability to assess the	3. Ability to assess the
		relationship of geography to	relationship of geography to
		historical events over time	historical events over time
		4. Political, economic, social,	4. Political, economic, social,
		demographic, and	demographic, and
		environmental factors related	environmental factors related
		to geographic influences	to geographic influences
		4. Use primary and secondary sources from multicultural, different	 Use primary and secondary sources from multicultural, different
		methodologies, or perspectives to	methodologies, or perspectives to
		interpret and analyze historical	interpret and analyze historical
		evidence in order to: develop critical	evidence in order to: develop critical
		thinking skills, formulate	thinking skills, formulate multicultural,
		multicultural, complex assessments,	complex assessments, or diverse
		or diverse interpretations of historical	interpretations of historical issues and
		issues and problems, including the	problems, including the impact on
		impact on ordinary persons within	ordinary persons within world history,
		world history, and to understand the	and to understand the chronology of
		chronology of the stages of development in the world from 1750	the stages of development in the world from 1750 CE to the present.
		CE to the present.	1. The Age of Revolution (1750 -
		1. The Age of Revolution (1750 -	1914), developments within
		1914), developments within	and interrelations between
		and interrelations between	major states, analysis of their
		major states, analysis of their	wider influence and of the era's
		wider influence and of the	political, economic, social,
		era's political, economic,	cultural, and environmental
		social, cultural, and	impact, such as:
		environmental impact, such	1. Impact of the Scientific
		as:	Revolution and the
		1. Impact of the Scientific	Enlightenment on the
		Revolution and the	Age of Revolution in a
		Enlightenment on the	global context, including
		Age of Revolution in a	cultural, artistic, literary
		global context, including	and architectural
		cultural, artistic, literary	2. American, French,
		and architectural	Haitian, and Latin
		2. American, French,	American Revolutions in
		Haitian, and Latin	anti-monarchical and
		American Revolutions in	
		anti-monarchical and anti-colonial contexts	3. Efforts to create
			constitution-based self-
		3. Efforts to create	governments, expand
		constitution-based self-	the suffrage, and begin public education
		governments, expand the suffrage, and begin	4. Movements against
		public education	slavery, serfdom, and
		A Meyemente egginet	

4. Movements against

slavery, serfdom, and

peonage in a global

Current Version

Proposed Version

Current Version		Proposed Version	
peon	age in a global		context; results in
conte	ext; results in		various nations
vario	us nations	5.	Rise of new nations and
5. Rise	of new nations and		nationalisms in a global
natio	nalisms in a global		context; civic vs. racial
conte	ext; civic vs. racial		vs. racist vs. anti-
vs. ra	acist vs. anti-		colonial nationalisms;
color	nial nationalisms;		examples such as U.S.,
exan	ples such as U.S.,		France, Germany, Italy,
	ce, Germany, Italy,		Ireland, Eastern
Irelar	nd, Eastern		European states, Egypt,
Euro	pean states, Egypt,		Palestine, Israel, Russia,
Pales	stine, Israel,		Japan, Latin American
Russ	ia, Japan, Latin		states
Ame	rican states	6.	Diversity of women's
6. Dive	rsity of women's		rights movements and
rights	s movements and		women's suffrage
wom	en's suffrage		movements in global
move	ements in global		context of revolution
conte	ext of revolution	7.	Historically influential
7. Histo	rically influential		persons (e.g., Jefferson,
perso	ons (e.g., Jefferson,		Rousseau, Simon
Rous	seau, Simon		Bolivar, Touissant
Boliv	ar, Touissant		Louverture, Frederick
Louv	erture, Frederick		Douglass, Mary
Doug	glass, Mary		Wollstonecraft, Elizabeth
	stonecraft,		Cady Stanton, feminist
Eliza	beth Cady Stanton,		Huda Sharawi of Egypt)
	nist Huda Sharawi		ge of Industrialization
of Eg	•••		- 1914), developments
-	Industrialization		and interrelations
	4), developments		en major states, analysis
	nterrelations		r wider influence and of
between ma	•		a's political, economic,
analysis of			cultural, and
	nd of the era's		nmental impact, such as:
	onomic, social,		Reasons for origins of
	d environmental		Industrial Revolution in
impact, suc			Britain and Europe;
	sons for origins of		comparison and contrast
	strial Revolution in		with China
	in and Europe;		New inventions: steam
-	parison and		engine, steel blast
	ast with China inventions: steam		furnace, railroad,
-			steamship, electricity,
-	ne, steel blast ice, railroad,		automobile, airplane Urbanization,
	nship, electricity,		immigration, population
	nobile, airplane		increase, birth control;

 Urbanization, immigration, population increase, birth control;

environmental impact of

industrialization

4. Formation of upper, middle, and working

Changed Field	Current Version		Proposed Version	I
	enviro	nmental impact of		classes; factory labor
	indust	rialization		and changing gender
	4. Forma	tion of upper,		roles; child labor
	middle	e, and working	5.	Social protests;
	classe	s; factory labor		struggles for unions and
	and ch	nanging gender		labor laws; contrasts
		child labor		between capitalism,
	5. Social	protests;		socialism, communism
		les for unions and	-	Industrialization's varied
		aws; contrasts		impact in diverse
		en capitalism,		regions globally: such as
		sm, communism		the emerging U.S.,
		rialization's varied		Russia, and Latin
		t in diverse		America, including
	-	s globally: such		culturally, artistically,
		emerging U.S.,		philosophically, in
		a, and Latin		literature and
		ca, including		architectural expression
		ally, artistically,		Historically influential
	-	ophically, in		persons (e.g., James
		ire and		Watt and invention of
		ectural expression		steam engine, Karl
		cally influential		Marx, Clara Zetkin, Jose
	-	ns (e.g., James		Marti, Margaret Sanger,
		nd invention of		Olive Schreiner)
		engine, Karl		ge of European Colonial
		Clara Zetkin,		Inters in Asia and Africa
		/larti, Margaret		- 1914), developments
	-	r, Olive		and interrelations
	Schrei	,		en major states, analysis
	-	uropean Colonial n Asia and Africa		r wider influence and of a's political, economic,
), developments		, cultural, and
	within and in			nmental impact, such as:
	between maj			Industrialization and
	analysis of th			imperialism of Europe in
	influence and			Asia and Africa; impact
		nomic, social,		of colonialism and social
	· · ·	environmental		Darwinism (distinguish
	impact, such			between Darwin's theory
	-	rialization and		of evolution and the
		alism of Europe in		various efforts to justify
	-	nd Africa; impact		colonialism)
		nialism and		Economic and political
		Darwinism		impact of imperialism;
		guish between		colonial economies,
		n's theory of		labor systems, state
		ion and the		powers, rebellions
		s efforts to justify		European imperialism in
	colonia			India, Africa, and other
		mic and political		regions; U.S.
		t of imperialism;		imperialism in Latin
	-	al economies,		

Changed Field	Current Version Pro	oposed Version
	labor systems, state	America and the
	powers, rebellions	Philippines
	3. European imperialism in	4. Imperialism and
	India, Africa, and other	colonialism's impact on
	regions; U.S.	the environment, cultur
	imperialism in Latin	and society (e.g., in
	America and the	ecological vitality or
	Philippines	depletion, religion,
	4. Imperialism and	education, marriage,
	colonialism's impact on	population growth or
	the environment,	decline, art, music,
	culture, and society	literary, architecture,
	(e.g., in ecological	philosophically and
	vitality or depletion,	aesthetics)
	religion, education,	5. Impact of European
	marriage, population	imperialism in Asia and
	growth or decline, art,	Africa with regard to
	music, literary,	gender roles, class,
	architecture,	racial hierarchies
	philosophically and	6. Historically influential
	aesthetics)	persons (e.g., Cecil
	5. Impact of European	Rhodes, Queen Victori
	imperialism in Asia and	Rani of Jhansi, Emilio
	Africa with regard to	Aguinaldo)
	gender roles, class,	4. The Age of Empires and
	racial hierarchies	Collisions between the
	6. Historically influential	European West, the Middle
	persons (e.g., Cecil	East, and East Asia (1800 -
	Rhodes, Queen	1914), developments within
	Victoria, Rani of Jhansi,	and interrelations between
	Emilio Aguinaldo)	major states, analysis of their
	4. The Age of Empires and	wider influence and of the era
	Collisions between the	political, economic, social,
	European West, the Middle	cultural, and environmental
	East, and East Asia (1800 -	impact, such as:
	1914), developments within	1. European and U.S.
	and interrelations between	military, political, social
	major states, analysis of their	philosophical, cultural
	wider influence and of the	and economic intrusion
	era's political, economic,	in East Asia, the Middle
	social, cultural, and	East, and Africa
	environmental impact, such	2. Crisis and rebellions in
	as:	Qing dynasty China
	1. European and U.S.	(e.g., Taiping, Boxer);
	military, political, social,	European political,
	philosophical, cultural	economic, social,
	and economic intrusions	philosophical and
	in East Asia, the Middle	cultural intrusions;
	East, and Africa	Chinese reforms and
	2. Crisis and rebellions in	revolutions
	Qing dynasty China	3. Decline of the Ottoman
	(e.g., Taiping, Boxer);	Empire after European
	European political	nolitical social

European political,

political, social,

Current Version	Proposed Version
economic, social,	philosophical, cultural
philosophical and	and economic
cultural intrusions;	intrusions; origins of
Chinese reforms and	Turkey; contrasting
revolutions	Islamic reforms
3. Decline of the Ottoman	4. Tokugawa Japan,
Empire after European	shogun, and samurai;
political, social,	U.S. political, social,
philosophical, cultural	philosophical, cultural
and economic	and economic
intrusions; origins of	intrusions; Japan's
Turkey; contrasting	recourse as an
Islamic reforms	industrializing and
4. Tokugawa Japan,	modern nation
shogun, and samurai;	5. Inter-relations between
U.S. political, social,	states in the Asian
philosophical, cultural	sphere: Russia, Japan,
and economic	China, and others; U.S.
intrusions; Japan's	in the Pacific
recourse as an	6. Modernizing gender
industrializing and	roles, class formation,
modern nation	ethnic identity, and
5. Inter-relations between	environmental issues in
states in the Asian	age of collisions
sphere: Russia, Japan,	7. Historically influential
China, and others; U.S.	persons (e.g., Hong
in the Pacific	Xiuquan as leader of
6. Modernizing gender	Taiping Rebellion,
roles, class formation,	Mustafa Kemal Ataturk
ethnic identity, and	as Father of Turkey,
environmental issues in	Queen Lili'uokalani of
age of collisions	Hawaii, Emperor
7. Historically influential	Mutsuhito of Meiji-era
persons (e.g., Hong	Japan)
Xiuquan as leader of	5. The World in Upheaval: The
Taiping Rebellion,	World Wars, Great Depression,
Mustafa Kemal Ataturk	and Re-balancing (1914 -
as Father of Turkey,	1970), developments within
Queen Lili'uokalani of	and interrelations between
Hawaii, Emperor	major states, analysis of their
Mutsuhito of Meiji-era	wider influence and of the era's
Japan)	political, economic, social,
5. The World in Upheaval: The	philosophical, cultural, and
World Wars, Great	environmental impact, such as:
Depression, and Re-balancing	1. World War I and its
(1914 - 1970), developments	legacies; industrialized
within and interrelations	warfare; League of
between major states,	Nations; decline of
analysis of their wider	imperial systems
influence and of the era's	2. Cultural change and
political, economic, social,	postwar developments
philosophical, cultural, and	in modern art and

architecture, literature,

Changed Field	Current Version	Proposed Version
	environmental impact, s	
	as:	psychology, and
	1. World War I and i	
	legacies; industria	-
	warfare; League	-
	Nations; decline of	
	imperial systems	contrast between U.S.
	2. Cultural change a	and and Europe; cultural
	postwar developr	ments expressions
	in modern art and	d 4. Fascism, Naziism; World
	architecture, litera	ature, War II and its legacies;
	philosophy, scien	ice, total war; Holocaust;
	psychology, and	atomic bomb; United
	sexuality	Nations
	3. Great Depressior	n in a 5. Recovery of Europe and
	global context;	Asia; move towards
	economic reform	efforts European Union; impac
	and contrast betw	veen of the war on colonized
	U.S. and Europe;	; nations
	cultural expression	ons 6. Class, race, gender and
	4. Fascism, Naziism	-
	World War II and	C
	legacies; total wa	ar; environmental, cultural,
	Holocaust; atomic	
	bomb; United Nat	
	5. Recovery of Euro	C C
	Asia; move towar	· •
	European Union;	-
	of the war on colo	
	nations	Roosevelt, Churchill,
	6. Class, race, gend	
	the suffrage in wa	
	world wars;	Topuz, Rosario
	environmental, cu	-
	philosophical, ae	
	and technologica	
	change	the Rise and Fall of World
	7. Historically influe	
	persons (e.g., Fre	
	Einstein, Wilson,	-
	Roosevelt, Churc	•
	Stalin, Simone de	•
	Beauvoir, Fatma	•
	Topuz, Rosario	philosophical, cultural, and
	Castellanos)	environmental impact, such as
	6. Global Conflict between	
	Socialism and Capitalish	-
	the Rise and Fall of Wo	•
	Communism (1917 - pre	
	developments within an	
	interrelations between n	
	states, analysis of their	
	influence and of the era	ľS

Changed	Field	Current Version	Proposed Version
		political, economic, socia	
		philosophical, cultural, a	
		environmental impact, su	
		as:	U.S. and U.S.S.R.,
		1. Russian and Chin	
		revolutions; origin	
		communist parties	-
		anti-communist ef	5
		globally	developing nations and
		2. Building of socialis	
		agriculture and inc	•
		comparison and	Afghanistan, Middle
		contrast with capit	
		systems	5. Paths to the fall of global
		3. Cold War betweer	
		U.S. and U.S.S.R. nuclear standoff, (
		missile crisis, culti	
		competition	philosophical and
		4. Rivalry for Third W	
		nations and politic	
		economic impact;	
		in Vietnam, Afgha	-
		Middle East	persons (e.g., Lenin,
		5. Paths to the fall of	
		global communisn	
		different outcomes	
		China, Russia, an	,
		other states	Kollontai)
		6. Gender, ethnic, cu	
		philosophical and	Empires (1914 - present), new
		environmental issi	
		within communist	
		capitalist societies	•
		7. Historically influen	-
		persons (e.g., Len	
		Mao, Castro, Ho C	Chi political, economic, social,
		Minh, Kwame Nkr	umah, philosophical, cultural, and
		Lech Walesa,	environmental impact, such as:
		Gorbachev, Alexa	ndra 1. Political, economic,
		Kollontai)	philosophical and
		7. Decolonization and the E	End of cultural factors (and a
		Empires (1914 - present), new weaker Europe) leading
		identities for the Global S	South, to end of empires in
		developments within and	world history
		interrelations between m	ajor 2. Decolonization
		states, analysis of their v	vider movements; non-
		influence and of the era's	s violence and armed
		political, economic, socia	al, struggle; creating new
		philosophical, cultural, a	nd social, political,
		environmental impact, su	uch philosophical, cultural
		as	and economic systems

as:

and economic systems

Changed	Field	Current Version	Proposed Version
		1. Political, e	conomic, in relation to mass
		philosoph	cal and communication
		cultural fa	ctors (and a 3. India, Pakistan, and
		weaker Ei	rope) leading other Asian states such
		to end of e	empires in as Indonesia in the
		world histo	bry efforts for independent
		2. Decoloniz	
		movemen	ts: non- 4. Decolonization in Sou
		violence a	nd armed Africa and other Africa
			creating new states such as Ghana
		social, pol	
		-	cal, cultural Africanism
			omic systems 5. Mexican Revolution,
		in relation	-
		communic	
		3. India, Pak	
			n states such movements in U.S.
		as Indone	, , ,
			independence in relation to social,
		and natior	
			ation in South cultural, and
			other African environmental issues
			h as Ghana; during the
		anti-apartl	neid; pan- decolonization proces
		Africanism	(e.g., representation)
		5. Mexican F	Revolution, 7. Historically influential
		Latin Ame	rican states, persons (e.g.,
		rebellion a	gainst U.S. Mohandas Gandhi,
		hegemony	r; civil rights Emiliano Zapata,
		movemen	ts in U.S. Thomas Sankara,
		6. Gender, ra	ace, and Nelson Mandela, Mar
		class, in r	elation to Luther King, Jr.,
		social, pol	
		-	cal, cultural, 8. Nationalism, economic grow
		and enviro	-
		issues du	
			ation process Europe (1945 - present),
			esentation) developments within and
		7. Historicall	
			· · · ·
		persons (e	
		Mohandas	
		Emiliano Z	
		Thomas S	
			andela, Martin environmental impact, such
		Luther Kir	
		Rigoberta	
		8. Nationalism, ecc	-
		and political ider	tity in Asia, to end autocratic politi
		Africa, Latin Ame	erica, and regimes globally
		Europe (1945 - p	present), 2. Nuclear proliferation a
		developments w	
		interrelations be	
			of their wider politics; role of peace

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influence and of the era's political, economic, social, philosophical, cultural, and environmental impact, such as:

> Demography of new world powers; democratization; efforts to end autocratic political regimes globally

- 2. Nuclear proliferation and the disruption of past hegemony in world politics; role of peace movements; cultural (e.g., artistic, literary, philosophical and mass media) expressions
- 3. Rising industrialized states such as South Africa, India, Brazil, Nigeria, South Korea; new economic and political roles
- 4. Contrasting political, philosophical and cultural developments in Middle East (e.g., Turkey, Iran); impact of Arab Spring
- 5. Persistent economic inequalities among nations and peoples; health care disparities, AIDS crisis
- Role of new female political leaders in contrast to persistence of patriarchy globally
- Historically influential persons (e.g., Ayatollah Khomeini, Presidents Corazon Aquino of the Phillipines, Dilma Roussef of Brazil, Angela Merkel of Germany, Ellen Johnson Sirleaf of Liberia)
- 9. Globalization on a New Scale: Approaching a World without Borders (1980 - present),

movements; cultural (e.g., artistic, literary, philosophical and mass media) expressions

- Rising industrialized states such as South Africa, India, Brazil, Nigeria, South Korea; new economic and political roles
- 4. Contrasting political, philosophical and cultural developments in Middle East (e.g., Turkey, Iran); impact of Arab Spring
- Persistent economic inequalities among nations and peoples; health care disparities, AIDS crisis
- Role of new female political leaders in contrast to persistence of patriarchy globally
- 7. Historically influential persons (e.g., Ayatollah Khomeini, Presidents Corazon Aquino of the Phillipines, Dilma Roussef of Brazil, Angela Merkel of Germany, Ellen Johnson Sirleaf of Liberia)
- 9. Globalization on a New Scale: Approaching a World without Borders (1980 - present), developments within and interrelations between major states, analysis of their wider influence and of the era's political, economic, social, philosophical, cultural, and environmental impact, such as:
 - Capitalism, the transformation of the global economy, and impact on workers; impact of the internet age; cultural, philosophical, individual versus collective impact

Current Version

developments within and interrelations between major states, analysis of their wider influence and of the era's political, economic, social, philosophical, cultural, and environmental impact, such as:

- 1. Capitalism, the transformation of the global economy, and impact on workers; impact of the internet age; cultural, philosophical, individual versus collective impact
- Globalization and role of the U.S. as remaining superpower; economic, political, and cultural impact
- 3. Fundamentalism and terrorism on a global scale; religious alternatives; global efforts for education
- 4. Women's rights, gay and lesbian rights, and human rights movements in a global context, including cultural, philosophical, and artistic expressions
- 5. Global environmental pollution; global warming; energy crisis; green movements in a global context, including cultural, philosophical, and artistic expressions
- 6. The United Nations and reflections on the possibility of a world without political or economic borders
- 7. Historically influential persons (e.g., Rachel Carson, Harvey Milk, Malala Yousafzai of Pakistan for female rights)
- 5. Critically analyze the impact of a major historical event or historical

Proposed Version

- 2. Globalization and role of the U.S. as remaining superpower; economic, political, and cultural impact
- 3. Fundamentalism and terrorism on a global scale; religious alternatives; global efforts for education
- 4. Women's rights, gay and lesbian rights, and human rights movements in a global context, including cultural, philosophical, and artistic expressions
- 5. Global environmental pollution; global warming; energy crisis; green movements in a global context, including cultural, philosophical, and artistic expressions
- 6. The United Nations and reflections on the possibility of a world without political or economic borders
- 7. Historically influential persons (e.g., Rachel Carson, Harvey Milk, Malala Yousafzai of Pakistan for female rights)
- 5. Critically analyze the impact of a major historical event or historical figure(s), indicate both long-and short-term historical significance or compare and contrast with a contemporary event(s) or figure(s), for world history from 1750 CE to the present, to fulfill the college honors requirements for this course.
 - Inclusion of analysis of both primary historical documents and secondary historical sources.
 - Indication of students' understanding of historiographical debate over the interpretation(s) of significant historical issues.

Changed	Field	Current Version	Proposed Version
		figure(s), indicate both long-and short-term historical significance or compare and contrast with a contemporary event(s) or figure(s), for world history from 1750 CE to the present, to fulfill the college honors requirements for this course. 1. Inclusion of analysis of both primary historical documents and secondary historical sources. 2. Indication of students' understanding of historiographical debate over the interpretation(s) of significant historical issues.	
	Lab Component in this Course	No	Νο
	Lab Outline	No value	No value

Req/Adv

hanged	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.)(Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
0	Banner Start Term (202122)	202122	No Value
0	Banner Division	2SS	No Value
0	Catalog Term (21-22)	23-24	No Value
0	5 Year Revision Year (2021)	2018	No Value
0	Effective Quarter	Fall	No Value
9	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	HIST 003CH	HIST 003CH
	Course Status	Non-substantial	Non-substantial
0	Course Status Code	A	No Value
0	Banner Department	HIST	No Value
0	Course Level	DU	No Value
0	College Code	DA	No Value
	Course Characteristics	Honors	Honors
	Cross- Listed/Related Course Information	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross- Listed/Related Course ID's	No Value	No Value
9	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
•	Hybrid Approval Date (MM/DD/YYYY)	06/11/2019	No Value
9	Emergency Approval	Νο	No Value
•	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	Ν	No Value
9	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non- repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	Ν	No Value
0	Noncredit Enhanced Funding Indicator	Ν	No Value
0	In Service Indicator	Ν	No Value

Changed	Questions	Current Version	Proposed Version
9	Sports/Physical Education Course Indicator	Ν	No Value
θ	COA Code	С	No Value
θ	Fund Code	114000	No Value
θ	Organization Code	239004	No Value
θ	Account Code	1320	No Value
θ	Program Code	220500	No Value
θ	Percent	100	No Value
	Curriculum Office Notes	 Changed 5-year revision year to match the non-honors -mc (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23)cc 	 Changed 5-year revision year to match the non-honors -mc (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23)cc
0	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignments: - B Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the quarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography Methods of Evaluation: - B Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually written paper of at least 600 words with proper citations and bibliography. Writing assignments may include research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history Assignments: - F The honors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source material in world history between 1750 CE and the present, and also demonstrates an understanding of diverse historical perspectives. The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography Methods of Evaluation: - D The honors project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking skills,
			citations, and a comprehensive discussion

of the specific topic(s) in world history between 1750 CE and the present, as well as student's understanding of diverse historical perspectives.

Changed	Questions	Current Version	Proposed Version
0	Objective 3:	No Value	Assignments: - B Regular Writing
	Utilize MLA		Assignments: Selected from a combination
	guidelines to		of assignments such as: research papers;
	format essays,		in-class or take-home essays in exam
	cite sources,		format including the final exam; book
	and compile a		review(s); and other analytic assignments
	works cited		that synthesize, critique and evaluate
	page.		primary and secondary sources and
			demonstrate an understanding of the
			historical era for this course. Students will
			write a minimum of 1700 words during the
			quarter, including at least one individually
			typed paper of at least 600 words with
			proper citations and bibliography
			Methods of Evaluation: - B Writing
			Assignments: Students will write a total of
			1700 words in a variety of combinations that
			include at least one individually written
			paper of at least 600 words with proper
			citations and bibliography. Writing
			assignments may include research
			papers; in-class or take-home essays in
			exam format including the final exam; book
			review(s); and other analytical project(s) in
			which students demonstrate the ability to
			critically analyze or synthesize thematic
			questions, primary historical documents,
			and secondary source interpretations of
			world history Assignments: - F The
			honors project will include a written research paper of 8-10 pages total (or two shorter
			research papers of 4-5 pages each) which
			demonstrates analysis of additional
			historical sources, including both primary
			and secondary source material in world
			history between 1750 CE and the present,
			and also demonstrates an understanding of
			diverse historical perspectives. The honors
			project will require 10 or more hours of work
			beyond the regular (non-honors) course
			requirements, will include higher
			expectations for achievement in this more
			advanced work, and must include
			quotations, citations, and bibliography
			Methods of Evaluation: - D The honors
			project, a written research paper of 8-10
			pages total (or two shorter research papers
			of 4-5 pages each) will be evaluated for
			depth of analysis of both primary and
			secondary sources, originality, critical
			thinking skills, historical references and
			citations, and a comprehensive discussion

of the specific topic(s) in world history between 1750 CE and the present, as well as student's understanding of diverse historical perspectives.

Assignments: - B Regular Writing
signments: Selected from a combination assignments such as: research papers; class or take-home essays in exam mat including the final exam; book <i>view</i> (s); and other analytic assignments at synthesize, critique and evaluate mary and secondary sources and monstrate an understanding of the storical era for this course. Students will ite a minimum of 1700 words during the arter, including at least one individually bed paper of at least 600 words with oper citations and bibliography ethods of Evaluation: - B Writing signments: Students will write a total of 00 words in a variety of combinations that clude at least one individually written per of at least 600 words with proper ations and bibliography. Writing signments may include research pers; in-class or take-home essays in am format including the final exam; book view(s); and other analytical project(s) in nich students demonstrate the ability to tically analyze or synthesize thematic estions, primary historical documents, d secondary source interpretations of orld history Assignments: - F The nors project will include a written research per of 8-10 pages total (or two shorter search papers of 4-5 pages each) which monstrates analysis of additional storical sources, including both primary d secondary source material in world story between 1750 CE and the present, d also demonstrates an understanding of verse historical perspectives. The honors oject will require 10 or more hours of work yond the regular (non-honors) course quirements, will include higher pectations for achievement in this more vanced work, and must include
pectations for achievement in this more

of the specific topic(s) in world history between 1750 CE and the present, as well as student's understanding of diverse historical perspectives.

hanged	Questions	Current Version	Proposed Version
9	Objective 5: Distinguish,	No Value	Outline: - B Use primary and secondary sources from a diverse range of authors to
	-		-
	compare, and		contribute to an understanding of significant
	evaluate the		themes in the development of world history,
	multiplicity and		while also fostering recognition and
	ambiguity of		appreciation of the contributions of its
	perspectives.		diverse peoples: analyzing broad patterns of
			change on both an inter-regional scale and
			within complex societies; and, explain,
			interpret, or evaluate the historical, social,
			political, philosophical, literary, artistic and
			aesthetic developments across the
			boundaries of civilizations, regions, and
			cultures Outline: - D Use primary and
			secondary sources from multicultural,
			different methodologies, or perspectives to
			interpret and analyze historical evidence in
			order to: develop critical thinking skills,
			formulate multicultural, complex
			assessments, or diverse interpretations of
			historical issues and problems, including th
			impact on ordinary persons within world
			history, and to understand the chronology of
			the stages of development in the world from
			1750 CE to the present Assignments: - A
			- Regular Reading Assignments: Assigned
			readings from a college-level text(s),
			primary historical documents, and
			secondary interpretation(s), from which
			students will gain and demonstrate,
			evaluate, synthesize, and critique
			knowledge of political, economic, social, an
			cultural events of the historical era for this
			course Assignments: - B Regular
			Writing Assignments: Selected from a
			combination of assignments such as:
			research papers; in-class or take-home
			essays in exam format including the final
			exam; book review(s); and other analytic
			assignments that synthesize, critique and
			evaluate primary and secondary sources
			and demonstrate an understanding of the
			historical era for this course. Students will
			write a minimum of 1700 words during the
			quarter, including at least one individually
			typed paper of at least 600 words with
			proper citations and bibliography
			Methods of Evaluation: - B Writing
			Assignments: Students will write a total of
			-
			1700 words in a variety of combinations that
			include at least one individually written

citations and bibliography. Writing assignments may include research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history. -- Outline: -- E. - Critically analyze the impact of a major historical event or historical figure(s), indicate both long-and short-term historical significance or compare and contrast with a contemporary event(s) or figure(s), for world history from 1750 CE to the present, to fulfill the college honors requirements for this course. ----- 1. Inclusion of analysis of both primary and secondary historical sources or documents. ----- 2. Indication of students' understanding of historiographical debate over the interpretation(s) of significant historical issues. -- Assignments: - F. - The honors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source material in world history between 1750 CE and the present, and also demonstrates an understanding of diverse historical perspectives. The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography. --Methods of Evaluation: - D. - The honors project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking skills, historical references and citations, and a comprehensive discussion of the specific topic(s) in world history between 1750 CE and the present, as well as student's understanding of diverse historical perspectives.

B-Matrix Form

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

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

C-Matrix Form

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

Changed Quest	ions	Current Version	Proposed Version
about and no texts f cultura social	e ositions fiction on-fiction from many al and al and ectives in ety of	No Value	No Value
of 500 more t engag respoi is insp	ose a ed, seful, oped paper words or	No Value	No Value
work ι	ce written using a al process Itiples and	No Value	No Value
ability a varie senter	nstrate the to include ety of nce ures in	No Value	No Value
compo correc the ma conve	ntions of ard Written	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

hanged	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

	Questions	Current Version	Proposed Version
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
-Matrix F	orm		
Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall	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
8	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	Admission into this course requires consent of the Honors Program Coordinator.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
0	Criteria 1:	No Value	Outline: - A Develop a critical
	Present core		understanding of the historical method in
	concepts and		the context of world history, compare and
	scope that		contrast different perspectives in order to
	define the		evaluate, explain, or defend and critique
	discipline.		informed study with respect to world history
	(ONLY using the		through the use of primary and secondary
	Outline,		sources Outline: - B Use primary and
	Assignments or		secondary sources from a diverse range of
	Methods of		authors to contribute to an understanding c
	Evaluation		significant themes in the development of
	areas, cite, copy		world history, while also fostering
	and paste the		recognition and appreciation of the
	area referenced.)		contributions of its diverse peoples:
			analyzing broad patterns of change on both
			an inter-regional scale and within complex
			societies; and, explain, interpret, or evalua
			the historical, social, political, philosophica
			literary, artistic and aesthetic developments
			across the boundaries of civilizations,
			regions, and cultures Outline: - C
			Demonstrate knowledge of various
			geographical regions over time and
			examine and assess the role of geography
			in shaping or influencing human societies
			throughout world history Outline: - D
			Use primary and secondary sources from
			multicultural, different methodologies, or
			perspectives to interpret and analyze
			historical evidence in order to: develop
			critical thinking skills, formulate multicultur
			complex assessments, or diverse
			interpretations of historical issues and
			problems, including the impact on ordinary
			persons within world history, and to
			understand the chronology of the stages o
			development in the world from 1750 CE to
			the present.

Changed	Questions
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A

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.)

-- Assignments: - C. - Group or individual participation in oral or written, analytical expression, such as: class discussions, debates, or assessments of texts, including primary historical documents or secondary interpretations in world history. (The group work has collaborative components to it.) --Methods of Evaluation: - A. - Oral analysis: participation in and contribution toward classroom discussions, debates, or specified group project(s) in which students demonstrate analysis, synthesis, critique and critical thinking skills, such as clarity of argument and the use of evidence to support arguments, in oral interpretations of sources, including primary historical documents. -- Assignments: - B. - Regular Writing Assignments: Selected from a combination of assignments such as: research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytic assignments that synthesize, critique and evaluate primary and secondary sources and demonstrate an understanding of the historical era for this course. Students will write a minimum of 1700 words during the guarter, including at least one individually typed paper of at least 600 words with proper citations and bibliography. --Methods of Evaluation: - B. Writing Assignments: Students will write a total of 1700 words in a variety of combinations that include at least one individually written paper of at least 600 words with proper citations and bibliography. Writing assignments may include research papers; in-class or take-home essays in exam format including the final exam; book review(s); and other analytical project(s) in which students demonstrate the ability to critically analyze or synthesize thematic questions, primary historical documents, and secondary source interpretations of world history. -- Assignments: - F. - The honors project will include a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) which demonstrates analysis of additional historical sources, including both primary and secondary source material in world history between 1750 CE and the present,

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and also demonstrates an understanding of diverse historical perspectives. The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography. --Methods of Evaluation: - D. - The honors project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking skills, historical references and citations, and a comprehensive discussion of the specific topic(s) in world history between 1750 CE and the present, as well as student's understanding of diverse historical perspectives.

•		-
Criteria 3:	No Value	Assignments: - A Regular Reading
Stimulate critical		Assignments: Assigned readings from a
thinking. (ONLY		college-level text(s), primary historical
using the		documents, and secondary interpretation(s
Outline,		from which students will gain and
Assignments or		demonstrate, evaluate, synthesize, and
Methods of		critique knowledge of political, economic,
Evaluation		social, and cultural events of the historical
areas, cite, copy		era for this course Assignments: - D
and paste the		Objective evaluation through assignments
area referenced.)		such as: quizzes, map identifications, or
,		objective sections of in-class midterm(s) of
		the final examination in which students
		demonstrate the ability to critically evaluat
		analyze, contextualize, synthesize or
		critique primary and secondary historical
		sources in world history Methods of
		Evaluation: - A Oral analysis: participation
		in and contribution toward classroom
		discussions, debates, or specified group
		project(s) in which students demonstrate
		analysis, synthesis, critique and critical
		thinking skills, such as clarity of argument
		and the use of evidence to support
		arguments, in oral interpretations of
		sources, including primary historical
		documents Methods of Evaluation: - C.
		Objective evaluation through assignments
		such as: quizzes, map identifications,
		objective sections of in-class exams, or
		other analytical projects, in which students
		demonstrate, assess, synthesize or critique the knowledge of college-level secondary
		source readings and primary source
		documents in the era of history for this
		course Assignments: - F The honors
		project will include a written research pap
		of 8-10 pages total (or two shorter researc
		papers of 4-5 pages each) which
		demonstrates analysis of additional
		historical sources, including both primary
		and secondary source material in world
		history between 1750 CE and the present
		and also demonstrates an understanding
		diverse historical perspectives. The honor
		project will require 10 or more hours of wo
		beyond the regular (non-honors) course
		requirements, will include higher
		expectations for achievement in this more
		advanced work, and must include

Proposed Version

quotations, citations, and bibliography. --Methods of Evaluation: - D. - The honors

Changed Questions

Current Version

Changed	Questions	Current Version	Proposed Version
			project, a written research paper of 8-10 pages total (or two shorter research papers of 4-5 pages each) will be evaluated for depth of analysis of both primary and secondary sources, originality, critical thinking skills, historical references and citations, and a comprehensive discussion of the specific topic(s) in world history between 1750 CE and the present, as well as student's understanding of diverse historical perspectives.
9	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: - A 1.b World history as having multiple cultural perspectives Outline: - B Use primary and secondary sources from a diverse range of authors to contribute to an understanding of significant themes in the development of world history, while also fostering recognition and appreciation of the contributions of its diverse peoples: analyzing broad patterns of change on both an inter-regional scale and within complex societies; and, explain, interpret, or evaluate the historical, social, political, philosophical, literary, artistic and aesthetic developments across the boundaries of civilizations, regions, and cultures Outline: - B 2. a, b, c, d, e: 2. Recognize the contributions of diverse peoples in the development of world history, including: a. The impact of ethnic and racial diversity b. The roles and experiences of women and men c. The experiences of the working classes and the issue of slavery d. The role of human sexuality and the issue of sexual orientation e. The role of dissent with regard to belief systems
•	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: - Entire Outline - A, B, C, D., since this is a world history class, and includes global and historical context throughout those areas of the Outline. For example: Outline: - A Develop a critical understanding of the historical method in the context of world history, compare and contrast different perspectives in order to evaluate, explain, or defend and critique informed study with respect to world history through the use of primary and secondary sources.

Changed	Questions	Current Version	Proposed Version
0	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline C Demonstrate knowledge of various geographical regions over time and examine and assess the role of geography in shaping or influencing human societies throughout world history Outline C.1 - Knowledge of geography in world history, including continents, civilizations, cultural areas Methods of Evaluation: - C Objective evaluation through map identifications Methods of Evaluation: - A. - Oral analysis: participation in and contribution toward classroom discussions, debates, or specified group projects.

De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value
Comments	i		
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version
0	Stage 3: Division Curriculum Representative	No Value	Name Part Type Initiator - - Role - of Edit OR Field Edit Completed
	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	HISTD03CH
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000569366

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