

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.

Section	Changed field
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. (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 8: AVP - Instruction
Course Justification	Course Justification
Course Philosophy	Course Philosophy
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****Faculty Initiator**

• Bob Kalpin

• Caitlin Kepple
• Cichanski, 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



**Effective Term**

Fall 2023



Fall ~~2023~~ 2025**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.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Astronomy
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> 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 `under the hood' <u>"under the hood"</u> by the software.

Foothill Equivalency

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

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

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

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

No value

No

Cross-listed Course

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

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement


No value

Associated Programs

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

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

Changed	Field	Current Version	Proposed Version												
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • 2GBX - Approved. </td> </tr> <tr> <td>-</td> <td>This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> • 2GBX - Approved. 	-	This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • 2GBX - Approved. </td> </tr> <tr> <td>-</td> <td>This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> • 2GBX - Approved. 	-	This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.
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		<table border="1"> <tr> <td>System/Institution</td> <td>IGETC</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • IG5C - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	IGETC	Area(s)	<ul style="list-style-type: none"> • IG5C - Approved. 	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • CA5C - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	<ul style="list-style-type: none"> • CA5C - Approved. 	-	No value
System/Institution		IGETC													
Area(s)	<ul style="list-style-type: none"> • IG5C - Approved. 														
-	No value														
System/Institution	Cal-GETC														
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-	No value														
	<table border="1"> <tr> <td>System/Institution</td> <td>CSU GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • CGB3 - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	CSU GE	Area(s)	<ul style="list-style-type: none"> • CGB3 - Approved. 	-	No value								
System/Institution	CSU GE														
Area(s)	<ul style="list-style-type: none"> • CGB3 - Approved. 														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

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

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

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

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

Changed	Field	Current Version	Proposed Version
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	Methods of Instruction	<p>Methods of Instruction</p> <p>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</p>	<p>Methods of Instruction Methods of Instruction</p> <p>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</p>
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Changed Field**Current Version****Proposed Version****Assignments**

1. Required readings from the Laboratory Manual, which introduce concepts to be covered in the next laboratory exercise.
2. Analysis and discussion of astronomical data, to develop critical thinking skills by testing hypotheses about the physical universe.
3. Quantitative, analytical work products from lab exercises.
Some examples:
 1. Diagrams showing models of the solar 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 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 studied.

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Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of
Evaluation

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

1. Lab quizzes and final exam that appraise comprehension and require analysis, synthesis, and application of course material.
2. 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.
3. Work products from laboratory exercises demonstrate proficiency in standard astronomical data-analysis techniques, as well as critical thinking regarding the choice of analytical methods.

**Methods
of
Evaluation**

1. Lab quizzes and final exam that appraise comprehension and require analysis, synthesis, and application of course material.
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3. Work products from laboratory exercises demonstrate proficiency in standard astronomical data-analysis techniques, as well as critical thinking regarding the choice of analytical methods.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • 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 spectrosopes for looking at glowing objects like lamps and sunlit surfaces (we have these spectrosopes 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: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • 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 spectrosopes for looking at glowing objects like lamps and sunlit surfaces (we have these spectrosopes 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

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

Title	No value
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	No value
ISBN	No value

No value



Suggested Reading List

Reading List	Astronomy 4 and 10 Lecture textbook: Astronomy, by Andrew Fraknoi, David Morrison, Sidney Wolff, and contributors, OpenStax.org, 2016.
May include, but are not limited to	No value

No value

Learning Outcomes and Objectives

Empty box for 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 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 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 strengths. Using
- 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.
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 - 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.
 - 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

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 as seen through different-colored filters.
- Relate the temperatures and colors of stars to their intrinsic 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 as seen through different-colored filters.
- Relate the temperatures and colors of stars to their intrinsic 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 Version****Proposed Version**

or a `standard ruler'. Relate these distances to the measured redshifts of galaxies, to formulate a basic model for the expanding universe.

or a `standard ruler'. Relate these distances to the measured redshifts of galaxies, to formulate a basic model for the expanding universe.

**CSLOs**

CSLOs Evaluate claims about the nature of the physical universe using the scientific method of hypothesis testing.

Expected SLO Performance 0.0

CSLOs Evaluate claims about the nature of the physical universe using the scientific method of hypothesis testing.

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.

Expected SLO Performance 0.0

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

Course Outline

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

1. 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.

1. 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.

2. Construct maps of the ground and sky, to compare and contrast the use of directions on ground maps and sky maps.

3. 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.

2. 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.

1. 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.

1. 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.

2. Construct maps of the ground and sky, to compare and contrast the use of directions on ground maps and sky maps.

3. 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.

2. 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.

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| <ol style="list-style-type: none">1. 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. <p>3. 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.</p> <ol style="list-style-type: none">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 | <ol style="list-style-type: none">1. 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. <p>3. 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.</p> <ol style="list-style-type: none">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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| <p>predictions to the Moon's actual appearance.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>3. Simulate the paths taken by spacecraft between planets, to develop launch and landing scenarios for interplanetary missions,</p> | <p>predictions to the Moon's actual appearance.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>3. Simulate the paths taken by spacecraft between planets, to develop launch and landing scenarios for interplanetary missions,</p> |
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| and use these results to assess the relative feasibilities of the scenarios. | and use these results to assess the relative feasibilities of the scenarios. |
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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
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

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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

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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brightnesses as seen through different-colored filters.

1. Compare continuous spectra from incandescent objects (like lamps) to other types of spectra, using simple spectrosopes.
2. Using software simulations, assess the effect of increasing temperature on the intensity and shapes of continuous spectra, to develop a model of how hot objects (like stars) emit light of various colors.
3. Simulate the effects of different stellar temperatures on the brightnesses of stars as photographed through different-colored filters, to develop a 'color index' classification system.
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.

8. Relate the temperatures and colors of stars to their intrinsic 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.

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| <p>1. Classify stars into different stellar populations by plotting them on a diagram of spectral type (or temperature or color) versus luminosity.</p> <p>2. Relate the positions of stars on the Hertzsprung-Russell diagram to their masses and sizes, and develop hypotheses about the relationship of stellar mass to the rate of energy generation and to their lifetimes.</p> <p>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.</p> <p>9. Assess the likelihood that planets exist around other stars, using real and simulated data from spectroscopic and photometric studies of candidate stars.</p> <p>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.</p> <p>2. Compare real and simulated Doppler-shift data to predictions of stellar motion, and assess the likelihood of detecting planets in the face of the noise and uncertainty that</p> | <p>1. Classify stars into different stellar populations by plotting them on a diagram of spectral type (or temperature or color) versus luminosity.</p> <p>2. Relate the positions of stars on the Hertzsprung-Russell diagram to their masses and sizes, and develop hypotheses about the relationship of stellar mass to the rate of energy generation and to their lifetimes.</p> <p>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.</p> <p>9. Assess the likelihood that planets exist around other stars, using real and simulated data from spectroscopic and photometric studies of candidate stars.</p> <p>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.</p> <p>2. Compare real and simulated Doppler-shift data to predictions of stellar motion, and assess the likelihood of detecting planets in the face of the noise and uncertainty that</p> |
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| | accompany real observations | accompany real observations |
| | 3. Compare real and simulated stellar brightness measurements to predictions of a star's brightness when exoplanets pass in front of it, and assess the likelihood of detecting planets given the real-world constraints on 'transit surveys' like these. | 3. Compare real and simulated stellar brightness measurements to predictions of a star's brightness when exoplanets pass in front of it, and assess the likelihood of detecting planets given the real-world constraints on 'transit surveys' like these. |
| | 10. 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' or a 'standard ruler'. Relate these distances to the measured redshifts of galaxies, to formulate a basic model for the expanding universe. | 10. 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' or a 'standard ruler'. Relate these distances to the measured redshifts of galaxies, to formulate a basic model for the expanding universe. |
| | 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. | 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. |
| | 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. | 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. |
| | 3. Relate the redshifts of the spectra of galaxies to | 3. Relate the redshifts of the spectra of galaxies to |




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

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

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	235008	No Value
!	Account Code	1320	No Value
!	Program Code	191100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Create syntactically varied sentences that are free of mechanical errors.

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value



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

No Value

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

No Value

No Value



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

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

Objective 3:
Explore functions.

No Value

No Value

Objective 4:
Develop linear function models.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

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

No Value

No Value

Objective 9:
Explore
arithmetic
sequences and
series.

No Value




No Value

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

No Value

No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
!	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.
!	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.
!	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.
!	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.
!	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**

**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.



**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.



**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.



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

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

CLSOs: Evaluate claims about the nature of the physical universe using the scientific method of hypothesis testing.

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

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

De Anza GE - ESGC Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Comments

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

No Value No Value

**Stage 3:
Division Curriculum Representative**

No Value No Value

**Stage 4:
Division Dean**


No Value No Value

Stage 5: SLO Coordinator

No Value No Value

**Stage 7:
Content Review Matrix Liaison**

No Value No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
	Stage 8: AVP - Instruction	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
			5/17/24	Gabriel Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required	Please attach the newer Course Online Delivery Request form. Forms approved in 2022 are available within eLumen.	
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					
	Stage 14: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ASTRD015L
	Distance Education Approved	No

Changed	Field	Current Version
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000534918
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
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



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
	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
	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Course Description	Automotive technician training program for California's Smog inspection program. Course content is mandated by the Bureau of Automotive Repair (BAR).	Automotive- <u>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</u> content is mandated by the Bureau of Automotive Repair (BAR).

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

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the 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-Alone Statement

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

Course Philosophy


Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency


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

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


CTE Course

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


Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

Changed	Field	Current Version	Proposed Version
	Repeatability Statement	No value	

Associated Programs											
Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Smog Technician</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement (COA)</td> </tr> </table>	Associated Program	Smog Technician	Award Type	Certificate of Achievement (COA)	<table border="1"> <tr> <td>Associated Program</td> <td>Smog Technician</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement (COA)</td> </tr> </table>	Associated Program	Smog Technician	Award Type	Certificate of Achievement (COA)
Associated Program	Smog Technician										
Award Type	Certificate of Achievement (COA)										
Associated Program	Smog Technician										
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	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
	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 / Non-Credit Options


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

Credit Units

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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

Specifications			
Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises</p>
	Assignments	<ol style="list-style-type: none"> 1. Pretest 2. BAR online training Module 1 through 9 3. Worksheets 4. Smog check training courses 1 through 7 5. Multiple-choice and short answer quizzes that requires the students to identify and diagnose emissions systems. 6. Presentation 7. comprehensive Final exam consisting of multiple-choice and short answers questions. 	<ol style="list-style-type: none"> 1. Pretest 2. BAR online training Module 1 through 9 3. Worksheets 4. Smog check training courses 1 through 7 5. Multiple-choice and short answer quizzes that requires the students to identify and diagnose emissions systems. 6. Presentation 7. comprehensive Final exam consisting of multiple-choice and short answers questions.

Changed	Field	Current Version	Proposed Version				
!	Methods of Evaluation	<p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Completeness of assignments on worksheets 2. Passing grades on BAR online modules and smog check training 3. Number of correctly answered questions on the quizzes 4. Participation in the presentation 5. Number of correctly answered questions on the final examinations 	<table border="1"> <tr> <td data-bbox="1211 170 1308 241">Methods of Evaluation</td> <td data-bbox="1328 170 1503 220">Methods of Evaluation</td> </tr> <tr> <td data-bbox="1211 275 1308 346">Methods of Evaluation</td> <td data-bbox="1328 275 1503 930"> <ol style="list-style-type: none"> 1. Completeness of assignments on worksheets 2. Passing grades on BAR online modules and smog check training 3. Number of correctly answered questions on the quizzes 4. Participation in the presentation 5. Number of correctly answered questions on the final examinations </td> </tr> </table>	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation	<ol style="list-style-type: none"> 1. Completeness of assignments on worksheets 2. Passing grades on BAR online modules and smog check training 3. Number of correctly answered questions on the quizzes 4. Participation in the presentation 5. Number of correctly answered questions on the final examinations
Methods of Evaluation	Methods of Evaluation						
Methods of Evaluation	<ol style="list-style-type: none"> 1. Completeness of assignments on worksheets 2. Passing grades on BAR online modules and smog check training 3. Number of correctly answered questions on the quizzes 4. Participation in the presentation 5. Number of correctly answered questions on the final examinations 						
!	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Material provided through Course Studio • Bureau of Automotive Repair's Web Site material https://www.bar.ca.gov/Industry/Training/index.html • Safety glasses for lab demonstrations <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Access to the automotive lab for demonstrations • Diagnostic equipment including Test Analyzer System (TAS) 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Material provided through Course Studio • Bureau of Automotive Repair's Web Site material https://www.bar.ca.gov/Industry • Safety glasses for lab demonstrations <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Access to the automotive lab for demonstrations • Diagnostic equipment including Test Analyzer System (TAS) 				

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

Title	No value
Author	Bureau of Automotive Repair. Write it Guide for ARDs https://www.bar.ca.gov/pdf/WritelRight.pdf
Publisher	No value
Date/Edition	No value
ISBN	No value

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.gov/pdf/Smog_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



Suggested Reading List

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

No value

Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version

Course Objectives

- 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).

- Describe and demonstrate personal, shop, equipment, and vehicle safety practices.
- Describe engine theory, design, and operation for both gasoline and diesel vehicles.
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- Demonstrate their knowledge, skills and abilities in checking monitor readiness on vehicles equipped with second generation on-board diagnostics systems (OBDII).



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.

Expected SLO Performance 0.0


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

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> Describe and demonstrate personal, shop, equipment, and vehicle safety practices. <ol style="list-style-type: none"> Personal Safety Vehicle Safety Describe engine theory, design, and operation for both gasoline and diesel vehicles. <ol style="list-style-type: none"> Four cycle theory Fuel system design gasoline and diesel engines Demonstrate their knowledge, skills and abilities in identifying engine systems, parts and components. <ol style="list-style-type: none"> Fuel System Cooling system Ignition system Lubrication system Describe emission control systems theory, design and operation for both gasoline and diesel vehicles. <ol style="list-style-type: none"> Gasoline emission controls Diesel emission controls Demonstrate their knowledge, skills and abilities in identifying emission control systems on various vehicle designs. <ol style="list-style-type: none"> EGR system Evaporative emission control system Exhaust after-treatment devices Exhaust recalculation Demonstrate their knowledge, skills and abilities in checking ignition timing on various vehicle designs. <ol style="list-style-type: none"> Review under hood label Non computer controlled ignition timing Computer controlled ignition timing Demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs. <ol style="list-style-type: none"> Ported EGR Positive backpressure EGE Negative backpressure EGR Pulse-width modulated EGR Digital (electronic) EGR Demonstrate their knowledge, skills and abilities in checking monitor readiness on vehicles equipped with second generation on-board diagnostics systems (OBDII). <ol style="list-style-type: none"> Non continuous monitor Continuous monitor 	<ol style="list-style-type: none"> Describe and demonstrate personal, shop, equipment, and vehicle safety practices. <ol style="list-style-type: none"> Personal Safety Vehicle Safety Describe engine theory, design, and operation for both gasoline and diesel vehicles. <ol style="list-style-type: none"> Four cycle theory Fuel system design gasoline and diesel engines Demonstrate their knowledge, skills and abilities in identifying engine systems, parts and components. <ol style="list-style-type: none"> Fuel System Cooling system Ignition system Lubrication system Describe emission control systems theory, design and operation for both gasoline and diesel vehicles. <ol style="list-style-type: none"> Gasoline emission controls Diesel emission controls Demonstrate their knowledge, skills and abilities in identifying emission control systems on various vehicle designs. <ol style="list-style-type: none"> EGR system Evaporative emission control system Exhaust after-treatment devices Exhaust recalculation Demonstrate their knowledge, skills and abilities in checking ignition timing on various vehicle designs. <ol style="list-style-type: none"> Review under hood label Non computer controlled ignition timing Computer controlled ignition timing Demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs. <ol style="list-style-type: none"> Ported EGR Positive backpressure EGE Negative backpressure EGR Pulse-width modulated EGR Digital (electronic) EGR Demonstrate their knowledge, skills and abilities in checking monitor readiness on vehicles equipped with second generation on-board diagnostics systems (OBDII). <ol style="list-style-type: none"> Non continuous monitor 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
	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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2AT	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 065P	AUTO 065P
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	AUTO	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

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

Summary of Revisions

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


A-Matrix Form

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

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
i	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
	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

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

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

D-Matrix Form

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

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

E-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

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

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value

Changed	Questions	Current Version	Proposed Version				
!	Stage 5: SLO Coordinator	No Value		Name - Role OR Tab	Part - Field	Type of Edit	Edit
			2/9/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO	Required	Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&ooq=bloom%38) word. The words "The student will be able to" are understood. Suggest
!	Stage 7: Content Review Matrix Liaison	No Value	Date 3/14/24 3/14	Name - Role OR Tab Zack Judson zj	Part - Field Matrix B Matrix E	Type of Edit Required Required	Edit Please indicate where listed essays can be found in the COR In the matrix you listed things that are neither listed nor implied
	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	AUTOD065P
	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	CCC000083221

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
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

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
	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
	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Apprenticeship	Apprenticeship

Changed	Field	Current Version	Proposed Version
	Course Description	Automotive technician training program for California's Smog inspection program. Course content is mandated by the Bureau of Automotive Repair (BAR).	Automotive- <u>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</u> content is mandated by the Bureau of Automotive Repair (BAR).
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

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

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This 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.


Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>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 technicians.</u>

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


Foothill Equivalency

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


CTE Course

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


Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

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

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

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

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	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 / Non-Credit Options

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


Credit Units

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

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises</p>
	Assignments	<ol style="list-style-type: none"> 1. Pretest 2. BAR online training Module 1 through 9 3. Worksheets 4. Smog check training courses 1 through 7 5. Multiple-choice and short answer quizzes that requires the students to identify and diagnose emissions systems. 6. Presentation 7. comprehensive Final exam consisting of multiple-choice and short answers questions. 	<ol style="list-style-type: none"> 1. Pretest 2. BAR online training Module 1 through 9 3. Worksheets 4. Smog check training courses 1 through 7 5. Multiple-choice and short answer quizzes that requires the students to identify and diagnose emissions systems. 6. Presentation 7. comprehensive Final exam consisting of multiple-choice and short answers questions.

Changed	Field	Current Version	Proposed Version
!	Methods of Evaluation	<p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Completeness of assignments on worksheets 2. Passing grades on BAR online modules and smog check training 3. Number of correctly answered questions on the quizzes 4. Participation in the presentation 5. Number of correctly answered questions on the final examinations 	<p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Completeness of assignments on worksheets 2. Passing grades on BAR online modules and smog check training 3. Number of correctly answered questions on the quizzes 4. Participation in the presentation 5. Number of correctly answered questions on the final examinations
!	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Material provided through Course Studio • Bureau of Automotive Repair's Web Site material https://www.bar.ca.gov/Industry/Training/index.html • Safety glasses for lab demonstrations <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Access to the automotive lab for demonstrations • Diagnostic equipment including Test Analyzer System (TAS) 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Material provided through Course Studio • Bureau of Automotive Repair's Web Site material https://www.bar.ca.gov/Industry • Safety glasses for lab demonstrations <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Access to the automotive lab for demonstrations • Diagnostic equipment including Test Analyzer System (TAS)

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

Title	No value
Author	Bureau of Automotive Repair. Write it Guide for ARDs https://www.bar.ca.gov/pdf/WriteltRight.pdf
Publisher	No value
Date/Edition	No value
ISBN	No value

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.gov/pdf/Smog_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



Suggested Reading List

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

No value

Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version

Course Objectives

- 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).

- 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).



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.

Expected SLO Performance 0.0


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

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> Describe and demonstrate personal, shop, equipment, and vehicle safety practices. <ol style="list-style-type: none"> Personal Safety Vehicle Safety Describe engine theory, design, and operation for both gasoline and diesel vehicles. <ol style="list-style-type: none"> Four cycle theory Fuel system design gasoline and diesel engines Demonstrate their knowledge, skills and abilities in identifying engine systems, parts and components. <ol style="list-style-type: none"> Fuel System Cooling system Ignition system Lubrication system Describe emission control systems theory, design and operation for both gasoline and diesel vehicles. <ol style="list-style-type: none"> Gasoline emission controls Diesel emission controls Demonstrate their knowledge, skills and abilities in identifying emission control systems on various vehicle designs. <ol style="list-style-type: none"> EGR system Evaporative emission control system Exhaust after-treatment devices Exhaust recalculation Demonstrate their knowledge, skills and abilities in checking ignition timing on various vehicle designs. <ol style="list-style-type: none"> Review under hood label Non computer controlled ignition timing Computer controlled ignition timing Demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs. <ol style="list-style-type: none"> Ported EGR Positive backpressure EGE Negative backpressure EGR Pulse-width modulated EGR Digital (electronic) EGR Demonstrate their knowledge, skills and abilities in checking monitor readiness on vehicles equipped with second generation on-board diagnostics systems (OBDII). <ol style="list-style-type: none"> Non continuous monitor Continuous monitor 	<ol style="list-style-type: none"> Describe and demonstrate personal, shop, equipment, and vehicle safety practices. <ol style="list-style-type: none"> Personal Safety Vehicle Safety Describe engine theory, design, and operation for both gasoline and diesel vehicles. <ol style="list-style-type: none"> Four cycle theory Fuel system design gasoline and diesel engines Demonstrate their knowledge, skills and abilities in identifying engine systems, parts and components. <ol style="list-style-type: none"> Fuel System Cooling system Ignition system Lubrication system Describe emission control systems theory, design and operation for both gasoline and diesel vehicles. <ol style="list-style-type: none"> Gasoline emission controls Diesel emission controls Demonstrate their knowledge, skills and abilities in identifying emission control systems on various vehicle designs. <ol style="list-style-type: none"> EGR system Evaporative emission control system Exhaust after-treatment devices Exhaust recalculation Demonstrate their knowledge, skills and abilities in checking ignition timing on various vehicle designs. <ol style="list-style-type: none"> Review under hood label Non computer controlled ignition timing Computer controlled ignition timing Demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs. <ol style="list-style-type: none"> Ported EGR Positive backpressure EGE Negative backpressure EGR Pulse-width modulated EGR Digital (electronic) EGR Demonstrate their knowledge, skills and abilities in checking monitor readiness on vehicles equipped with second generation on-board diagnostics systems (OBDII). <ol style="list-style-type: none"> Non continuous monitor 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
	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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2AT	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	APRN 065P	APRN 065P
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	AUTO	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

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

Summary of Revisions

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


A-Matrix Form

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

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
i	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
	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

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

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

D-Matrix Form

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

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

E-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
!	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	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
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

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

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value

Changed	Questions	Current Version	Proposed Version				
!	Stage 5: SLO Coordinator	No Value		Name - Role OR Tab	Part - Field	Type of Edit	Edit
			2/9/2024	Mary Pape SLO Coordinator	Learning Outcomes - CSLO	Required	Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%278) word. The words "Student will be able to" are understood. Suggestion: ",
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit
			3/14/24	Zack Judson	Matrix H	Required	Under objective 1 please add the prerequisites for being in the prog
			3/14/24	zj	Matrix E	Required	Material in this matrix needs to come from the course outline; you li implied under some of the objectives listed
			3/14/24	zj	Matrix B	Required	Please indicate where the essays listed can be found in the curricul
	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	APRND065P
	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	CCC000156688

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	

Changed **Field**

Current Version



Course Crosswalk
CRS-NUMBER

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	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
	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
	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational

Changed	Field	Current Version	Proposed Version
	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- <u>This course is comprised of an automotive technician training program for the California's Smog Inspection Program. Meets inspection program. This course meets</u> one of the Bureau of Automotive Repair (BAR) <u>requirement requirements</u> for obtaining a Smog Inspector License. <u>License. The course content is mandated by the Bureau of Automotive Repair (BAR).</u>
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the 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.	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.

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

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> Letter Grade Pass/No Pass 	<ul style="list-style-type: none"> Letter Grade Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs											
Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Smog Technician</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement (COA)</td> </tr> </table>	Associated Program	Smog Technician	Award Type	Certificate of Achievement (COA)	<table border="1"> <tr> <td>Associated Program</td> <td>Smog Technician</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement (COA)</td> </tr> </table>	Associated Program	Smog Technician	Award Type	Certificate of Achievement (COA)
Associated Program	Smog Technician										
Award Type	Certificate of Achievement (COA)										
Associated Program	Smog Technician										
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	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 Hours

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

Credit / Non-Credit Options

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


Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	90	90
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	2.5	2.5
	Minimum Credit Units	2.5	2.5
	Maximum Credit Units	2.5	2.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction</p> <ul style="list-style-type: none"> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises 	<p>Methc of Instru</p> <p>Methc of Instru</p>
	Assignments	<ol style="list-style-type: none"> 1. Required reading from Bureau of Automotive Repair's Web Site and worksheets. 2. Required worksheets. 3. Multiple-choice, short answer quizzes that requires the students to identify and diagnose emissions systems. 4. Final exam consisting of multiple-choice and short answers questions that requires the students to identify and diagnose emissions systems. 	<ol style="list-style-type: none"> 1. F o S 2. F 3. M q s d 4. F n a r ic e



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Completeness of assignments on worksheets
2. Number of correctly answered questions on the quizzes
3. Number of correct answers on the final exam

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Methc of Evalu

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Safety glasses for laboratory demonstrations

Essential College Facilities:

- Classroom and access to automotive technology laboratory for demonstrations

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Examples of Primary Texts and References

Title

No value

Author

Material provided by the Bureau of Automotive Repair's Web Site

Publisher

No value

Date/Edition

No value

ISBN

No value

No valu



Suggested Reading List

Reading List

Manufacturers' service manuals as required.

May include, but are not limited to

No value

Reading List

All DATA electronic information system (web based),
<http://library.alldatapro.com/alldata/LIB~C8951~R0~OD~N/0/34870081/56415648/56416313/56416327/34853741>

May include, but are not limited to

No value

No valu

Learning Outcomes and Objectives

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

- | | |
|---|---|
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |
|---|---|

**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 dynamometer.

Expected SLO Performance 0.0


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

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> Describe and demonstrate personal, shop, equipment, and vehicle safety practices. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> Write-it-Right. Laws and regulations. Describe the standards of practice expected of Smog Check Inspectors. <ol style="list-style-type: none"> High level of Professionalism Being honest to yourself, customers and the BAR Understand fraud and the repercussions of committing fraud Demonstrate ability to calibrate an emission inspection system <ol style="list-style-type: none"> Software updates. Three day calibration Manufacture support Machine maintenance Tamper Demonstrate their knowledge, skills and abilities in performing Smog Check emission tests on various vehicle designs. <ol style="list-style-type: none"> BAR 97 smog machine. OIS smog inspection Visual inspection Functional inspection Demonstrate their knowledge, skills and abilities in performing Smog Check visual inspections on various vehicle designs. <ol style="list-style-type: none"> Under hood label Systems included in the visual inspection Liquid fuel leak Describe and demonstrate they have the knowledge, skills and abilities to perform smog check functional tests on various vehicle designs. <ol style="list-style-type: none"> Ignition timing EGR testing Low Pressure Fuel Evaporative Testing 	<ol style="list-style-type: none"> Describe and demonstrate personal, shop, equipment, and vehicle safety practices. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> Write-it-Right. Laws and regulations. Describe the standards of practice expected of Smog Check Inspectors. <ol style="list-style-type: none"> High level of Professionalism Being honest to yourself, customers and the BAR Understand fraud and the repercussions of committing fraud Demonstrate ability to calibrate an emission inspection system <ol style="list-style-type: none"> Software updates. Three day calibration Manufacture support Machine maintenance Tamper Demonstrate their knowledge, skills and abilities in performing Smog Check emission tests on various vehicle designs. <ol style="list-style-type: none"> BAR 97 smog machine. OIS smog inspection Visual inspection Functional inspection Demonstrate their knowledge, skills and abilities in performing Smog Check visual inspections on various vehicle designs. <ol style="list-style-type: none"> Under hood label Systems included in the visual inspection Liquid fuel leak Describe and demonstrate they have the knowledge, skills and abilities to perform smog check functional tests on various vehicle designs. <ol style="list-style-type: none"> Ignition timing 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
	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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2AT	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 065W	AUTO 065W
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	AUTO	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

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

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	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
i	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
	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

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

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

D-Matrix Form

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

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

E-Matrix Form

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

Blank area for 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.	No Value	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 to remove the corequisite.

H-Matrix Form

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

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

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

De Anza GE - ESGC Form

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

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

Comments

Changed	Questions	Current Version	Proposed Version										
	Stage 2: Department Chair	No Value	No Value										
	Stage 3: Division Curriculum Representative	No Value	No Value										
	Stage 4: Division Dean	No Value	No Value										
	Stage 5: SLO Coordinator	No Value	<table border="1"> <thead> <tr> <th></th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>2/9/2024</td> <td>Mary Pape - SLO Coordinator</td> <td>Learning Outcomes - CSLO</td> <td>Required</td> <td>Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%27s+taxonomy) word. The words "Student will" are understood. Suggestion: "Answer</td> </tr> </tbody> </table>		Name - Role OR Tab	Part - Field	Type of Edit	Edit	2/9/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO	Required	Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%27s+taxonomy) word. The words "Student will" are understood. Suggestion: "Answer
	Name - Role OR Tab	Part - Field	Type of Edit	Edit									
2/9/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO	Required	Start the outcome with a Bloom's Taxonomy (https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%27s+taxonomy) word. The words "Student will" are understood. Suggestion: "Answer									
	Stage 7: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>3/14/24</td> <td>Zack Judson</td> <td>Matrix G</td> <td>Required</td> <td>Fill out the second entry on matrix G, you can use the ideas y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	3/14/24	Zack Judson	Matrix G	Required	Fill out the second entry on matrix G, you can use the ideas y
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit									
3/14/24	Zack 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: 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	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		
Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	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
	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
	Effective Term	Fall 2023	Fall 2023 2025
	SAM Priority Code (CB09)	Apprenticeship	Apprenticeship

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

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

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This 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.


Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>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 technicians.</u>

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


Foothill Equivalency

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


CTE Course

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


Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

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

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

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

Weekly Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	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 / Non-Credit Options

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


Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	90	90
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	2.5	2.5
	Minimum Credit Units	2.5	2.5
	Maximum Credit Units	2.5	2.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction</p> <ul style="list-style-type: none"> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises 	<p>Methc of Instru</p> <p>Methc of Instru</p>
	Assignments	<ol style="list-style-type: none"> 1. Required reading from Bureau of Automotive Repair's Web Site and worksheets. 2. Required worksheets. 3. Multiple-choice, short answer quizzes that requires the students to identify and diagnose emissions systems. 4. Final exam consisting of multiple-choice and short answers questions that requires the students to identify and diagnose emissions systems. 	<ol style="list-style-type: none"> 1. F o S 2. F 3. M q s d 4. F n a r ic e



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Completeness of assignments on worksheets
2. Number of correctly answered questions on the quizzes
3. Number of correct answers on the final exam

Methc of Evalu

Methc of Evalu

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Safety glasses for laboratory demonstrations

Essential College Facilities:

- Classroom and access to automotive technology laboratory for demonstrations

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Examples of Primary Texts and References

Title

No value

Author

Material provided by the Bureau of Automotive Repair's Web Site

Publisher

No value

Date/Edition

No value

ISBN

No value

No valu



Suggested Reading List

Reading List

Manufacturers' service manuals as required.

May include, but are not limited to

No value

Reading List

All DATA electronic information system (web based),
<http://library.alldatapro.com/alldata/LIB~C8951~R0~OD~N/0/34870081/56415648/56416313/56416327/34853741>

May include, but are not limited to

No value

No valu

Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version

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 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.

- 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.
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- Demonstrate ability to calibrate an emission inspection system
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- 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 Bureau of Automotive Repair rules, regulations, and proper procedures to perform a smog check in the state of CA.

Expected SLO Performance 0.0


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

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> Describe and demonstrate personal, shop, equipment, and vehicle safety practices. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> Write-it-Right. Laws and regulations. Describe the standards of practice expected of Smog Check Inspectors. <ol style="list-style-type: none"> High level of Professionalism Being honest to yourself, customers and the BAR Understand fraud and the repercussions of committing fraud Demonstrate ability to calibrate an emission inspection system <ol style="list-style-type: none"> Software updates. Three day calibration Manufacture support Machine maintenance Tamper Demonstrate their knowledge, skills and abilities in performing Smog Check emission tests on various vehicle designs. <ol style="list-style-type: none"> BAR 97 smog machine. OIS smog inspection Visual inspection Functional inspection Demonstrate their knowledge, skills and abilities in performing Smog Check visual inspections on various vehicle designs. <ol style="list-style-type: none"> Under hood label Systems included in the visual inspection Liquid fuel leak Describe and demonstrate they have the knowledge, skills and abilities to perform smog check functional tests on various vehicle designs. <ol style="list-style-type: none"> Ignition timing EGR testing Low Pressure Fuel Evaporative Testing 	<ol style="list-style-type: none"> Describe and demonstrate personal, shop, equipment, and vehicle safety practices. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> Write-it-Right. Laws and regulations. Describe the standards of practice expected of Smog Check Inspectors. <ol style="list-style-type: none"> High level of Professionalism Being honest to yourself, customers and the BAR Understand fraud and the repercussions of committing fraud Demonstrate ability to calibrate an emission inspection system <ol style="list-style-type: none"> Software updates. Three day calibration Manufacture support Machine maintenance Tamper Demonstrate their knowledge, skills and abilities in performing Smog Check emission tests on various vehicle designs. <ol style="list-style-type: none"> BAR 97 smog machine. OIS smog inspection Visual inspection Functional inspection Demonstrate their knowledge, skills and abilities in performing Smog Check visual inspections on various vehicle designs. <ol style="list-style-type: none"> Under hood label Systems included in the visual inspection Liquid fuel leak Describe and demonstrate they have the knowledge, skills and abilities to perform smog check functional tests on various vehicle designs. <ol style="list-style-type: none"> Ignition timing 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
	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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2AT	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	APRN 065W	APRN 065W
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	AUTO	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

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

Summary of Revisions

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


A-Matrix Form

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

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
i	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. 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
	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

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

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

D-Matrix Form

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

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

E-Matrix Form

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

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

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

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

Comments

Changed	Questions	Current Version	Proposed Version																		
	Stage 2: Department Chair	No Value	No Value																		
	Stage 3: Division Curriculum Representative	No Value	No Value																		
	Stage 4: Division Dean	No Value	No Value																		
	Stage 5: SLO Coordinator	No Value	<table border="1"> <thead> <tr> <th></th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>2/9/2024</td> <td>Mary Pape - SLO Coordinator</td> <td>Learning Outcomes - CSLO</td> <td>Required</td> <td>Start the outcome with a Bloom's Taxonomy (<a "<="" a="" able="" are="" be="" href="https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%278) word. The words " student="" suggestion:="" to"="" understood.="" will=""></td> </tr> </tbody> </table>		Name - Role OR Tab	Part - Field	Type of Edit	Edit	2/9/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO	Required	Start the outcome with a Bloom's Taxonomy (<a "<="" a="" able="" are="" be="" href="https://www.google.com/search?q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%278) word. The words " student="" suggestion:="" to"="" understood.="" will="">								
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	Stage 7: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initial</th> </tr> </thead> <tbody> <tr> <td>3/14/24</td> <td>Zack Judson</td> <td>Matrix H</td> <td>Required</td> <td>List requirements for acceptance to program</td> <td>Y</td> </tr> <tr> <td>3/14/24</td> <td>zj</td> <td>Matrix B</td> <td>Required</td> <td>Please indicate where essays can be found in the CORY</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initial	3/14/24	Zack Judson	Matrix H	Required	List requirements for acceptance to program	Y	3/14/24	zj	Matrix B	Required	Please indicate where essays can be found in the CORY	
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3/14/24	zj	Matrix B	Required	Please indicate where essays can be found in the CORY																	
	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	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	


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	<u>Methods of Instruction</u>
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

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
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	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- <u>This course conducts an examination</u> 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- <u>In this course, various</u> 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- <u>The course includes</u> 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.)
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Child Development/Early Childhood Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> 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	<p>This course meets student and community needs by focusing on the attitudes, behaviors and skills required of teachers to work with diverse populations of children in early childhood settings. In this course, students develop the ability to create inclusive, equitable environments that support each child's unique social identity. This course is CSU Transferable. This course is required for the AA degree in Child Development. It meets the requirements of the Early Childhood Education Transfer Model and the Curriculum Alignment Program minimum transfer requirements to a four year university program.</p>	<p>This course meets student and community needs by focusing on the attitudes, behaviors and skills required of teachers to work with diverse populations of children in early childhood settings. In this course, students develop the ability to create inclusive, equitable environments that support each child's unique social identity. This course is CSU Transferable. This course is required for the AA degree in Child Development. It meets the requirements of the Early Childhood Education Transfer Model and the Curriculum Alignment Program minimum transfer requirements to a four year university program.</p>

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.

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

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Child Development
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Child Development
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Child Development
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Child Development
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Early Childhood Education for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Early Childhood Education for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Child Development
Award Type	Certificate of Achievement (COA)

Associated Program	Child Development
Award Type	Certificate of Achievement (COA)

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Associate in Science in Early Childhood Education for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Associate in Science in Early Childhood Education for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Early Intervention/Special Education Assistant
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Early Intervention/Special Education Assistant
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	<table border="1"> <thead> <tr> <th>System/Institution</th> <th>C-ID</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td>• ECE - Approved.</td> </tr> <tr> <td>-</td> <td>C-ID ECE 230</td> </tr> </tbody> </table>	System/Institution	C-ID	Area(s)	• ECE - Approved.	-	C-ID ECE 230	<table border="1"> <thead> <tr> <th>System/Institution</th> <th>C-ID</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td>• ECE - Approved.</td> </tr> <tr> <td>-</td> <td>C-ID ECE 230</td> </tr> </tbody> </table>	System/Institution	C-ID	Area(s)	• ECE - Approved.	-	C-ID ECE 230
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-	C-ID ECE 230														
System/Institution	C-ID														
Area(s)	• ECE - Approved.														
-	C-ID ECE 230														

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

--

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

--	--	--	--

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture, 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

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Lecture, power point and visual aids
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Assignments

1. Reading from text and syllabus
2. Weekly writing assignments
 1. Self-reflection and critical analysis of personal experiences on issues of social identity, systemic oppression and teaching effectiveness. (Examples of possible assignments: Roots, Branches, Fruit; Defining social identities; Impact of physical differences; Identifying prejudices and stereotypes; Cross the line activity; Creating "Cajas" individual cultural boxes)
 2. Analysis of articles and movies related to course content; Research on stereotyping in children's television and movies; Social messages from popular icons like Disney, Toys R Us and children's books.
 3. Sharing examples in class of children's books on different content topics. (race, economics, family structure, stereotypes, gender, culture, ability)
3. Evaluate the components of linguistically/culturally relevant curriculum through an Anti-bias Environmental Classroom Assessment and analysis.
4. Develop the ability to identify and use children's books that meet anti-bias criterion for expanding children's authentic knowledge of differences, reinforce cultural, linguistic and ability experiences and counter stereotypes by creating a resource library of twenty books.

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Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. 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.
2. 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.

Methods of Evaluation

Methods of Evaluation

Empty box for the proposed version content.

Methods of Evaluation

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2. 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



**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	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	Tehrensaf, 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
ISBN	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



Suggested Reading List

No value

Reading List Cartaphen, M. & Sanchez, John P. "American Indians and the Mass Media." Norman, Oklahoma: University of Oklahoma Press, 2012.

May include, but are not limited to No value

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, but are not limited to No value

Reading List Levin, Diane. "Teaching Young Children in Violent Times: Building a Peaceable Classroom." National Association for the Education of Young Children; Washington, D.C., 2003.

May include, but are not limited to No value

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 List NEA (National Education Association). "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)

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Macqillivray, Ian. "Gay-straight Alliances." New York, New York: Harrington Press, 2007.

May include, but are not limited to No value

Reading List VIDEO: "Mirrors of Privilege: Making Whiteness Visible." Shakti Butler, World Trust Services, Inc. Berkeley, California

May include, but are not limited to No value

Reading List VIDEO "Gay Youth," Video by Pam Walton.

May include, but are not limited to No value

Reading List VIDEO "The Way Home" Shanti Butler, World Trust Organization, Berkeley.

May include, but are not limited to No value

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

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 List VIDEO "Starting Small." Teaching 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 List VIDEO: "Unlearning Indian Stereotypes." Rethinking Schools, Milwaukee, Wisconsin.

May include, but are not limited to No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.

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

Course Content

- | | | |
|---|---|---|
| <p>1. Explain the nature and structure of systemic and internalized privilege and oppression and the impact this has on children's identity and learning.</p> <ol style="list-style-type: none"> 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 privilege and 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. <p>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.</p> <ol style="list-style-type: none"> 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 responsibilities for confronting prejudice and advocating for equity and social justice for all children. <p>3. 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.</p> <ol style="list-style-type: none"> 1. Distinguish how everyone has a 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 | <p>1. Explain the nature and structure of systemic and internalized privilege and oppression and the impact this has on children's identity and learning.</p> <ol style="list-style-type: none"> 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 privilege and 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. <p>2. 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Changed Field**Current Version****Proposed Version**

- | Changed Field | Current Version | Proposed Version |
|---------------|--|--|
| | <p>that group</p> <ol style="list-style-type: none">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. <p>4. Examine the process of how children develop social identities and the impact of historical and current perspectives on this development and learning.</p> <ol style="list-style-type: none">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. <p>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.</p> <ol style="list-style-type: none">1. Acknowledge and value every family providing them with respect and visibility by honoring their family structure, values, traditions and beliefs.2. Create a variety of ways to communicate with families that | <p>that group</p> <ol style="list-style-type: none">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. <p>4. Examine the process of how children develop social identities and the impact of historical and current perspectives on this development and learning.</p> <ol style="list-style-type: none">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. <p>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.</p> <ol style="list-style-type: none">1. Acknowledge and value every family providing them with respect and visibility by honoring their family structure, values, traditions and beliefs.2. Create a variety of ways to communicate with families that |

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

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- | | |
|--|--|
| <p>support
information sharing, conflict
resolution and dialogue.</p> <p>3. Build collaborative relationships
with families through mutual
support, shared problem solving,
daily contact and ongoing
interactions.</p> <p>4. Involve parents in curriculum
planning, classroom activities and
program evaluation.</p> <p>6. Employ anti-bias approaches to help
children negotiate and resolve conflicts
caused by misinformation, limited thinking,
pre-prejudice and societal messages.</p> <p>1. 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.</p> <p>2. Practice overcoming personal
discomfort by responding to
discriminatory behavior through the
use of neutral, non-judgmental
language, clear goals and
intervention strategies.</p> <p>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.</p> <p>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.</p> <p>7. 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.</p> <p>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.</p> <p>2. Assess how the materials and
curriculum reflect the cultures,
experiences,abilities, and values of
the children, families and teachers
in the classroom.</p> | <p>support
information sharing, conflict
resolution and dialogue.</p> <p>3. Build collaborative relationships
with families through mutual
support, shared problem solving,
daily contact and ongoing
interactions.</p> <p>4. Involve parents in curriculum
planning, classroom activities and
program evaluation.</p> <p>6. Employ anti-bias approaches to help
children negotiate and resolve conflicts
caused by misinformation, limited thinking,
pre-prejudice and societal messages.</p> <p>1. Recognize and address exclusion,
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and supporting standing up to
mistreatment, self-expression,
talking about feelings, and
encouraging questions.</p> <p>2. Practice overcoming personal
discomfort by responding to
discriminatory behavior through the
use of neutral, non-judgmental
language, clear goals and
intervention strategies.</p> <p>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.</p> <p>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.</p> <p>7. 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.</p> <p>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.</p> <p>2. Assess how the materials and
curriculum reflect the cultures,
experiences,abilities, and values of
the children, families and teachers
in the classroom.</p> |
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Changed	Field	Current Version	Proposed Version
		3. Describe how families are made welcome, included, visible and involved in the classroom. 4. 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. 5. Create ways to address holidays in the curriculum by including authentic traditions and celebrations of all of the families in the classroom	3. Describe how families are made welcome, included, visible and involved in the classroom. 4. 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. 5. 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

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2SS	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	C D 068	C D 068
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	C D	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239013	No Value
!	Account Code	1320	No Value
!	Program Code	130500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value



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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

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

Blank area for F-Matrix Form content.

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	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
	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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - of Field Edit</th> <th>Type of Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/15/24</td> <td>Nellie E. Vargas</td> <td>B-Matrix</td> <td>Needs Matrix B</td> <td>Y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - of Field Edit	Type of Edit	Initiator - Indicate "Y" When Completed	3/15/24	Nellie E. Vargas	B-Matrix	Needs Matrix B	Y
Date	Name - Role OR Tab	Part - of Field Edit	Type of Edit	Initiator - Indicate "Y" When Completed									
3/15/24	Nellie E. Vargas	B-Matrix	Needs Matrix B	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										
	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	

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
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
	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
	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 <u>This course explores</u> 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.)
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Child Development/Early Childhood Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> 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 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 Achievement Advance, A.A. Degree and the California Child Development Permit.	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 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.

Stand-Alone Statement

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

Course Philosophy


Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency


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

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


CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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



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

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

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	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

Changed	Field	Current Version	Proposed Version
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	Total - Course Out-of-Class Hours	72	72
--	--	----	----

	Total Credit Units - Minimum Credit Units	3	3
--	--	---	---

	Total Credit Units - Maximum Credit Units	3	3
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Speciality Hours

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

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
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	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
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	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
--	--	----------------	----------------

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

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

	Total Lecture Hours per Term	108	108
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	Total Laboratory Hours per Term	-	0
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	Total Contact Hours per Term	-	0
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	Total Credit Units	3	3
--	--------------------	---	---

	Minimum Credit Units	3	3
--	----------------------	---	---

	Maximum Credit Units	3	3
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SKIP

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

Changed Field

Current Version

Proposed Version



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 reflections
Homework and extended projects
Collaborative learning and small group exercises
Practice with guidance tools
Modeling of appropriate techniques
Role plays

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 reflections
Homework and extended projects
Collaborative learning and small group exercises
Practice with guidance tools
Modeling of appropriate techniques
Role plays

Assignments

1. Behavior observation, analysis and a behavior plan
2. Reflective writings on behavior plan implementation
3. Implement behavior techniques and write a report
4. Plan and conduct a mini workshop session on positive guidance techniques for parents or co-workers
5. Parent interview on guidance and discipline practices
6. Required reading assignments from text

1. Behavior observation, analysis and a behavior plan
2. Reflective writings on behavior plan implementation
3. Implement behavior techniques and write a report
4. Plan and conduct a mini workshop session on positive guidance techniques for parents or co-workers
5. Parent interview on guidance and discipline practices
6. Required reading assignments from text

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of
Evaluation

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

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

**Methods
of
Evaluation**

1. Midterm and final essay exams related to reading assignments to evaluate comprehension and mastery of concepts.
2. Behavioral plan to evaluate ability to critically analyze observations and the ability to write a report.
3. Written reflection on behavioral plan implementation to examine the effectiveness of the plan.
4. Written reports on implemented behavioral techniques to demonstrate and understanding and use of the techniques.
5. Oral and written presentation of positive guidance techniques for parents and co-workers to apply concepts examined throughout the course.

Changed Field

Current Version

Proposed Version

to collect,
analyze and
present data.

6. Written report
of parent
interview on
guidance and
discipline
practices
showing ability
to collect,
analyze and
present data.



**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Fields, M. and Fields, D. "Constructive Guidance and Discipline: Birth to Age Eight, 7th edition". Pearson-Merrill Prentice Hall. New Jersey 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Kaiser, B and Rasminsky, J. "Challenging Behavior in Young Children, 4th edition". Pearson, 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Ferris Miller D. "Positive Child Guidance, 7th edition". Wadsworth, Cengage Learning 2013
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Constructive Guidance and Discipline: Birth to Age Eight
Author	Fields, M. and Fields, D. "Constructive Guidance and Discipline: Birth to Age Eight, 7th edition". Pearson-Merrill Prentice Hall. New Jersey 2017
Publisher	Pearson-Merrill Prentice Hall
Date/Edition	7th Ed., 2017
ISBN	9780132853323

Title	Challenging Behavior in Young Children
Author	Kaiser, B and Rasminsky, J. "Challenging Behavior in Young Children, 4th edition". Pearson, 2017
Publisher	Pearson
Date/Edition	4th Ed., 2017
ISBN	9780132159128

Title	Positive Child Guidance
Author	Ferris Miller Darla

Changed Field

Current Version

Proposed Version

Publisher	Wadsworth, Cengage Learning
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Date/Edition	January 1st, 2015/8 Edition
---------------------	--------------------------------

ISBN	9780357625309
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Suggested Reading List

No value

Reading List Nelsen, J., Erwin,C. and Duffy, R. "Positive Discipline: The First Three Years". Prima Publishing. United States, 1998

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

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

May include, but are not limited to No value

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

May include, but are not limited to No value

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

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

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

Learning Outcomes and Objectives

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Explore the definitions of discipline and guidance • Analyze the importance of understanding child development and developmentally appropriate practices as they relate to guidance techniques • Examine theoretical foundations in understanding behavior • Recognize the causes of misbehavior • Identify observation and assessment techniques in child guidance • Create prosocial environments that prevent discipline problems • Analyze and implement tools and techniques for positive guidance • Analyze special emotional needs related to behavior | <ul style="list-style-type: none"> • Explore the definitions of discipline and guidance • Analyze the importance of understanding child development and developmentally appropriate practices as they relate to guidance techniques • Examine theoretical foundations in understanding behavior • Recognize the causes of misbehavior • Identify observation and assessment techniques in child guidance • Create prosocial environments that prevent discipline problems • Analyze and implement tools and techniques for positive guidance • Analyze special emotional needs related to behavior |
|--|--|

CSLOs**CSLOs**

Create prosocial environments that prevent discipline problems.

Expected

0.0

SLO**Performance****CSLOs**

Create prosocial environments that prevent discipline problems.

Expected

0.0

SLO**Performance****Course Outline**

Changed	Field	Current Version	Proposed Version
	<p>Course Content</p>	<ol style="list-style-type: none"> 1. Explore the definitions of discipline and guidance <ol style="list-style-type: none"> 1. Look at the long-term goals of discipline 2. Define self-esteem, self-concept and self-discipline 3. Cultural views of discipline and guidance 4. Family values and their impacts on discipline 5. Personal beliefs and influence on discipline practices 2. Analyze the importance of understanding child development and developmentally appropriate practices as they relate to guidance techniques <ol style="list-style-type: none"> 1. Knowledge and understanding of ages and stages 2. Identifying what is typical and atypical behavior for different age groups 3. The impact of child's perception on behavior 4. Milestones in the development of memory and their impact on behavior 5. Impacts of temperament on behavior 6. Social cognition and children's perspectives on behavior 7. Defining self-control and how it relates to child's development 3. Examine theoretical foundations in understanding behavior <ol style="list-style-type: none"> 1. The importance of normative behavior and guidelines - Gesell 2. Behavioral conditioning- Bandura 3. Needs hierarchy and development - Maslow 	<ol style="list-style-type: none"> 1. Explore the definitions of discipline and guidance <ol style="list-style-type: none"> 1. Look at the long-term goals of discipline 2. Define self-esteem, self-concept and self-discipline 3. Cultural views of discipline and guidance 4. Family values and their impacts on discipline 5. Personal beliefs and influence on discipline practices 2. Analyze the importance of understanding child development and developmentally appropriate practices as they relate to guidance techniques <ol style="list-style-type: none"> 1. Knowledge and understanding of ages and stages 2. Identifying what is typical and atypical behavior for different age groups 3. The impact of child's perception on behavior 4. Milestones in the development of memory and their impact on behavior 5. Impacts of temperament on behavior 6. Social cognition and children's perspectives on behavior 7. Defining self-control and how it relates to child's development 3. Examine theoretical foundations in understanding behavior <ol style="list-style-type: none"> 1. The importance of normative behavior and guidelines - Gesell 2. Behavioral conditioning- Bandura 3. Needs hierarchy and development - Maslow

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

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

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

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- | | |
|--|--|
| 8. Working with children who are shy | 8. Working with children who are shy |
| 9. Working with children who are withdrawn and may exhibit clinical symptoms | 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 | 1. Toddler behavior |
| 2. Preschooler initiative issues | 2. Preschooler initiative issues |
| 3. Identity development in school age children | 3. Identity development in school age children |
| 4. Context and environmental reasons for misbehavior | 4. Context and environmental reasons for misbehavior |
| 1. Schedules and timing | 1. Schedules and timing |
| 2. Too many or too few choices | 2. Too many or too few choices |
| 3. Materials in the classroom | 3. Materials in the classroom |
| 4. Curriculum issues | 4. Curriculum issues |
| 5. Children with specific special needs | 5. Children with specific special needs |
| 1. ADHD - Attention Deficit Hyperactivity Disorder | 1. ADHD - Attention Deficit Hyperactivity Disorder |
| 2. Impulsivity | 2. Impulsivity |
| 3. Autism Spectrum Disorders | 3. Autism Spectrum Disorders |
| 4. ODD - Oppositional Defiant Disorders | 4. ODD - Oppositional Defiant Disorders |
| 5. Identify observation and assessment techniques in child guidance | 5. Identify observation and assessment techniques in child guidance |
| 1. Reasons for observing children's behaviors | 1. Reasons for observing children's behaviors |
| 2. Observations techniques for assessing behavior | 2. Observations techniques for assessing behavior |
| 1. Time and event sampling | 1. Time and event sampling |
| 2. Running record | 2. Running record |
| 3. Anecdotal record | 3. Anecdotal record |
| 4. Portfolio development | 4. Portfolio development |
| 5. Desired results developmental | 5. Desired results developmental |

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

profile	profile
6. A.B.C. Narratives	6. A.B.C. Narratives
3. Parental input to the behavior assessment process	3. Parental input to the behavior assessment process
1. Anecdotal information	1. Anecdotal information
2. Health history	2. Health history
3. Family history	3. Family history
4. Copies of Individual Education Plans or Individual Family Services Plans	4. Copies of Individual Education Plans or Individual Family Services Plans
5. Parent meetings	5. Parent meetings
6. Parental values and views of guidance and discipline	6. Parental values and views of guidance and discipline
6. Create prosocial environments that prevent discipline problems	6. Create prosocial environments that prevent discipline problems
1. Social emotional environment	1. Social emotional environment
2. The nurturing adult	2. The nurturing adult
3. Physical environment	3. Physical environment
7. Analyze and implement tools and techniques for positive guidance	7. Analyze and implement tools and techniques for positive guidance
1. The myth of the perfect child	1. The myth of the perfect child
2. Setting limits	2. Setting limits
3. Teach conflict resolution and problem solving	3. Teach conflict resolution 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 on signs of stress, anxiety and strong emotion	10. Recognize and intervene on signs of stress, anxiety and strong emotion
11. Changing the environment	11. Changing the environment
12. Give signal and cues of appropriate behavior	12. Give signal and cues of appropriate behavior
13. Maintain objectivity	13. Maintain objectivity
14. Consider gender, learning, cultural differences and special needs	14. Consider gender, learning, cultural differences and special needs
15. Problem solving strategy to understand and modify behavior	15. Problem solving strategy to understand and modify behavior

Changed	Field	Current Version	Proposed Version
		16. Antibias curriculum to help guide behavior 8. Analyze special emotional needs related to behavior 1. Risk factors that impact behavior 1. Prenatal drug and alcohol exposure 2. Teen pregnancy 3. Poverty 4. Parental education levels 5. Poor health due to environmental factors 6. Special needs 2. Effects on negative experiences on the developing brain 1. Impact of domestic violence, media violence, community violence 2. Child abuse 3. Trauma 4. Neglect	16. Antibias curriculum to help guide behavior 8. Analyze special emotional needs related to behavior 1. Risk factors that impact behavior 1. Prenatal drug and alcohol exposure 2. Teen pregnancy 3. Poverty 4. Parental education levels 5. Poor health due to environmental factors 6. Special needs 2. Effects on negative experiences on the developing brain 1. Impact of domestic violence, media violence, community violence 2. Child abuse 3. Trauma 4. Neglect
	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:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

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

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

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

Changed	Questions	Current Version	Proposed Version
!	Organization Code	239013	No Value
!	Account Code	1320	No Value
!	Program Code	130500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
!	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	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.
!	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 collect, analyze, and present data.
!	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
!	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
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	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
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	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
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	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value
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C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

Objective 3:
Explore functions.

No Value

No Value

Objective 4:
Develop linear function models.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 7:
Examine exponential expressions and develop exponential function models.

No Value

No Value

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

No Value

No Value

Objective 9:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 10:
Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

No Value

No Value

Comments

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

No Value

No Value



**Stage 3:
Division
Curriculum
Representative**

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/25/24	RG - Div Rep	Course Description	Needs to be a complete sentence	Yes	Completed 2/29/24

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

Changed	Questions	Current Version	Proposed Version										
!	Stage 7: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/27/24</td> <td>Zack JudsonB</td> <td>Matrix Required</td> <td>Information listed under objectives does not seem to be in the places that are indicated.</td> <td>Y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	3/27/24	Zack JudsonB	Matrix Required	Information listed under objectives does not seem to be in the places that are indicated.	Y
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed									
3/27/24	Zack JudsonB	Matrix Required	Information listed under objectives does not seem to be in the places that are indicated.	Y									
	Stage 8: AVP - Instruction	No Value	No Value										
	Stage 9: Articulation Officer	No Value	No Value										
	Stage 11: ESGC Faculty Coordinator	No Value	No Value										
	Stage 14: Curriculum Committee	No Value	No Value										

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	C DD071.
	Distance Education Approved	No
	Board of Trustees Approval Date	

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

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course 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?

General Information

Changed	Field	Current Version	Proposed Version
!	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 DEVLPMPT EARLY CHLDHD	SOC EMTL DEVLPMPT 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
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	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.)	Socia - <u>This course introduces social</u> emotional development and how peer, family, gender, teachers and society influence this development. The <u>course 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.)
!	Course Type (CB27)	No value	• Lower Division
!	Mode of Delivery	• NA	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none">Child Development/Early Childhood Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none">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	<p>The course is designed to meet the requirements of the Child Development - Early Childhood Mental Health Certificate program. It is CSU transferable. It is also considered specialization units in Infant/toddler/preschool development under the California Child Development Permit. Course content meets required hours as a transdisciplinary mental health practitioner under the California Infant-Family Early Childhood Mental Health Personnel Competencies. The course provides students the opportunity to learn about the impact of social emotional development on the developing child.</p>	<p>The course is designed to meet the requirements of the Child Development - Early Childhood Mental Health Certificate program. It is CSU transferable. It is also considered specialization units in Infant/toddler/preschool development under the California Child Development Permit. Course content meets required hours as a transdisciplinary mental health practitioner under the California Infant-Family Early Childhood Mental Health Personnel Competencies. The course provides students the opportunity to learn about the impact of social emotional development on the developing child.</p>

Stand-Alone Statement

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

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

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

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

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

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

Cross-listed Course

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

More Options

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

Associated Programs

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

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

Credit / Non-Credit Options

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	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
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	Minimum Credit Units	3	3
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	Maximum Credit Units	3	3
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SKIP

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



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture, visual aids, power points outlines
 Discussion and problem solving practiced in class
 Discussion of related research topics
 Observation Rubric and in-class practice of observations with video or naturalistic setting
 Collaborative learning and small group exercises
 Reviews and demonstrations of resource materials for teaching social emotional skills
 Examples of children's literature related to social emotional development presented and discussed
 Other: research articles, on-line publications, webcasts, webinars, on-line videos such as Ted Talks

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 Other: research articles, on-line publications, webcasts, webinars, on-line videos such as Ted Talks

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

1. Weekly reading on current research, on-line articles, web casts, webinars and videos.
2. Research paper on critical issues in social emotional development
3. Oral presentation of research report and teaching aids
4. Observation of children in a natural setting focused on social emotional development
5. 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).
6. Select children's literature on social emotional development and read to/interview child about the book ,write a reflective essay on the experience

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Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Midterm Reflection 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 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 development

Methods of Evaluation

Methods of Evaluation

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

1. Midterm Reflection 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

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

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 development



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Epstein, A. "Me, You, Us: Social Emotional Learning in Preschool. High Scope Press. Ipslanti, MI.2010
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Lally, J.R. Ed "Infant/Toddler Caregiving: A Guide to Social Emotional Growth and Socialization. CDE Press. Sacramento CA., Second Edition 2011
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	California Preschool Learning Foundations and Frameworks Volume 1, Social Emotional Development Domain, CDE Press. Sacramento CA., 2008
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Me You, US: Social Emotional Learning in Preschool
Author	Epstein, A.
Publisher	HighScope Press, 1st Edition
Date/Edition	January 1st,2000/ 1st Edition
ISBN	9781573794251

Title	Infant/Toddler Caregiving: A guide to Social Emotional Growth and Socialization
Author	Lally, J.R. Ed
Publisher	CDE Press
Date/Edition	September 15,1990/1st Edition
ISBN	9780801117114

Title	Your Child's Emotional and Behavioral Development
Author	Brazelton, Berry T.
Publisher	Da Capo Lifelong Books
Date/Edition	September 26, 2006/2nd Edition
ISBN	9780062737304



Suggested Reading List

No value

Reading List Brazelton, Berry T. "Your Child's Emotional and Behavioral Development". Basic Books. New York. 1992

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

Changed Field**Current Version****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

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

May include, but are not limited to No value

Reading List Wenar, Charles. & Kerig, Patricia. "Developmental Psychopathology: From Infancy Through Adolescence". 5th Edition. McGraw-Hill Higher Education. 2006

May include, but are not limited to No value

Reading List Galinsky, E., "Mind in the Making: The Seven Essential Life Skills Every Child Needs". Harper Collins. 2010

May include, but are not limited to No value

Reading List Bilmes, J. "Beyond Behavior Management: The Six Life Skills Children Need". 2nd Edition. Redleaf Press. 2012

May include, but are not limited to No value

Reading List Bilmes, J. & Welker, T. "Common 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

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • 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 self-esteem and self concept • Examine contemporary influences on social emotional development | <ul style="list-style-type: none"> • 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 self-esteem and self concept • Examine contemporary influences on social emotional development |
|--|--|

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

CSLOs	Investigate psychosocial development in infancy through early childhood.
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Expected SLO Performance	0.0
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CSLOs	Investigate psychosocial development in infancy through early childhood.
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Expected SLO Performance	0.0
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Course Outline

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

- | | |
|---|---|
| <ol style="list-style-type: none">1. Analyze social and emotional development in infancy<ol style="list-style-type: none">1. Biological foundations and experiences2. Early developmental changes in emotions3. Sequence of indicators in social emotional development4. Social emotional development and children with special needs5. Cultural influences on social emotional development in infancy2. Describe theories of temperament and its influences on psychosocial development<ol style="list-style-type: none">1. Thomas and Chess' basic temperament types2. Current theories on temperament3. Rothbart and Bates' classification4. Implications of "goodness of fit"5. Parental and teacher / child interactions and temperament6. Cultural views on temperament3. Investigate personality development in the context of attachment theory and relationships<ol style="list-style-type: none">1. Erikson's developmental stages2. Bowlby's research on mother-child attachment and separation3. Ainsworth's differences in attachment behavior and the strange situation4. Liberman's disorders of attachment5. Brazelton's touchpoints6. Tronick's still face experiments7. Cultural influences on attachment8. Attachment and children with special needs4. Analyze social emotional development in early childhood<ol style="list-style-type: none">1. Development of the self and self understanding2. Development of self regulation skills | <ol style="list-style-type: none">1. Analyze social and emotional development in infancy<ol style="list-style-type: none">1. Biological foundations and experiences2. Early developmental changes in emotions3. Sequence of indicators in social emotional development4. Social emotional development and children with special needs5. Cultural influences on social emotional development in infancy2. Describe theories of temperament and its influences on psychosocial development<ol style="list-style-type: none">1. Thomas and Chess' basic temperament types2. Current theories on temperament3. Rothbart and Bates' classification4. Implications of "goodness of fit"5. Parental and teacher / child interactions and temperament6. Cultural views on temperament3. Investigate personality development in the context of attachment theory and relationships<ol style="list-style-type: none">1. Erikson's developmental stages2. Bowlby's research on mother-child attachment and separation3. Ainsworth's differences in attachment behavior and the strange situation4. Liberman's disorders of attachment5. Brazelton's touchpoints6. Tronick's still face experiments7. Cultural influences on attachment8. Attachment and children with special needs4. Analyze social emotional development in early childhood<ol style="list-style-type: none">1. Development of the self and self understanding2. Development of self regulation skills |
|---|---|

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

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- | | |
|--|--|
| 3. Emotions and peer relations
4. Moral development <ol style="list-style-type: none">1. Behaviorist, social cognitive and psychoanalytic theories2. Kohlberg's theory of moral developmental stages3. Piaget's developmental progression of morality 5. Research the development of gender roles and gender identity <ol style="list-style-type: none">1. Biological influences2. Gender and exceptionalities3. Theoretical views of gender identity 6. Examine and evaluate social influences on gender identity <ol style="list-style-type: none">1. Peer influences2. School and teacher influences3. Media influences4. Cognitive influences 7. Examine and evaluate parental influences on social emotional development <ol style="list-style-type: none">1. Impact of culture on child rearing practices2. Effect of parenting styles and ethnicity on the child3. Parent knowledge of child development and effects on the child4. Practices and attitude toward punishment and discipline5. Parental attitude toward child with special needs 8. Develop an understanding of the effects of trauma on psychosocial development and how to mitigate effects <ol style="list-style-type: none">1. Recognize contexts for abuse and neglect2. Identify the warning signs of abuse and neglect3. Understand the developmental consequences of abuse at each stage of development4. Investigate prevention and intervention techniques5. Explore protective factors that mitigate the effects of child abuse | 3. Emotions and peer relations
4. Moral development <ol style="list-style-type: none">1. Behaviorist, social cognitive and psychoanalytic theories2. Kohlberg's theory of moral developmental stages3. Piaget's developmental progression of morality 5. Research the development of gender roles and gender identity <ol style="list-style-type: none">1. Biological influences2. Gender and exceptionalities3. Theoretical views of gender identity 6. Examine and evaluate social influences on gender identity <ol style="list-style-type: none">1. Peer influences2. School and teacher influences3. Media influences4. Cognitive influences 7. Examine and evaluate parental influences on social emotional development <ol style="list-style-type: none">1. Impact of culture on child rearing practices2. Effect of parenting styles and ethnicity on the child3. Parent knowledge of child development and effects on the child4. Practices and attitude toward punishment and discipline5. Parental attitude toward child with special needs 8. Develop an understanding of the effects of trauma on psychosocial development and how to mitigate effects <ol style="list-style-type: none">1. Recognize contexts for abuse and neglect2. Identify the warning signs of abuse and neglect3. Understand the developmental consequences of abuse at each stage of development4. Investigate prevention and intervention techniques5. Explore protective factors that mitigate the effects of child abuse |
|--|--|

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

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- | | |
|--|--|
| 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 | 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 system impacts on social emotional development <ol style="list-style-type: none">1. Effects of co-parenting2. Impact of divorce at each stage of development3. Components of positive parenting4. Explore variations in family systems and their influence<ol style="list-style-type: none">1. Cross-cultural and bi-racial families2. Lesbian, gay, bi-sexual and trans-sexual families3. Levels of cultural assimilation4. Multi-generational families5. Immigrant families6. Adoptive and foster families | 9. Increase understanding of family system impacts on social emotional development <ol style="list-style-type: none">1. Effects of co-parenting2. Impact of divorce at each stage of development3. Components of positive parenting4. Explore variations in family systems and their influence<ol style="list-style-type: none">1. Cross-cultural and bi-racial families2. Lesbian, gay, bi-sexual and trans-sexual families3. Levels of cultural assimilation4. Multi-generational families5. Immigrant families6. Adoptive and foster families |
| 10. Increase knowledge of the function of play in psychosocial development <ol style="list-style-type: none">1. Parten's categories of play2. Peer relationships and choices3. Gender influences on play4. Types of typical and atypical play at each stage of development5. Impact of media on play6. Play and children with special needs | 10. Increase knowledge of the function of play in psychosocial development <ol style="list-style-type: none">1. Parten's categories of play2. Peer relationships and choices3. Gender influences on play4. Types of typical and atypical play at each stage of development5. Impact of media on play6. Play and children with special needs |
| 11. Analyze the practices that contribute to the development of healthy self-esteem and self concept <ol style="list-style-type: none">1. Development of self-understanding2. Examine research on self-esteem3. Gain knowledge of methods to increase children's self-esteem4. Resiliency and coping with life stressors | 11. Analyze the practices that contribute to the development of healthy self-esteem and self concept <ol style="list-style-type: none">1. Development of self-understanding2. Examine research on self-esteem3. Gain knowledge of methods to increase children's self-esteem4. 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2SS	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	C D 075	C D 075
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	C D	No Value
!	Course Level	DU	No Value
!	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
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239013	No Value
!	Account Code	1320	No Value
!	Program Code	130500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Create syntactically varied sentences that are free of mechanical errors.

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value



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

No Value

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
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	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
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	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

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

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2:
Department Chair

No Value

No Value



Stage 3:
Division Curriculum Representative


No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed
2/27/24	RG - Div Rep	Course Description	Needs to be a complete sentence	Yes Completed 2/29/24

Stage 4:
Division Dean

No Value

No Value

Changed	Questions	Current Version	Proposed Version				
	Stage 5: SLO Coordinator	No Value	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed
			3/27/24	Zack Judson	Matrix Required	Under objective 1, the assignment indicated does not match the assignment described	Y
	Stage 7: Content Review Matrix Liaison	No Value	No Value				
	Stage 8: AVP - Instruction	No Value	No Value				
	Stage 9: Articulation Officer	No Value	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 DD075.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

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

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
03/29/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	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**

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	• 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 Childhood Programs: Intervention Strategies	Facilitating Inclusion in Early Childhood Programs: Intervention Strategies
	Short Course Title	INTERVENTION STRATEGIES	INTERVENTION STRATEGIES
	TOP Code (CB03)	1305.20	1305.20 Children with Special Needs
	CIP Code	Education/Teaching of Individuals in Early Childhood Special	13.1015 Education/Teaching of Individuals in Early Childhood Special
	Department	C D - Child Development	C D - Child Development
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational

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

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Child Development/Early Childhood Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - CHILD DEVELOPMENT

Formerly Statement

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Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>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. 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. The course provides students the opportunity to learn and apply concepts and ideas related to creating inclusive environments for children with disabilities and special needs.</p>	<p>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. <u>Intervention.</u> The course provides students the opportunity to learn and apply concepts and ideas related to creating inclusive environments for children with disabilities and special needs.</p>

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

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

Foothill Equivalency			

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

Associated Programs

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

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 / Non-Credit Options

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
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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
 Other: Group presentations and reflections
 Other: In-class journal writing, demonstrations, guest speakers, research experiences

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 writing, demonstrations, guest speakers, research experiences

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

1. Conduct a developmental assessment on a child with special needs. Prepare a reflective paper on the experience and a written preliminary intervention plan.
2. Structure weekly journal reflections to interpret, analyze, and integrate course content into personal professional knowledge base and professional practice.
3. Participate in an IFSP or IEP meeting and write an essay on the experience.
4. 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?
5. 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.
6. 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.
7. Conduct a task analysis and prepare a written description of the detailed steps.

1. Conduct a developmental assessment on a child with special needs. Prepare a reflective paper on the experience and a written preliminary intervention plan.
2. Structure weekly journal reflections to interpret, analyze, and integrate course content into personal professional knowledge base and professional practice.
3. Participate in an IFSP or IEP meeting and write an essay on the experience.
4. 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?
5. 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.
6. 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.
7. Conduct a task analysis and prepare a written description of the detailed steps.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Students will be 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 goals.
6. 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.
7. Students will be evaluated with a rubric on their ability to thoroughly complete a task analysis checklist.

Methods of Evaluation

Methods of Evaluation

Changed Field

Current Version

Proposed Version

**Methods
of
Evaluation**


1. Students will be 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.

Changed Field

Current Version

Proposed Version

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 goals.
6. 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.
7. Students will be evaluated with a rubric on their ability to thoroughly complete a task analysis checklist.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none">• None. Essential College Facilities: <ul style="list-style-type: none">• None.	Essential Student Materials: <ul style="list-style-type: none">• None Essential College Facilities: <ul style="list-style-type: none">• None



Examples of Primary Texts and References

Title	No value
Author	Chen, Deborah, Cook, R.E.& Klein, M.D. Adapting Early Childhood Curricula for Children with Special Needs (9th Edition) Delmar, Thompson Learning Company: Albany NY,2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Cook, R.E., Richardson-Gibbs, A. M. & Klein, M.D. Strategies for Including Children with Special Needs in Early Education Settings (2nd Edition). Delmar, Thompson Learning Company: Albany, NY, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Adapting Early Childhood Curricula for Children with Special Needs
Author	Chen, Deborah, Cook, R.E. & Klein M.D.
Publisher	Thompson Learning Company: Albany NY
Date/Edition	2019 9th Edition
ISBN	No value

Title	Strategies for Including Children with Special Needs in Early Education Settings
Author	Cook, R.E., 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 Special Needs: A Practical Guide for Classroom Teachers
Author	Friend, M. D., Bursuck, W.D.

Changed **Field**

Current Version

Proposed Version

Publisher	Prentice Hall: Upper Saddle River, New Jersey
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Date/Edition	2019 8th Edition
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ISBN	No value
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Suggested Reading List

No value

Reading List Bredekamp, S., (Ed). Revised Edition "Developmentally Appropriate Practices (DAP)". Washington: NAEYC, 2009.

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 Version****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 Version****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
		<p>Reading List Center on the Social and Emotional Foundations in Early Learning. Vanderbilt University. http://csefel.vanderbilt.edu/. 27 May 2012.</p> <p>May include, but are not limited to No value</p>	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Examine models of Inclusion such as full inclusion, partial inclusion, co-teaching, 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. 	<ul style="list-style-type: none"> • Examine models of Inclusion such as full inclusion, partial inclusion, co-teaching, 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 Version****Proposed Version****CSLOs**

CSLOs	Complete a child's assessment and present preliminary intervention strategies for the child.
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Expected SLO Performance	0.0
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CSLOs	Complete a child's assessment and present preliminary intervention strategies for the child.
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Expected SLO Performance	0.0
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Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Examine models of Inclusion such as full inclusion, partial inclusion, co-teaching, push-in, and itinerant. <ol style="list-style-type: none"> 1. Define inclusion 2. Understand the rationale for inclusive early education 3. Understand the benefits of inclusion 4. Analyze concerns and challenges of inclusion <ol style="list-style-type: none"> 1. Discuss licensing issues 2. Discuss special health care issues including feeding concerns 3. Identify culturally relevant practices 2. Evaluate the components of successful inclusion. <ol style="list-style-type: none"> 1. Identify inclusion programs: full inclusion, partial inclusion, co-teaching, push-in, and itinerant <ol style="list-style-type: none"> 1. Define best practices and essential elements 2. Analyze evaluation <ol style="list-style-type: none"> 1. Discuss teacher training and retraining 2. Analyze applied developmental approach 3. Research on consultation and coaching practices 4. Discuss itinerant teacher, Co-teacher, information sharing models 5. Define early Intervention Assistant competencies 6. Describe early intervention environments 2. Describe early Intervention competencies 3. Understand preparation of teachers for inclusive programs 3. Examine the impact of current litigation and legislation: IDEA and ADA. <ol style="list-style-type: none"> 1. Describe Federal Legislation 2. Describe Landmark legislation 	<ol style="list-style-type: none"> 1. Examine models of Inclusion such as full inclusion, partial inclusion, co-teaching, push-in, and itinerant. <ol style="list-style-type: none"> 1. Define inclusion 2. Understand the rationale for inclusive early education 3. Understand the benefits of inclusion 4. Analyze concerns and challenges of inclusion <ol style="list-style-type: none"> 1. Discuss licensing issues 2. Discuss special health care issues including feeding concerns 3. Identify culturally relevant practices 2. Evaluate the components of successful inclusion. <ol style="list-style-type: none"> 1. Identify inclusion programs: full inclusion, partial inclusion, co-teaching, push-in, and itinerant <ol style="list-style-type: none"> 1. Define best practices and essential elements 2. Analyze evaluation <ol style="list-style-type: none"> 1. Discuss teacher training and retraining 2. Analyze applied developmental approach 3. Research on consultation and coaching practices 4. Discuss itinerant teacher, Co-teacher, information sharing models 5. Define early Intervention Assistant competencies 6. Describe early intervention environments 2. Describe early Intervention competencies 3. Understand preparation of teachers for inclusive programs 3. Examine the impact of current litigation and legislation: IDEA and ADA. <ol style="list-style-type: none"> 1. Describe Federal Legislation 2. Describe Landmark legislation

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

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| 3. Describe California legislation SB 946: Health care coverage: mental illness, pervasive developmental disorder or autism | 3. Describe California legislation SB 946: Health care coverage: mental illness, pervasive developmental disorder or autism |
| 4. Describe Inclusion and case law | 4. Describe Inclusion and case law |
| 5. Discuss cultural relevant issues | 5. Discuss cultural relevant issues |
| 4. Design and implement educational strategies for the inclusion of infants, toddlers, and preschoolers with special needs/disabilities based on IFSP/IEP. | 4. 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 | 1. Define the developmental-behavioral approach |
| 2. Discuss incidental teaching, use of prompts, time delay and reinforcements, imitation | 2. Discuss incidental teaching, use of prompts, time delay and reinforcements, imitation |
| 3. Discuss peer-mediated strategies: Peer management, peer modeling, peer tutoring. | 3. Discuss peer-mediated strategies: Peer management, peer modeling, peer tutoring. |
| 4. analyze inclusion support service and equipment | 4. Analyze inclusion support service and equipment |
| 1. Describe communication devices | 1. Describe communication devices |
| 2. Describe one-on-one assistant support | 2. Describe one-on-one assistant support |
| 3. Describe visual devices | 3. Describe visual devices |
| 4. Research on physical equipment | 4. Research on physical equipment |
| 5. Design and implement practical interventions and instructional strategies to promote development and growth. | 5. Design and implement practical interventions and instructional strategies to promote development and growth. |
| 1. Define embedding therapist, special educators, and health care goals in the classroom activities and environments | 1. Define embedding therapist, special educators, and health care goals in the classroom activities and environments |
| 2. Discuss how to arrange a culturally responsive learning environment | 2. Discuss how to arrange a culturally responsive learning environment |
| 1. describe social-emotional strategies | 1. Describe social-emotional strategies |
| 1. Discuss social skills and overall development | 1. Discuss social skills and overall development |
| 2. Define teacher structure peer interaction | 2. Define teacher structure peer interaction |
| 3. Identify preventing and managing challenging behaviors | 3. Identify preventing and managing challenging behaviors |
| 4. Discuss adaptations for | 4. Discuss adaptations for |

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

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- | | |
|--|--|
| children with specific disabilities | children with specific disabilities |
| 2. Describe speech, language, and communication development | 2. Describe speech, language, and communication development |
| 1. Identify sequence on language acquisition | 1. Identify sequence on language acquisition |
| 2. Discuss how to use pictures, print, and signs | 2. Discuss how to use pictures, print, and signs |
| 3. Describe dual language learning | 3. Describe dual language learning |
| 3. Describe cognitive learning | 3. Describe cognitive learning |
| 1. Define developmental delays | 1. Define developmental delays |
| 2. Assess developmental delays and planning interventions | 2. Assess developmental delays and planning interventions |
| 3. Define stimulation, repetition, and task analysis | 3. Define stimulation, repetition, and task analysis |
| 4. Facilitate self care adaptive and independent skills | 4. Facilitate self care adaptive and independent skills |
| 1. Describe self-care skills in the curriculum | 1. Describe self-care skills in the curriculum |
| 2. describe self-care skills and the teacher | 2. Describe self-care skills and the teacher |
| 3. Describe self-care skills in the home/with families | 3. Describe self-care skills in the home/with families |
| 5. Define gross and fine Motor | 5. Define gross and fine Motor |
| 1. Define sequencing of fine motor and gross motor acquisition | 1. Define sequencing of fine motor and gross motor acquisition |
| 2. Describe positioning and adaptive equipment | 2. Describe positioning and adaptive equipment |
| 3. Analyze adaptations in physical environment to accommodate | 3. Analyze adaptations in physical environment to accommodate |

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

	child's needs including specialized equipment	child's needs including specialized equipment
	6. Define sensory Processing	6. Define sensory Processing
	1. Define low registration	1. Define low registration
	2. Analyze sensory seeking	2. Analyze sensory seeking
	3. Describe sensory activity	3. Describe sensory activity
	4. Identify low threshold	4. Identify low threshold
	5. Describe sensory avoiding and defensiveness	5. Describe sensory avoiding and defensiveness
	6. Identify sensory integration dysfunction	6. Identify sensory integration dysfunction
	6. Compare the purpose, value, and use of formal and informal observations and formal assessments in early intervention settings.	6. Compare the purpose, value, and use of formal and informal observations and formal assessments in early intervention settings.
	1. Identify role of observation	1. Identify role of observation
	1. Recognize aptitudes/interests and needs	1. Recognize aptitudes/interests and needs
	2. Understand observation as an ongoing process	2. Understand observation as an ongoing process
	3. Document observational findings	3. Document observational findings
	4. Describe communication observational findings	4. Describe communication observational findings
	5. Describe observation and assessment/screening process	5. Describe observation and assessment/screening process
	2. Describe identification and non- bias assessment	2. Describe identification and non- bias assessment
	1. Recognize needs through observation and assessment	1. Recognize needs through observation and assessment
	2. Identify problems associated with early identification, assessment and evaluation	2. Identify problems associated with early identification, assessment and evaluation
	3. Define the teacher's role in early identification	3. Define the teacher's role in early identification
	4. Develop the IFSP/IEP	4. Develop the IFSP/IEP
	5. Define culturally relevant assessment tools	5. Define culturally relevant assessment tools
	7. Examine family systems and dynamics.	7. Examine family systems and dynamics.

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

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- | | |
|---|---|
| 1. Discuss Partnerships with families | 1. Discuss Partnerships with families |
| 2. Discuss partnerships with IFSP/IEP team members. | 2. Discuss partnerships with IFSP/IEP team members. |
| 3. Distinguish Family systems approach/relationship based model | 3. Distinguish Family systems approach/relationship based model |
| 4. Identify community resources, and the process of how to use these resources to meet child and families' needs | 4. Identify community resources, and the process of how to use these resources to meet child and families' needs |
| 5. Define culturally responsive parent-teacher-professional collaboration model | 5. Define culturally responsive parent-teacher-professional collaboration model |
| 8. Investigate strategies for working with adults in early intervention settings. | 8. Investigate strategies for working with adults in early intervention settings. |
| 1. Describe consultation | 1. Describe consultation |
| 2. Define Coaching | 2. Define Coaching |
| 3. Analyze adults learning style and conflict resolution | 3. Analyze adults learning style and conflict resolution |
| 4. Describe cultural competency and responsiveness | 4. Describe cultural competency and responsiveness |
| 5. Identify generic teaching strategies | 5. Identify generic teaching strategies |
| 6. Define team teaching | 6. Define team teaching |
| 7. Itinerant teacher | 7. Itinerant teacher |
| 8. Describe one-to-one aid | 8. Describe one-to-one aid |
| 9. Analyze reflective practice and reflective supervision | 9. Analyze reflective practice and reflective supervision |
| 9. Analyze the purpose and levels of inclusion. | 9. Analyze the purpose and levels of inclusion. |
| 1. Identify levels of inclusion | 1. Identify levels of inclusion |
| 1. Define mainstreaming | 1. Define mainstreaming |
| 2. Define reverse mainstreaming | 2. Define reverse mainstreaming |
| 3. Define full inclusion | 3. Define full inclusion |
| 2. Identify purposes of Inclusion | 2. Identify purposes of Inclusion |
| 1. Describe IFSP/IEP goal achievement | 1. Describe IFSP/IEP goal achievement |
| 2. Discuss education and acceptance | 2. Discuss education and acceptance |
| 10. Develop knowledge of members, roles, and effective techniques for working with multi-disciplinary teams. | 10. Develop knowledge of members, roles, and effective techniques for working with multi-disciplinary teams. |
| 1. Define role of the teacher and center director | 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 | 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 inclusion (scheduling time | 2. Describe policy and procedures for effective inclusion (scheduling time |

Changed	Field	Current Version	Proposed Version
		for planning, conferencing, evaluating, staffing for continuity of care) 2. Describe IFSP/IEP team members within the classroom context 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 professional 7. Define para-educators 8. Define early childhood educators 9. Identify advocates 3. Research effective techniques for working with multi-disciplinary teams 1. Identify collaboration 2. Describe communication 3. Analyze role reversal and expansion (cross training on specific skills and knowledge)	for planning, conferencing, evaluating, staffing for continuity of care) 2. Describe IFSP/IEP team members within the classroom context 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 professional 7. Define para-educators 8. Define early childhood educators 9. Identify advocates 3. Research effective techniques for working with multi-disciplinary 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

Req/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

Curriculum Office

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

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

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239013	No Value
!	Account Code	1320	No Value
!	Program Code	130500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Course justification update
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	(Assignments) G. Conduct a developmental assessment on a child with special needs. Prepare a reflective paper on the experience and a written preliminary intervention plan.
!	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
!	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.
!	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
!	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.
!	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 D001A or EWRT D01AH or ESL D005. If this is the requisite for the 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
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models.</p>	No Value	No Value
	<p>Objective 5: Use systems of two linear equations to solve real world problems.</p>	No Value	No Value

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

E-Matrix Form

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

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

F-Matrix Form

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

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

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

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

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

De Anza GE Form

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

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

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

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

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

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2:
Department Chair

No Value

No Value



Stage 3:
Division Curriculum Representative

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed
2/23/24	RG - Div Rep	Course Description	Needs complete sentence	Yes
2/23/24	RG - Div Rep	Learning Objectives	Under section J, statement #3 needs to be added	Yes Learning objectives # 3 is an expansion of section J.

Stage 4:
Division Dean

No Value

No Value

Stage 5: SLO Coordinator

No Value

No Value

Stage 7:
Content Review Matrix Liaison

No Value

No Value

Stage 8: AVP - Instruction

No Value

No Value

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	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	

Changed	Field	Current Version
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	Course Crosswalk CRS- NUMBER	
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Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
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
!	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
!	Effective Term	Fall 2023	Fall 2023 2025

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

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> Computer Science
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> 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 desires 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 Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

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

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	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

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)	B	B												
	Transfer Status	Approved	Approved												
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2G4M - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2G4M - Approved.	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2G4M - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2G4M - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	• 2G4M - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	• 2G4M - 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	1.5	1.5
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5

Speciality Hours

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

Credit / Non-Credit Options

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



Credit Units

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

Changed	Field	Current Version	Proposed Version
	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

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises</p>
	Assignments	<ol style="list-style-type: none"> 1. Reading from text 2. 5 -7 programming homework assignments 	<ol style="list-style-type: none"> 1. Reading from text 2. 5 -7 programming homework assignments
	Methods of Evaluation	<p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. 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. 2. 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. 3. Evaluation of assigned C++ programs for completeness, correctness, and employing the key concepts presented in class lectures and class problem solving. 	<p>Methods of Evaluation Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. 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. 2. 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. 3. Evaluation of assigned C++ programs for completeness, correctness, and employing the key concepts presented in class lectures and class problem solving.

Changed	Field	Current Version	Proposed Version
	! Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> None. Essential College Facilities: <ul style="list-style-type: none"> Computer having a C++ language compiler 	Essential Student Materials: <ul style="list-style-type: none"> None Essential College Facilities: <ul style="list-style-type: none"> Computer having a C++ language compiler

Examples of Primary Texts and References

<table border="1"> <tr><td>Title</td><td>No value</td></tr> <tr><td>Author</td><td>Nagler, Eric. "Learning C++ - A Hands-on Approach." 3rd Edition, Brooks/Cole , 2003</td></tr> <tr><td>Publisher</td><td>No value</td></tr> <tr><td>Date/Edition</td><td>No value</td></tr> <tr><td>ISBN</td><td>No value</td></tr> </table>	Title	No value	Author	Nagler, Eric. "Learning C++ - A Hands-on Approach." 3rd Edition, Brooks/Cole , 2003	Publisher	No value	Date/Edition	No value	ISBN	No value	<table border="1"> <tr><td>Title</td><td>No value</td></tr> <tr><td>Author</td><td>Nagler, Eric. "Learning C++ - A Hands-on Approach." 3rd Edition, Brooks/Cole , 2003</td></tr> <tr><td>Publisher</td><td>No value</td></tr> <tr><td>Date/Edition</td><td>No value</td></tr> <tr><td>ISBN</td><td>No value</td></tr> </table>	Title	No value	Author	Nagler, Eric. "Learning C++ - A Hands-on Approach." 3rd Edition, Brooks/Cole , 2003	Publisher	No value	Date/Edition	No value	ISBN	No value
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! Suggested Reading List	<table border="1"> <tr><td>Reading List</td><td>None.</td></tr> <tr><td>May include, but are not limited to</td><td>No value</td></tr> </table>	Reading List	None.	May include, but are not limited to	No value	No value
Reading List	None.					
May include, but are not limited to	No value					

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Review C/Java language constructs. Create C++ language programs Implement structured programming techniques Evaluate object-oriented programming and C++ Analyze C++ program design, standard style conventions, and documentation 	<ul style="list-style-type: none"> Review C/Java language constructs. Create C++ language programs Implement structured programming techniques Evaluate object-oriented programming and C++ Analyze C++ program design, standard style conventions, and documentation

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

CSLOs	Create object oriented programs using the C++ language.
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Expected SLO Performance	0.0
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CSLOs	Create object oriented programs using the C++ language.
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Expected SLO Performance	0.0
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Course Outline

Course Content

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

1. Review C/Java language constructs.
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 7. Virtual functions
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Changed Field	Current Version	Proposed Version
	10. Object-oriented programming 11. Multiple inheritance 3. Implement structured programming techniques <ol style="list-style-type: none"> 1. Top down design <ol style="list-style-type: none"> 1. Program structure 2. Preprocessor directives 2. Robustness 3. Readability 4. Flexibility 4. Evaluate object-oriented programming and C++ <ol style="list-style-type: none"> 1. Comparison to procedural programming 2. Advantages 3. Disadvantages 5. Analyze C++ program design, standard style conventions, and documentation <ol style="list-style-type: none"> 1. Combining structured and object oriented program designs 2. C++ standards in documentation, naming convention, coding practices 	10. Object-oriented programming 11. Multiple inheritance 3. Implement structured programming techniques <ol style="list-style-type: none"> 1. Top down design <ol style="list-style-type: none"> 1. Program structure 2. Preprocessor directives 2. Robustness 3. Readability 4. Flexibility 4. Evaluate object-oriented programming and C++ <ol style="list-style-type: none"> 1. Comparison to procedural programming 2. Advantages 3. Disadvantages 5. Analyze C++ program design, standard style conventions, and documentation <ol style="list-style-type: none"> 1. Combining structured and object oriented program designs 2. C++ standards in documentation, naming convention, coding practices

Lab Component in this Course	Yes	Yes
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Lab Outline	Current Version	Proposed Version
	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 2. Perform standard input / output with the stream IO class; perform file input / output with the fstream class; format output data; format input data; read numeric data and strings; use the string class 3. Use C++ features for a function: const modifier, default arguments, arguments that are pass by value vs. pass by address vs. pass by reference 4. Define a class with member data and member functions; use data encapsulation; instantiate objects from a class 5. Implement more features of a class: static member data, static member function, inline member function, name qualifying 6. Make a class more robust: constructor, default constructor, copy constructor, base member initialization list, destructor 7. Make a class easier to use: function overloading, operator overloading, type casting 8. 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 base and derived classes 9. Implement inheritance features: virtual functions, polymorphism, abstract classes	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 2. Perform standard input / output with the stream IO class; perform file input / output with the fstream class; format output data; format input data; read numeric data and strings; use the string class 3. Use C++ features for a function: const modifier, default arguments, arguments that are pass by value vs. pass by address vs. pass by reference 4. Define a class with member data and member functions; use data encapsulation; instantiate objects from a class 5. Implement more features of a class: static member data, static member function, inline member function, name qualifying 6. Make a class more robust: constructor, default constructor, copy constructor, base member initialization list, destructor 7. Make a class easier to use: function overloading, operator overloading, type casting 8. 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 base and derived classes 9. Implement inheritance features: virtual functions, polymorphism, abstract classes

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 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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2CB	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 027	CIS 027
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	CIS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
!	DL Approval Date (MM/DD/YYYY)	02/06/2018	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	02/06/2018	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	233003	No Value
!	Account Code	1320	No Value
!	Program Code	070100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

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

Blue Form


Changed	Questions	Current Version	Proposed Version
	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

Blank area for the A-Matrix Form.

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

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
!	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.
!	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.
!	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.
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Outline E.2: C++ standards in documentation, naming convention, coding practices
!	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
!	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Outline C: Implement structured programming techniques
!	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.
!	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Outline E: Analyze C++ program design, standard style conventions, and documentation

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
	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

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	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 not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value

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

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 Administration Codes

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

Changed	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

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 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

Changed	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

Changed	Field	Current Version	Proposed Version
!	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 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.</u> Trade-offs <u>and synergies</u> between various object oriented techniques <u>design strategies</u> will be illustrated with a series of real world applications presented to allow the student to optimize his/her <u>coded software</u> solutions for robustness- robustness, <u>robustness, extensibility</u> and reuse.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • Online • Hybrid 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

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

Course Justification

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 <u>is CSU and UC transferrable. The course is on the Business Programming AA degree. The 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 Business Programming AA 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	

Stand-Alone Statement

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program Business Programming

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

Associated Program Business Programming

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

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)

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

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)

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

Associated Program Systems Programming

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

Associated Program Systems Programming

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

Associated Program Systems Programming

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

Associated Program Systems Programming

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

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)

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

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)

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

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)

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

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)

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

Changed Field

Current Version

Proposed Version

Associated Program Systems Programming (In Development)

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

Associated Program Systems Programming (In Development)

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

Associated Program Business Programming

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

Associated Program Business Programming

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

Associated Program Systems Programming

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

Associated Program Systems Programming

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

Associated Program Systems Programming

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

Associated Program Systems Programming

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

Associated Program Liberal Arts (Science, Math and Engineering Emphasis) (In Development)

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

Associated Program Liberal Arts (Science, Math and Engineering Emphasis) (In Development)

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

Associated Program Liberal Arts (Science, Math and Engineering Emphasis)

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

Associated Program Liberal Arts (Science, Math and Engineering Emphasis)

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

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

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

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

System/Institution	De Anza GE
Area(s)	• 2G4M - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G4M - 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	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 / Non-Credit Options

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

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

Changed	Field	Current Version	Proposed Version
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Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Collaborative learning and small group exercises
Homework and extended projects

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Collaborative learning and small group exercises
Homework and extended projects



Assignments

1. Reading from texts and handouts.
2. Four to six homework assignments using Object oriented analysis and design of complex systems, creation of UML diagram and Object Oriented Programming (in Java or C++).

1. Reading from texts and handouts.
2. Four to six homework assignments requiring the object-oriented analysis and design of complex software applications, which require the creation of a range of UML artifacts, selection and proper deployment of appropriate design patterns, and a background knowledge of Object-oriented Programming (in Java or C++).

Changed Field

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

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

1. Guided programming problems involving application of major architectural patterns and frameworks to create software solutions in a high level programming language. Code is evaluated on correctness.
2. Successful completion of assigned problems involving the design and development of complex software solution from raw requirements using Object Oriented Analysis and Design techniques.
3. One or more written midterm exams with questions based on applying Object Oriented Analysis and Design techniques, evaluated on correctness.
4. A comprehensive, written final exam involving

**Methods
of
Evaluation**

1. Successful completion of both in-class and assigned homework problems requiring the creation of code-ready UML artifacts from the raw requirements of a software application. These artifacts must define and document the software design and direct the detailed coding of complex software solutions in an object-oriented programming language, while reflecting explicit object-oriented Analysis and Design techniques. These artifacts to be evaluated on correctness, attention to details, and completeness.
2. One or more written midterm exams with questions requiring the successful demonstration of Object-oriented Analysis and Design

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

creation of class diagram and translation of diagram into code, evaluated on correctness.

techniques, evaluated on correctness and creativity.
 3. A comprehensive, 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 Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Ian Sommerville, "Software Engineering", Pearson, 2015
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Ian Sommerville, "Software Engineering", Pearson, 2015
Publisher	No value
Date/Edition	No value
ISBN	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
Publisher	No value
Date/Edition	No value
ISBN	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
Publisher	No value
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
Publisher	No value
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
Publisher	No value
Date/Edition	No value
ISBN	No value

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

Publisher	No value
Date/Edition	No value
ISBN	No value

Publisher	No value
Date/Edition	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

**Suggested Reading List**

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

No value

Learning Outcomes and Objectives

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

- Apply Object Oriented Analysis (OOA).
- Understand the application of object oriented analysis and design on major architectural patterns and frameworks.
- Apply the process of object oriented analysis.
- Explain about assignment of responsibilities using methods of different types.
- Apply the object oriented design (OOD).
- Write an application using object oriented analysis and design.

- Object Oriented Analysis (OOA).
- Understand the application of object oriented analysis and design on major architectural patterns and frameworks.
- Apply the process of object oriented analysis.
- Identify Object Attributes
- Apply the process of object oriented design (OOD).
- Critique a Java or C++ software application in reference to object oriented analysis and design.

CSLOs**CSLOs**

Design and develop complex software solution from raw requirements using Object Oriented Analysis and Design techniques.

Expected SLO Performance

0.0

CSLOs

Design and develop complex software solution from raw requirements using Object Oriented Analysis and Design techniques.

Expected SLO Performance

0.0

CSLOs

Synthesize major architectural patterns and frameworks and apply them to create software solutions.

Expected SLO Performance

0.0

CSLOs

Synthesize major architectural patterns and frameworks and apply them to create software solutions.

Expected SLO Performance

0.0

Course Outline



Course Content

1. Apply Object Oriented Analysis (OOA).
 1. Describe definition of analysis, design and an object.
 2. Define basic concepts of object oriented methodology.
 1. encapsulation
 2. abstraction
 3. inheritance
 4. reusability
 3. Describe advantages and disadvantages of object oriented programming.
 4. Code solution to problem using an object oriented language.
2. Understand the application of object oriented analysis and design on major architectural patterns and frameworks.
 1. Discuss how to set design objectives for following architectural attributes:
 1. portability
 2. reliability
 3. maintainability
 4. efficiency
 2. Learn how to apply object notation.
 3. Learn the definition of client/server model.
 4. Learn where analysis stops and design begins.
3. Apply the process of object oriented analysis.
 1. Document use cases based to clarify requirements.
 2. Learn how to apply classify objects and create properties and methods based on requirements.
 3. Learn how to create interfaces and separate them from implementation.
 4. Learn how to create object identity, attributes and methods.

1. Object Oriented Analysis (OOA).
 1. Describe definition of analysis, design and an object.
 2. Define basic concepts of object oriented methodology.
 1. encapsulation
 2. abstraction
 3. inheritance
 4. reusability
 5. polymorphism
 3. Describe advantages and disadvantages of object oriented programming.
 4. Reflect on application of OOA given code solution to problem using an object oriented language.
2. Understand the application of object oriented analysis and design on major architectural patterns and frameworks.
 1. Setting design objectives
 1. portability
 2. reliability
 3. maintainability
 4. efficiency
 2. Notations for Objects
 3. Client/Server Model
 4. Where analysis stops and design begins.
3. Apply the process of object oriented analysis.
 1. Use cases
 2. Object Classification
 3. Separation of Interface from Implementation
 4. Class hierarchy Diagrams.
4. Identify Object Attributes
 1. Primary methods (Constructor, Destructor and Copy)
 2. Secondary methods (get/put/identify)
 3. Object Type & Inheritance
 4. Object State & Object Dynamic Behavior
 5. Object Persistence

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

-
- | | |
|---|--|
| <ul style="list-style-type: none">5. Learn how to create class hierarchy, event and state diagrams.4. Explain about assignment of responsibilities using methods of different types.<ul style="list-style-type: none">1. Primary methods (Constructor, Destructor and Copy)2. Secondary methods (get/put/identify)3. Worker method design4. Dynamic object behavior and the Event / State Diagram5. Object Persistence5. Apply the object oriented design (OOD).<ul style="list-style-type: none">1. Learn about applying object relationship keywords (inherit, use, has, associate).2. Implement relationship models using polymorphism, dynamic binding and operators overloading.3. Implement and learn about collection classes e.g. stacks, tables, linked list etc.4. Explore object service invocation alternatives using local object library, synchronous remote procedure call or asynchronous XML document exchange.5. Apply object design patterns and design reusability.6. Write an application using object oriented analysis and design.<ul style="list-style-type: none">1. Application of Class Responsibility Collaboration (CRC) cards and creation of sequence flow diagrams.2. Identify security aspects of application (authentication and authorization), multi threading and idempotent interfaces, aspect programming. | <ul style="list-style-type: none">5. Apply the process of object oriented design (OOD).<ul style="list-style-type: none">1. Object Relationships<ul style="list-style-type: none">a. Inherits (single, multiple, mix-in)b. Usesc. Hasd. Associates2. Implement relationship models using polymorphism, dynamic binding and operators overloading.3. Collection Classes: Types and Implementation Considerations<ul style="list-style-type: none">a. Arrays and Vectorsb. Stacks (LIFO, FIFO)c. Tables (Sets, Bags)d. Linked Lists (Single, Double) and Iteratorse. SQL4. Object Design Patterns & Design Reusability<ul style="list-style-type: none">a. Purposeb. Examples (Factory, Stateless, Junction, Publisher, MVC...)5. Integrating the Application into the Corporate Enterprise<ul style="list-style-type: none">a. Application by applicationb. Messaging Middleware and Eventsc. Conforming to the corporate Data Modeld. Link the customer requirements directly to the implementation6. Critique a Java or C++ software application in reference to object oriented analysis and design.<ul style="list-style-type: none">1. Class Responsibility Collaboration Cards (CRCs)2. Sequence Flow Diagrams3. Object persistence tradeoffs4. Security Concerns (Authentication and Authorization) |
|---|--|


Changed	Field	Current Version	Proposed Version
			5. Enterprise deployment options
	Lab Component in this Course	Yes	Yes
!	Lab Outline	<ol style="list-style-type: none"> 1. 6-10 exercises which include design as well as coding, 2. Document and review use cases 3. Create sequence diagrams, activity diagrams, state diagrams and system diagram using Object Oriented Analysis and Design 4. Create a class diagram based on OOA and OOD. 5. Document and refine architectural requirement. 6. Write programs based on the class diagram. 	<ol style="list-style-type: none"> 1. 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. 2. One assignment involving the implementation (in C++, Java or Python) of the key objects of a previously discussed enterprise-level application.

Curriculum Office

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

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


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

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> Hybrid appr. 2/6/2018.; DL appr. 11/3/20 (effect. F20).-mkct 	<ul style="list-style-type: none"> Hybrid appr. 2/6/2018.; DL appr. 11/3/20 (effect. F20).-mkct
	Print/No Print to Catalog	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	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 Revisions

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

B-Matrix Form

Blank area for the B-Matrix Form.

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

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

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
--	--	----------	----------

	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
--	---	----------	----------

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

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 9:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 10:
Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

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

F-Matrix Form

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

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

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

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

De Anza GE - ESGC Form


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

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

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

Comments

Changed	Questions	Current Version	Proposed Version																		
	Stage 2: Department Chair	No Value	No Value																		
	Stage 3: Division Curriculum Representative	No Value	No Value																		
	Stage 4: Division Dean	No Value	No Value																		
	Stage 5: SLO Coordinator	No Value	No Value																		
	Stage 7: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/4/24</td> <td>Zack Judson</td> <td>Matrix G</td> <td>Required</td> <td>In the left hand column, use only the course objectives. These can be found in the Learning Outcomes tab.</td> <td>incomplete 4/11/24 - zj Done 4/17/2024 I did not understand your what you meant about not from outline but only from objectives.</td> </tr> <tr> <td>4/4/24</td> <td>zj</td> <td>Advisory(ies) - other</td> <td>Required</td> <td>Clarify whether or not this advisory is an AND or OR</td> <td>Y - zj</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	4/4/24	Zack Judson	Matrix G	Required	In the left hand column, use only the course objectives. These can be found in the Learning Outcomes tab.	incomplete 4/11/24 - zj Done 4/17/2024 I did not understand your what you meant about not from outline but only from objectives.	4/4/24	zj	Advisory(ies) - other	Required	Clarify whether or not this advisory is an AND or OR	Y - zj
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed																
4/4/24	Zack Judson	Matrix G	Required	In the left hand column, use only the course objectives. These can be found in the Learning Outcomes tab.	incomplete 4/11/24 - zj Done 4/17/2024 I did not understand your what you meant about not from outline but only from objectives.																
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 Version						
!	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	Christa Steiner	Basic Course Info: Course Title		Question	I just wanted to confirm that the course title is being hanged I was 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	working on just one computer and doing multiple tabs. Lesson learned - don't do that.
			05/02/2024	Christa Steiner	Primary Texts		Recommendation	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.	We really 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 teaches the class is happy with.
	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

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	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
	Faculty Initiator	<ul style="list-style-type: none"> Daniel Smith 	<ul style="list-style-type: none"> Jennifer Parrish Pape, Mary Goel, 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
	Effective Term	Fall 2023	Fall 2023 2025
	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)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division

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

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly CIS 053.)	(Formerly CIS 053.)

Course Justification

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 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-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

Associated Programs

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

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

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

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Changed	Field	Current Version	Proposed Version
!	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture 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</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture 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</p>
	Assignments	<ol style="list-style-type: none"> 1. Readings from text. 2. 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. 	<ol style="list-style-type: none"> 1. Readings from text. 2. 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.
!	Methods of Evaluation	<p>Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. 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. 	<p>Methods of Evaluation Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. 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.
!	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None. <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Access to a computer system with the Java 2 SDK, or an Integrated Development Environment tool supporting Java 2 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Access to a computer system with the Java 2 SDK, or an Integrated Development Environment tool supporting Java 2

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

Title	No value
Author	Deitel, Paul. "Android, How to Program with an Introduction to Java (3rd edition)", Pearson, 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Deitel,Paul & Deitel, Harvey. "Android 6 for Programmers: An App-Driven Approach (3rd edition)" Prentice Hall., 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Android Studio Giraffe Essentials
Author	Neil Smyth
Publisher	Payload Media, Inc
Date/Edition	2023
ISBN	No value

Title	Learn Android Studio 4: Efficient Java-Based Android Apps Development 2nd ed. Edition
Author	Ted Hagos
Publisher	Apress
Date/Edition	2020
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



Suggested Reading List

Reading List	Darcey, Lauren. "Sams Teach Yourself Android Application Development in 24 Hours, 4th Edition." Sams, 2015.
May include, but are not limited to	No value

No 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

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Changed Field

Current Version

Proposed Version

CSLOs

CSLOs Design mobile applications using object-oriented methodology and advanced Java concepts using Android Development Kit.

Expected SLO Performance 0.0

CSLOs Design mobile applications using object-oriented methodology and advanced Java concepts using Android Development Kit.

Expected SLO Performance 0.0

CSLOs Create algorithms, code, document, debug, and test mobile applications.

Expected SLO Performance 0.0

CSLOs Create algorithms, code, document, debug, and test mobile applications.









Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Implement Android architecture and tools (Android Virtual Device, SDK, Android Development Kit) in code writing. <ol style="list-style-type: none"> 1. Android Overview 2. Android version history 3. Android Software Development Kit 4. Basic HelloWorld Application 2. Build an Application and deploy to Android Marketplace <ol style="list-style-type: none"> 1. Android Marketplace 2. Android best practices - compatibility, supporting multiple screens and user interface guidelines 3. Preparing and uploading application to Android Market 4. Launching and Managing Android Applications 3. Create and run Mobile Applications using Android Visual Layout Editor and Virtual Device <ol style="list-style-type: none"> 1. Eclipse IDE and Android Development Tools (ADT) Plugin 2. ADT Visual Layout Editor 3. ADT Android Virtual Device 4. Design a GUI using layout for setting up components on a screen <ol style="list-style-type: none"> 1. Edit properties of Mobile Application in an XML file 2. TextView, EditText and SeekBar GUI components 3. Event handling to respond to user interactions 5. Enable interaction with Android Application using Buttons <ol style="list-style-type: none"> 1. ScrollView control to display objects that do not fit on the screen 2. Dynamic GUI Components in response to user interactions 3. Manage Shared Preferences 4. Alert Dialogs 5. Open a website in a browser using an Intent 6. Hide/Show soft keyboard 6. Use Asset Management to drive user interaction <ol style="list-style-type: none"> 1. AssetManager 2. Menu to provide Application Options 3. Using Handler to manage events 4. Exception Management and Logging 7. Use graphics and sound in Mobile applications <ol style="list-style-type: none"> 1. Add Graphics with Paints and Canvas 2. Play sound in response to events using SoundPool and AudioManager 3. Activity Lifecycle methods and Animation with Threads, SurfaceView and SurfaceHolder 4. Animation LifeCycle Events 8. Describe and apply Activity Elements to manage content with rich Android features <ol style="list-style-type: none"> 1. Application Style and elements using TextView, ListView, and MenuInflater 2. Manipulate a SQLite Database 3. Multithreading to manage concurrent Database Operations 4. Use Location, MapData and GPS data for creating location based service features 5. Use Intents to manage content 6. Use MediaPlayer to play music 7. Use SurfaceView, SurfaceHolder and Camera object 8. Tabbed Navigation 9. Create Reusable components 	<ol style="list-style-type: none"> 1. Implement Android architecture and tools (Android Virtual Device, SDK, Android Development Kit) in code writing. <ol style="list-style-type: none"> 1. Android Overview 2. Android version history 3. Android Software Development Kit 4. Basic HelloWorld Application 2. Build an Application and deploy to Google Play store <ol style="list-style-type: none"> 1. Android Marketplace 2. Android best practices - compatibility, supporting multiple screens and user interface guidelines 3. Preparing and uploading application to Android Market 4. Launching and Managing Android Applications 3. Create and run Mobile Applications using Android Visual Layout Editor and Virtual Device <ol style="list-style-type: none"> 1. Android Studio Basics 2. Android Studio Visual Layout Editor 3. Android Studio Android Virtual Device 4. Design a GUI using layout for setting up components on a screen <ol style="list-style-type: none"> 1. Edit properties of Mobile Application in an XML file 2. TextView, EditText and ToolBar GUI components 3. Event handling to respond to user interactions 5. Enable interaction with Android Application using Buttons <ol style="list-style-type: none"> 1. ScrollView control to display objects that do not fit on the screen 2. Dynamic GUI Components in response to user interactions 3. Manage Shared Preferences 4. Alert Dialogs 5. Open a website in a browser using an Intent 6. Hide/Show soft keyboard 6. Use Asset Management to drive user interaction <ol style="list-style-type: none"> 1. AssetManager 2. Menu to provide Application Options 3. Using Handler to manage events 4. Exception Management and Logging 7. Use graphics and sound in Mobile applications <ol style="list-style-type: none"> 1. Add Graphics with Paints and Canvas 2. Play sound in response to events using SoundPool and AudioManager 3. Activity Lifecycle methods and Animation with Threads, SurfaceView and SurfaceHolder 4. Animation LifeCycle Events 8. Describe and apply Activity Elements to manage content with rich Android features <ol style="list-style-type: none"> 1. Application Style and elements using TextView, ListView, and MenuInflater 2. Manipulate a SQLite Database 3. Multithreading to manage concurrent Database Operations 4. Use Location, MapData and GPS data for creating location based service features 5. Use Intents to manage content 6. Use MediaPlayer to play music 7. Use SurfaceView, SurfaceHolder and Camera object 8. Tabbed Navigation 9. Create Reusable components
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. 6 to 10 programming exercises, which include design as well as coding 2. Android Studio 3. Activities and Intents 4. User Interface 5. Pictures and Menus 6. Data Persistence 7. Messaging and Networking 8. Location Based Services	1. 6 to 10 programming exercises, which include design as well as coding 2. Android Studio 3. Activities and Intents 4. User Interface 5. Pictures and Menus 6. Data Persistence 7. Messaging and Networking 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
	Banner Start Term (202122)	202322	No Value
	Banner Division	2CB	No Value
	Catalog Term (21-22)	23-24	No Value
	5 Year Revision Year (2021)	2018	No Value
	Effective Quarter	Fall	No Value
	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 037	CIS 037
	Course Status	Non-substantial	Non-substantial
	Course Status Code	A	No Value
	Banner Department	CIS	No Value

Changed	Questions	Current Version	Proposed Version
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	02/06/2018	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	233003	No Value
!	Account Code	1320	No Value
!	Program Code	070100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

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

A-Matrix Form

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

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
!	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	Implement Android architecture and tools (Android Virtual Device, SDK, Android Development Kit) in code writing.
!	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.
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Describe and apply Activity Elements to manage content with rich Android features.
!	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
!	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
!	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 D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

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

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	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

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
	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

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

H-Matrix Form

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	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	Current Version	Proposed Version				
!	Stage 2: Department Chair	No Value	DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit
			3/7/2024	Mary Pape - Dept Coordinator	Online/Hybrid	Required	Hybrid paperwork is also needed. This course is often taught (pre-pand usual format. The online form needs to allow for a range of time in face refer to documents located at CIS 28 (https://foothilldeanza-my.sharepoint.com/:f:/g/personal/11248921_fhda_edu/Ert5C4OLtDpAIFmVPPe0Dxml7g?e=SpSZIQ) (foothilldeanza-my.sharepoint.com/:f:/g/personal/11248921_fhda_edu/Ert5C4OLtDpAIFmVPPe0Dxml7g?e=SpSZIQ)
			3/7/2024	Mary Pape - Dept Coordinator	Matrix B	Required	Complete 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				
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit
			4/4/24	Zack Judson	Matrix G	Required	Complete and upload Matrix G for your CIS advisory
			4/4/24	zj	Matrix B	Required	Please indicate where the listed skills/activities/assignments can be found in eLumen
			4/27/24	Manish Goel	Matrix B	Completed	Updated matrix B with specific course outlines to match the skills/assignments/activities. Legacy Matrix B attachment removed.
			4/27/24	Manish Goel	Matrix G	Completed	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 Administration Codes

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

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
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	Course Control Number	CCC000361016
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Articulation

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


Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course 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
	Faculty Initiator	• eLumenData, eLumenData	<ul style="list-style-type: none"> • Manish Goel • Pape, Mary • Singh, 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
!	Effective Term	Fall 2021	Fall 2024 <u>2025</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
!	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 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, types, processes and tools</u>. Students will gain an <u>understanding</u> of testing– accessibility, functional, security, performance, visual; breaking software <u>integration, systems negative, security</u> and <u>defect reporting</u>; <u>performance testing types</u>; test-driven development; <u>testing automation and</u> test case management (TCM) tools; and automating <u>designing</u> tests for web applications.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

Course Justification

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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 <u>part of</u> the Liberal Arts AA degree. <u>degree. It is transferable to the CSU systems.</u> <u>Students will learn the methodologies and tools used in testing software in this course.</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	

Stand-Alone Statement


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

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

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

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

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

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

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

Associated Programs			

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)
Award Type	Associate in Arts (A.A.) Degree

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

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

Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)
Award Type	Associate in Arts (A.A.) Degree

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

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

Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis)
Award Type	Associate in Arts (A.A.) Degree

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

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	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 / Non-Credit Options

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

Credit Units

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

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

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Methods of Instruction

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

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 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



Assignments

1. Reading: Required readings from text
2. Writing: test design specification, test case specification, and defect reports
3. Programming for automated test cases for web applications and pages

1. Reading: Required readings from text
2. Writing Labs: test design specification, test case specification, and defect reports
3. Programming Labs: automating test cases for web applications and pages

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

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

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

**Methods
of
Evaluation**

1. Defect reports created employing defect-tracking tool. Evaluated on proper implementation of tool.
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5. Mid-term exam requiring describing and/or implementing the concepts and tools covered in

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

the course.
Evaluated on
correctness and
depth of
explanation.

6. Final exam
requiring
describing and/or
implementing the
concepts and
tools covered in
the course.

Evaluated on
correctness and
depth of
explanation.

7. Quizzes
describing
process for
software quality,
outlining the
components of
software quality,
and explaining
software
standards.

Evaluated on
correctness.

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explanation.

7. Quizzes
describing
process for
software quality,
outlining the
components of
software quality,
and explaining
software
standards.

Evaluated on
correctness.



**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- Access to computer lab

Essential Student Materials:

- None.

Essential College Facilities:

- Access to computer lab with
access to online testing tools



Examples of Primary Texts and References

Title	No value
Author	Laboon, Bill. "A Friendly Introduction to Software Testing", CreateSpace Independent Publishing Platform, 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Haeffner, Dave, "The Selenium Guidebook, Python Edition",ebook only, 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Software Testing Strategies: A testing guide for the 2020s
Author	Heusser, Matthew and Larsen, Michael
Publisher	Packt Publishing
Date/Edition	December 22, 2023
ISBN	978-1837638024 / 1837638020

Title	QA Testing Book: 3 in 1 - "From Beginner to Pro –Navigating the Journey of Software Testing Mastery"
Author	Bailey, Daniel
Publisher	Independently published
Date/Edition	December 21, 2023
ISBN	979-8872565116

Title	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



Suggested Reading List

Reading List None.

May include, but are not limited to No value

No value

Learning Outcomes and Objectives

Changed Field

Current Version

Proposed Version

Course Objectives

- 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

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- Explain how Selenium/Webdriver can be used to automate web site testing

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

CSLOs	Write a formal test case specifications using a Test Case Management tool.
Expected SLO Performance	0.0

CSLOs	Write a formal test case specifications using a Test Case Management tool.
Expected SLO Performance	0.0

CSLOs	Create bug reports using a defect-tracking tool.
Expected SLO Performance	0.0

CSLOs	Create bug reports using a defect-tracking tool.
Expected SLO Performance	0.0

CSLOs	Develop automated test cases for web apps using Selenium/WebDriver and Python.
Expected SLO Performance	0.0

CSLOs	Develop automated test cases for web apps using Selenium/WebDriver and Python.
Expected SLO Performance	0.0

Course Outline

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


- | | |
|--|--|
| <ol style="list-style-type: none">1. Describe software testing<ol style="list-style-type: none">1. Difference between verification and validation2. Defects encountered2. Demonstrate the need for software testing<ol style="list-style-type: none">1. No software developer is perfect2. Catch defects sooner rather than later3. Customer advocacy4. Whole-systems perspective5. Ensuring quality6. Reputation and strategic risks3. Apply the basics of testing<ol style="list-style-type: none">1. Equivalence classes2. Interior and boundary values3. Base cases, edge cases, corner cases4. Positive and negative test cases5. Black-, white, and gray-box testing6. Static and dynamic testing4. Describe the role of requirements in testing<ol style="list-style-type: none">1. Testability2. Functional vs. non-functional5. Describe the basics of test plans<ol style="list-style-type: none">1. Basic layout2. Text fixtures3. Executing a test plan4. Test run tracking5. Traceability matrices6. Describe types of errors to search for during testing<ol style="list-style-type: none">1. Functionality errors2. Logic errors3. Off-by-one errors4. Rounding errors and floating-point errors5. Integration errors6. Errors of assumption7. Missing data errors8. Bad data errors9. Display errors10. Injection errors11. Network errors12. Disk I/O errors13. Interface errors | <ol style="list-style-type: none">1. Describe software testing<ol style="list-style-type: none">1. Difference between verification and validation2. Defects encountered2. Demonstrate the need for software testing<ol style="list-style-type: none">1. No software developer is perfect2. Catch defects sooner rather than later3. Customer advocacy4. Whole-systems perspective5. Ensuring quality6. Reputation and strategic risks3. Apply the basics of testing<ol style="list-style-type: none">1. Equivalence classes2. Interior and boundary values3. Base cases, edge cases, corner cases4. Positive and negative test cases5. Black-, white, and gray-box testing6. Static and dynamic testing4. Describe the role of requirements in testing<ol style="list-style-type: none">1. Testability2. Functional vs. non-functional5. Describe the basics of test plans<ol style="list-style-type: none">1. Basic layout2. Text fixtures3. Executing a test plan4. Test run tracking5. Traceability matrices6. Describe types of errors to search for during testing<ol style="list-style-type: none">1. Functionality errors2. Logic errors3. Off-by-one errors4. Rounding errors and floating-point errors5. Integration errors6. Errors of assumption7. Missing data errors8. Bad data errors9. Display errors10. Injection errors11. Network errors12. Disk I/O errors13. Interface errors |
|--|--|

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

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

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	<ol style="list-style-type: none"> 1. Create defect reports with a defect-tracking tool such as Bugzilla 2. Writing test cases and organizing them into suites with a Test Case Management tool such as TestRail 3. Automate web application and web page tests with an API or tool such as Selenium/WebDriver 4. Apply QA tool(s) including one or more of the following: dead-link checker, accessibility checker, screenshots checker. 	<ol style="list-style-type: none"> 1. Create defect reports with a defect-tracking tool such as Bugzilla 2. Writing test cases and organizing them into suites with a Test Case Management tool such as TestRail 3. Automate web application and web page tests with an API or tool such as Selenium/WebDriver 4. 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
	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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2CB	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 074	CIS 074
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	CIS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA

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

Changed	Questions	Current Version	Proposed Version
!	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
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	233003	No Value
!	Account Code	1320	No Value
!	Program Code	070100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Summary of Revisions

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

B-Matrix Form

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

C-Matrix Form

Blank area for the C-Matrix Form.

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Demonstrate
the ability to
include a variety
of sentence
structures in
writing.**

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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Objective 8:
Examine logarithmic expressions and develop logarithmic function models.

No Value

No Value

Objective 9:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 10:
Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

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

No Value

No Value

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

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2:
Department Chair

No Value

No Value

Stage 3:
Division Curriculum Representative

No Value

No Value

Stage 4:
Division Dean

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
!	Stage 5: SLO Coordinator	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
			3.23.2024	Mary Pape	Suggested Reading List	Required	Click on 'x'	Y
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit		Initiator - Indicate "Y" When Completed
			4/11/24	Zack Judson	Matrix B	Required	Please indicate where the indicated skills/assignments/activities can be found in eLumen Updated matrix B with specific course outlines to match the skills/assignments/activities.	
			4/18/24	Manish Goel	Matrix B	Completed	Y	
	Stage 8: AVP - Instruction	No Value	No Value					
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					
	Stage 14: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD074.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
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	Curriculum Committee Approval Date	
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	Time to Next Review	Aug 31, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000542001
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Articulation

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


Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	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
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)

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

Changed	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

Changed	Field	Current Version	Proposed Version
!	Effective Term	Fall 2021	Fall 2021 <u>2025</u>
!	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.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

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


Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>By the very nature of technology, 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 CIS 82W-Z.</u>

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

No value

No

Cross-listed Course

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



Is this a cross-listed course?

No value

No

More Options

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

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0



Grade Options

• Pass/No Pass

• Letter Grade
• Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Changed	Field	Current Version	Proposed Version
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	Repeatability Statement	No value	
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Associated Programs

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

Changed	Field	Current Version	Proposed Version
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	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
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	Course General Education Status (CB25)	Y	Y
--	---	---	---

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

	GE Information	No value	No value
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Weekly Student Hours - Profile Name: Default Profile

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

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

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	0.5	0.5

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Laboratory experience which involves students developing and implementing computer programs focused on student learning outcomes of co-requisite course.</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Laboratory experience which involves students developing and implementing computer programs focused on student learning outcomes of co-requisite course.</p>
	Assignments	1. Assigned laboratory problems	1. Assigned laboratory problems

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

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.

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

- None.

Essential College Facilities:

- Computer laboratory

Essential Student Materials:

- None

Essential College Facilities:

- Computer laboratory

Examples of Primary Texts and References

Title No value

Author Text appropriate to the co-requisite course topic.

Publisher No value

Date/Edition No value

ISBN No value

Title No value

Author Text appropriate to the co-requisite course topic.

Publisher No value

Date/Edition No value

ISBN No value

Changed	Field	Current Version	Proposed Version
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Suggested Reading List

Reading List	As appropriate to topic
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May include, but are not limited to	No value
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No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
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Course Objectives

- Computer problem solving:

- Computer problem solving:



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.
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Expected SLO Performance	0.0
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CSLOs	Design solution, create algorithms, document, and debug code implementing topics presented in CIS 82 - Current Topics in Computer Information Systems.
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Expected SLO Performance	0.0
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Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Computer problem solving: 1. Correctness of approach 2. Correctness of program	1. Computer problem solving: 1. Correctness of approach 2. Correctness of program
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

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

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

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

Changed	Questions	Current Version	Proposed Version
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Percent

100

No Value

Curriculum Office Notes

No Value

No Value



Print/No Print to Catalog

Yes

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):

No Value

No Value

Corequisite(s):

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



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
	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Create syntactically varied sentences that are free of mechanical errors.

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

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

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

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

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

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

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

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

No Value

No Value



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

No Value

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

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

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

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

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

No Value

No Value

Comments

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

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

Changed	Questions	Current Version	Proposed Version					
			Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	
!	Stage 7: Content Review Matrix Liaison	No Value						
			4/11/24	Zack JudsonH	MatrixH	Required	Complete Matrix H for your limitation on enrollment. The entries in the left hand column need to come from the course objectives of the 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 instructor and division dean and an approved Special Projects Contract is required.) So this is what you need to include under objective 2 of Matrix H.	Y
			4/11/24	zj	MatrixG	Required	objectives of the 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 instructor and division dean and an approved Special Projects Contract is required.) So this is what you need to include under objective 2 of Matrix H.	Y
			4/25/24	zj	MatrixH	Required	dean and an approved Special Projects Contract is required.) So this is what you need to include under objective 2 of Matrix H.	Y

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

Articulation

Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	

	Course	
	Crosswalk	
	CRS-NUMBER	

De Anza College
Change Report
06/03/2024

Summary of Changes

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

Section	Changed field
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	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.
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

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Betty Inoue	• Sukhjit Singh • Pape, Mary
	Course ID (CB01A and CB01B)	CISD095B	CISD095B
	Course Control Number	CCC000456972	CCC000456972
	Course Title (CB02)	Project Planning and Control - A Practicum	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 Management, General	52.0201 Business Administration and Management, General
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
!	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 will act as a basis for creating a project plan. Build a project plan that integrates time, resources and communication with cost and quality of work. Plan controls to proactively mitigate risks.	Create a project scope statement that will act as a basis for creating a project plan. Build a project plan that integrates time, resources and communication with cost and quality of work. Plan controls to proactively mitigate risks.
!	Course Type (CB27)	No value	• Lower Division
!	Mode of Delivery	• Hybrid	• Online • Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>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.</p>	<p>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.</p>

Stand-Alone Statement

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

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

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

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

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


CTE Course

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

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

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

Cross-listed Course

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

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
--	----------------------------------	--------------------------------------	--------------------------------------

	Course Prior To College Level	Not applicable.	Not applicable.
--	--------------------------------------	-----------------	-----------------

	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
--	---	--------------------------------	--------------------------------

	Course Support Status (CB26)	Course is not a support course	Course is not a support course
--	-------------------------------------	--------------------------------	--------------------------------

	Repeat Limit	0	0
--	---------------------	---	---

	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
--	----------------------	--	--

	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
--	--	--------------------------	--------------------------

Changed	Field	Current Version	Proposed Version
	Repeatability Statement	No value	

Associated Programs

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

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

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

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

Methods of Instruction

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

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

Assignments

1. Document Project Charter using the templates provided for a large project.
2. Document project approach, deliverables, program and project structure.
3. Develop a project schedule that includes a Work Breakdown Structure, Activity Definition, Activity Sequencing, resource and duration estimation.
4. Develop a project budget based on project schedule.
5. Create project controls to manage risks at time of planning.

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4. Develop a project budget based on project schedule.
5. Create project controls to manage risks at time of planning.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Students will be 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 class, half completed as homework.

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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 completed as homework.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None

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

Title	No value
Author	"Project Planning, Scheduling, and Control : The Ultimate Hands-On Guide to Bringing Projects in On Time and On Budget", by James Lewis, Oct 20th 2010, Fifth Edition, McGraw-Hill Publishing (ISBN - 9780071746526)
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Project Planning, Scheduling, and Control, Sixth Edition: The Ultimate Hands-On Guide to Bringing Projects in on Time and on Budget
Author	James Lewis
Publisher	McGraw-Hill Publishing
Date/Edition	6th edition, December 26, 2022
ISBN	978-1264286270

**Suggested Reading List**

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

No value

Learning Outcomes and Objectives

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

- | | |
|---|---|
| <ul style="list-style-type: none"> • 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. • 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. • 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. | <ul style="list-style-type: none"> • 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. • 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. • 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. |
|---|---|

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.

Expected SLO Performance 0.0

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

CSLOs

Create a detailed plan to control budget, scope, quality, schedule and team risks.

Expected SLO Performance 0.0

CSLOs

Create a detailed plan to control budget, scope, quality, schedule and team risks.

Expected SLO Performance 0.0

Course Outline

Course Content

- | | | |
|---|---|---|
| <p>1. Apply project management basics and integrate aspects of a project to create a consistent, coherent project plan document.</p> <ol style="list-style-type: none"> 1. Document Project planning assumptions. 2. Document project planning decisions regarding alternatives chosen 3. Facilitate communication among stakeholders. 4. Define key management reviews as to content, extent, and timing. 5. Provide a baseline for progress measurement and project control. 6. Understand basics for managing projects using Project Management Book of Knowledge (PMBOK) theory keeping scope, schedule, budget and quality in balance. 7. Learn five phases of implementing a project life cycle. 8. Learn how to mitigate and control risk. 9. Understand basics of procurement planning and contract management. <p>2. Implement the project scope process to ensure that project includes only the required work.</p> <ol style="list-style-type: none"> 1. Authorizing the project or phase. 2. Developing a written scope statement as the basis for future project decisions. 3. Subdividing the major project deliverables into smaller, more manageable components. 4. Formalizing acceptance of the project scope. 5. Controlling changes to project scope. <p>3. Employ time management techniques to ensure timely completion of project.</p> <ol style="list-style-type: none"> 1. Identifying the specific activities that must be | <p>1. Apply project management basics and integrate aspects of a project to create a consistent, coherent project plan document.</p> <ol style="list-style-type: none"> 1. Document Project planning assumptions. 2. Document project planning decisions regarding alternatives chosen 3. Facilitate communication among stakeholders. 4. Define key management reviews as to content, extent, and timing. 5. Provide a baseline for progress measurement and project control. 6. Understand basics for managing projects using Project Management Book of Knowledge (PMBOK) theory keeping scope, schedule, budget and quality in balance. 7. Learn five phases of implementing a project life cycle. 8. Learn how to mitigate and control risk. 9. Understand basics of procurement planning and contract management. <p>2. Implement the project scope process to ensure that project includes only the required work.</p> <ol style="list-style-type: none"> 1. Authorizing the project or phase. 2. Developing a written scope statement as the basis for future project decisions. 3. Subdividing the major project deliverables into smaller, more manageable components. 4. Formalizing acceptance of the project scope. 5. Controlling changes to project scope. <p>3. Employ time management techniques to ensure timely completion of project.</p> <ol style="list-style-type: none"> 1. Identifying the specific activities that must be | <p>1. Apply project management basics and integrate aspects of a project to create a consistent, coherent project plan document.</p> <ol style="list-style-type: none"> 1. Document Project planning assumptions. 2. Document project planning decisions regarding alternatives chosen 3. Facilitate communication among stakeholders. 4. Define key management reviews as to content, extent, and timing. 5. Provide a baseline for progress measurement and project control. 6. Understand basics for managing projects using Project Management Book of Knowledge (PMBOK) theory keeping scope, schedule, budget and quality in balance. 7. Learn five phases of implementing a project life cycle. 8. Learn how to mitigate and control risk. 9. Understand basics of procurement planning and contract management. <p>2. Implement the project scope process to ensure that project includes only the required work.</p> <ol style="list-style-type: none"> 1. Authorizing the project or phase. 2. Developing a written scope statement as the basis for future project decisions. 3. Subdividing the major project deliverables into smaller, more manageable components. 4. Formalizing acceptance of the project scope. 5. Controlling changes to project scope. <p>3. Employ time management techniques to ensure timely completion of project.</p> <ol style="list-style-type: none"> 1. Identifying the specific activities that must be |
|---|---|---|

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

-
- | | |
|--|--|
| <ul style="list-style-type: none">performed to produce the various project deliverables.2. Identifying and documenting interactivity dependencies.3. 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.4. Implement cost management techniques to ensure that the project is completed within the approved budget.<ul style="list-style-type: none">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.<ul style="list-style-type: none">1. 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. | <ul style="list-style-type: none">performed to produce the various project deliverables.2. Identifying and documenting interactivity dependencies.3. 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.4. Implement cost management techniques to ensure that the project is completed within the approved budget.<ul style="list-style-type: none">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.<ul style="list-style-type: none">1. 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. |
|--|--|

Changed	Field	Current Version	Proposed Version
		1. In context of project plan implement scope change, schedule, cost and quality controls. 2. In context of project plan prepare templates to show how the stated controls would be enacted.	1. In context of project plan implement scope change, schedule, cost and quality controls. 2. In context of project plan prepare templates to show how the stated controls would be enacted.
	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
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

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

Changed	Questions	Current Version	Proposed Version
!	Hybrid Approval Date (MM/DD/YYYY)	11/03/2020	No Value
!	Emergency Approval	Hybrid	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value

Changed	Questions	Current Version	Proposed Version
!	Organization Code	233004	No Value
!	Account Code	1320	No Value
!	Program Code	050200	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

Blue Form content area.

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

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Create syntactically varied sentences that are free of mechanical errors.

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value



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

No Value

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.



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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version
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**Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.**

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

De Anza GE Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version					
!	Stage 2: Department Chair	No Value	Name - Role OR Tab	Part - Field	Type of Edit	Edit		Initiator - Indicate "Y" When Completed
			Mary Pape 3/3/2024- Dept Chair	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 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").	Y	
			Mary Pape 3/3/2024- Dept Chair	Matrix B	Required	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
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	Stage 9: Articulation Officer	No Value	No Value
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	Stage 11: ESGC Faculty Coordinator	No Value	No Value
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	Stage 14: Curriculum Committee	No Value	No Value
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	CISD095B
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000456972
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Articulation

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	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
!	Faculty Initiator	<ul style="list-style-type: none"> Betty Inoue 	<ul style="list-style-type: none"> Sukhjot Singh Pape, 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
!	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
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>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 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.</p>	<p>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 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.</p>

Stand-Alone Statement

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


Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency


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

CTE Course

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

Honors/Non-honors Course

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

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

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

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

	Course Support Status (CB26)	Course is not a support course	Course is not a support course
--	-------------------------------------	--------------------------------	--------------------------------

	Repeat Limit	0	0
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	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
--	----------------------	--	--

	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
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Changed	Field	Current Version	Proposed Version
	Repeatability Statement	No value	

Associated Programs

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

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

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications



Methods of Instruction

Methods of Instruction

Methods of Instruction 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

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

Assignments

1. Given a list of terms used in Risk Management students will define them.
2. Given a project plan, students will identify the risks in the project.
3. Given the standards adopted by an organization students will evaluate the standards to determine if they serve management purpose and project goals.
4. Apply risk management tools such as Project Scope Documentation, SWOT Analysis, Work Breakdown Structure, Task Lists, Risk Matrix, Network Society, Gantt Charts to identify and manage risks.
5. Project or presentation describing the Project Risk Management Process.

1. Given a list of terms used in Risk Management students will define them.
2. Given a project plan, students will identify the risks in the project.
3. Given the standards adopted by an organization students will evaluate the standards to determine if they serve management purpose and project goals.
4. Apply risk management tools such as Project Scope Documentation, SWOT Analysis, Work Breakdown Structure, Task Lists, Risk Matrix, Network Society, Gantt Charts to identify and manage risks.
5. Project or presentation describing the Project Risk Management Process.



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Students will be presented with scenarios to solve that require successful identification of risks and implementation of risk management tools to mitigate risks. 2. Evaluation of oral and written assignments demonstrating progressive proficiency in risk management concepts, half completed in the class, half completed as homework. 3. 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 as homework.

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Students will be presented with scenarios to solve that require successful identification of risks and implementation of risk management tools to mitigate risks. 2. Evaluation of oral and written assignments demonstrating progressive proficiency in risk management concepts, half completed in the class, half completed as homework. 3. 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 as homework. Test questions will be graded on correctness.

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

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None

**Examples of Primary Texts and References**

Title	No value
Author	"Practice Standard for Project Risk Management", Project Management Institute, - July 1st, 2009, Project Management Institute (193389038X)
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Clive Thompson (Author), Paul Hopkin (Author)
Author	Fundamentals of Risk Management: Understanding, Evaluating and Implementing Effective Enterprise Risk Management
Publisher	Kogan Page
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

**Suggested Reading List**

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

No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Demonstrate project management basics and approach to plan the risk management activities for a project. • Determine which risks might affect the project and documenting their characteristics. • Perform a qualitative analysis of risks and conditions to prioritize their effects on project objectives. • Measure the probability and consequences of risks and estimating their implications for project objectives. • Develop procedures and techniques to enhance opportunities and reduce threats to the project's objectives. • Monitor residual risks, identifying new risks, executing risk reduction plans, and evaluating their effectiveness throughout the project life cycle. 	<ul style="list-style-type: none"> • Demonstrate project management basics and approach to plan the risk management activities for a project. • Determine which risks might affect the project and documenting their characteristics. • Perform a qualitative analysis of risks and conditions to prioritize their effects on project objectives. • Measure the probability and consequences of risks and estimating their implications for project objectives. • Develop procedures and techniques to enhance opportunities and reduce threats to the project's objectives. • Monitor residual risks, identifying new risks, executing risk reduction plans, and evaluating their effectiveness throughout the project life cycle.

CSLOs

CSLOs Manage risks using tools and techniques learned in the course.

Expected SLO Performance 0.0

CSLOs Manage risks using tools and techniques learned in the course.

Expected SLO Performance 0.0

CSLOs Develop procedures and techniques to pro-actively reduce threats for project objectives.

Expected SLO Performance 0.0

CSLOs Develop procedures and techniques to pro-actively reduce threats for project objectives.

Expected SLO Performance 0.0

Course Outline

Course Content

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Demonstrate project management basics and approach to plan the risk management activities for a project. <ol style="list-style-type: none"> 1. Learn to use inputs to Project Planning 2. Tools and Techniques for Risk Management Planning 3. Create a Risk Management Plan 4. Understand basics for managing projects using Project Management Book of Knowledge (PMBOK) theory keeping scope, schedule, budget and quality in balance. 5. Learn five phases of implementing a project life cycle. 6. Learn how to mitigate and control risk. 7. Understand basics of procurement planning and contract management. 2. Determine which risks might affect the project and documenting their characteristics. <ol style="list-style-type: none"> 1. Risk Categories 2. Use Risk Management Plan and Project planning outputs to identity risks in several categories. 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. <ol style="list-style-type: none"> 1. Assess the impact and likelihood of identified risks. 2. Learn to use inputs to Qualitative Analysis 3. Tools and Techniques for performing qualitative analysis 4. Create overall risk ranking and list of prioritized risks. 4. Measure the probability and consequences of risks and estimating their implications for project objectives. | <ol style="list-style-type: none"> 1. Demonstrate project management basics and approach to plan the risk management activities for a project. <ol style="list-style-type: none"> 1. Learn to use inputs to Project Planning 2. Tools and Techniques for Risk Management Planning 3. Create a Risk Management Plan 4. Understand basics for managing projects using Project Management Book of Knowledge (PMBOK) theory keeping scope, schedule, budget and quality in balance. 5. Learn five phases of implementing a project life cycle. 6. Learn how to mitigate and control risk. 7. Understand basics of procurement planning and contract management. 2. Determine which risks might affect the project and documenting their characteristics. <ol style="list-style-type: none"> 1. Risk Categories 2. Use Risk Management Plan and Project planning outputs to identity risks in several categories. 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. <ol style="list-style-type: none"> 1. Assess the impact and likelihood of identified risks. 2. Learn to use inputs to Qualitative Analysis 3. Tools and Techniques for performing qualitative analysis 4. Create overall risk ranking and list of prioritized risks. 4. Measure the probability and consequences of risks and estimating their implications for project objectives. |
|---|---|

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Analyze numerically the probability of each risk and its consequences. 2. Quantify the risk exposure to project. 3. Identify realistic and achievable cost, schedule and scope targets. <ol style="list-style-type: none"> 5. Develop procedures and techniques to enhance opportunities and reduce threats to the project's objectives. <ol style="list-style-type: none"> 1. Develop options and actions to enhance opportunities and reduce threats to projects objectives. 2. Create a risk register identifying residual risks and secondary risks. 6. Monitor residual risks, identifying new risks, executing risk reduction plans, and evaluating their effectiveness throughout the project life cycle. <ol style="list-style-type: none"> 1. Ensure that execution of risk plan occurs. 2. Evaluate the effectiveness of reducing risks 3. Risk Monitoring and control are associated with implementing contingency plans. 	<ol style="list-style-type: none"> 1. Analyze numerically the probability of each risk and its consequences. 2. Quantify the risk exposure to project. 3. Identify realistic and achievable cost, schedule and scope targets. <ol style="list-style-type: none"> 5. Develop procedures and techniques to enhance opportunities and reduce threats to the project's objectives. <ol style="list-style-type: none"> 1. Develop options and actions to enhance opportunities and reduce threats to projects objectives. 2. Create a risk register identifying residual risks and secondary risks. 6. Monitor residual risks, identifying new risks, executing risk reduction plans, and evaluating their effectiveness throughout the project life cycle. <ol style="list-style-type: none"> 1. Ensure that execution of risk plan occurs. 2. Evaluate the effectiveness of reducing risks 3. 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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2CB	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 095C	CIS 095C
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value

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

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	233004	No Value
!	Account Code	1320	No Value
!	Program Code	050200	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

B-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
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	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self- efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

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

E-Matrix Form

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

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

F-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
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**Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.**

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

De Anza GE Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version	Name	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed
!	Stage 2: Department Chair	No Value		Mary Pape 3/3/2024- Dept Chair	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 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").
				Mary Pape 3/3/2024- Dept Chair	Matrix B	Required	Criteria must be stated, e.g. test questions will be graded on correctness.
	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
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	Stage 9: Articulation Officer	No Value	No Value
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	Stage 11: ESGC Faculty Coordinator	No Value	No Value
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	Stage 14: Curriculum Committee	No Value	No Value
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	CISD095C
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000460678
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Articulation

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	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 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

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Betty Inoue 	<ul style="list-style-type: none"> Sukhjot Singh Pape, 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-PRACTICUM	MANGNG OUTSOURCING-PRACTICUM
	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
!	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 from an outer organization using procurement and solicitation processes. Perform contract administration till completion and settlement of contract.	Learn to acquire goods and services from an outer organization using procurement and solicitation processes. Perform contract administration till completion and settlement of contract.
	Course Type (CB27)	No value	No value
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This 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. It is CSU transferable. This course provides an understanding of outsourcing basics and process for hiring and managing a vendor.	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. It is CSU transferable. This course provides an understanding of outsourcing basics and process for hiring 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	


Foothill Equivalency

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


CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

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

Associated Programs

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

Associated Program Project Management Practitioner

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

Associated Program Project Management Practitioner

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

Associated Program Project Management Practitioner

Award Type Certificate of Achievement (COA)

Associated Program Project Management Practitioner

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

Associated Program Project Management Practitioner

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

Associated Program Project Management Practitioner

Award Type Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

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

Transferable to CSU only

Course General Education Status (CB25) Y

Y

Transfer Status Approved

Approved

GE Information No value

No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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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 Units - Maximum Credit Units	3	3

Speciality Hours

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

Credit / Non-Credit Options

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

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

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

	Total Credit Units	3	3
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	Minimum Credit Units	3	3
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	Maximum Credit Units	3	3
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SKIP

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

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

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

Assignments

1. Create a plan for outsourcing that describes the rationale for outsourcing based on a sound judgment of scenario presented.
2. Write the process for doing a supplier evaluation and selection process based on outsourcing plan.
3. Manage a supplier in context of a scenario in which a software project is outsourced to a vendor. This assignment has eight sub tasks in which student manages common vendor problems.

1. Create a plan for outsourcing that describes the rationale for outsourcing based on a sound judgment of scenario presented.
2. Write the process for doing a supplier evaluation and selection process based on outsourcing plan.
3. Manage a supplier in context of a scenario in which a software project is outsourced to a vendor. This assignment has eight sub tasks in which student manages common vendor problems.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Students will be presented with scenarios that require successful implementation of strategies in a client-vendor relationship starting from procurement to project completion.
2. Evaluation of oral and written assignments demonstrating progressive proficiency in outsourcing 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 completed as homework.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Students will be presented with scenarios that require successful implementation of strategies in a client-vendor relationship starting from procurement to project completion.
2. Evaluation of oral and written assignments demonstrating progressive proficiency in outsourcing 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 completed as homework. Evaluated on completeness and correctness.

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

❗ Examples of Primary Texts and References

Title	No value
Author	A Guide to Outsourcing, Sukhjit Singh, MS - Management of Software System Development, Carnegie Mellon University, 2015
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	A Guide to Outsourcing
Author	Sukhjit Singh
Publisher	Sukhjit Singh
Date/Edition	4th ed. 2023
ISBN	NA

Title	The Handbook of Global Outsourcing and Offshoring
Author	Ilan Oshri (Author), Julia Kotlarsky (Author), Leslie P. Willcocks (Author)
Publisher	Publisher Palgrave Macmillan
Date/Edition	4th ed. 2023
ISBN	978-3031120336

❗ Suggested Reading List

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

No value

Learning Outcomes and Objectives

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

- Demonstrate project management basics and determine what to procure and when.
- Document requirement for outsourcing and identify potential sources.
- Obtain Quotations, bids, offers or proposals.
- Choose from potential sellers.
- Manage the relationship with the seller.
- Complete and settle the contract, including resolution of any open items.

- Demonstrate project management basics and determine what to procure and when.
- Document requirement for outsourcing and identify potential sources.
- Obtain Quotations, bids, offers or proposals.
- Choose from potential sellers.
- Manage the relationship with the seller.
- Complete and settle the contract, including resolution of any open items.

CSLOs

CSLOs Create a RFP for a given set of requirements.

Expected SLO Performance 0.0

CSLOs Create a RFP for a given set of requirements.

Expected SLO Performance 0.0

CSLOs Accept and analyze bids for an RFP.

Expected SLO Performance 0.0

CSLOs Accept and analyze bids for an RFP.

Expected SLO Performance 0.0

CSLOs Manage the outsourced vendor inline to the contractual requirements.

Expected SLO Performance 0.0

CSLOs Manage the outsourced vendor inline to the contractual requirements.

Expected SLO Performance 0.0

Course Outline

Course Content

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Demonstrate project management basics and determine what to procure and when. <ol style="list-style-type: none"> 1. Identify project needs that can be best met by procurement of products and services outside of the project organization 2. Apply techniques such as make or buy analysis, expert judgement or contract type selection. 3. Create a Procurement Management Plan 4. Understand basics for managing projects using Project Management Book of Knowledge (PMBOK) theory keeping scope, schedule, budget and quality in balance. 5. Learn five phases of implementing a project life cycle. 6. Learn how to mitigate and control risk. 7. Understand basics of procurement planning and contract management. 2. Document requirement for outsourcing and identify potential sources. <ol style="list-style-type: none"> 1. Create statement of work 2. Apply techniques such as solicitation planning. 3. Generate Evaluation criteria to rate or score proposals. 3. Obtain Quotations, bids, offers or proposals. <ol style="list-style-type: none"> 1. Identify qualified seller lists and provide them a Request for Proposal. 2. Use techniques such as bidder conferences or advertising to reach the audience. 3. Accept responses from Sellers 4. Choose from potential sellers. <ol style="list-style-type: none"> 1. Analyze bids or proposals using the evaluation criteria to select a seller. | <ol style="list-style-type: none"> 1. Demonstrate project management basics and determine what to procure and when. <ol style="list-style-type: none"> 1. Identify project needs that can be best met by procurement of products and services outside of the project organization 2. Apply techniques such as make or buy analysis, expert judgement or contract type selection. 3. Create a Procurement Management Plan 4. Understand basics for managing projects using Project Management Book of Knowledge (PMBOK) theory keeping scope, schedule, budget and quality in balance. 5. Learn five phases of implementing a project life cycle. 6. Learn how to mitigate and control risk. 7. Understand basics of procurement planning and contract management. 2. Document requirement for outsourcing and identify potential sources. <ol style="list-style-type: none"> 1. Create statement of work 2. Apply techniques such as solicitation planning. 3. Generate Evaluation criteria to rate or score proposals. 3. Obtain Quotations, bids, offers or proposals. <ol style="list-style-type: none"> 1. Identify qualified seller lists and provide them a Request for Proposal. 2. Use techniques such as bidder conferences or advertising to reach the audience. 3. Accept responses from Sellers 4. Choose from potential sellers. <ol style="list-style-type: none"> 1. Analyze bids or proposals using the evaluation criteria to select a seller. |
|---|---|

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 2. Select a single seller who will be asked to sign the contract. 3. Create and present the contract to the seller. 5. Manage the relationship with the seller. <ol style="list-style-type: none"> 1. Apply project management process to contractual relationships and integration of the outputs from these processes. 2. Document contract terms and condition. 3. Establish a payment system with vendor. 6. Complete and settle the contract, including resolution of any open items. <ol style="list-style-type: none"> 1. Collect and analyze Contract documentation. 2. Perform formal acceptance of contract and a closure meeting. 	<ol style="list-style-type: none"> 2. Select a single seller who will be asked to sign the contract. 3. Create and present the contract to the seller. 5. Manage the relationship with the seller. <ol style="list-style-type: none"> 1. Apply project management process to contractual relationships and integration of the outputs from these processes. 2. Document contract terms and condition. 3. Establish a payment system with vendor. 6. Complete and settle the contract, including resolution of any open items. <ol style="list-style-type: none"> 1. Collect and analyze Contract documentation. 2. 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

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2CB	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 095D	CIS 095D
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	CIS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	11/03/2020	No Value
!	Emergency Approval	Hybrid	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	233004	No Value
!	Account Code	1320	No Value
!	Program Code	050200	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

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

No Value

No Value

A-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Create syntactically varied sentences that are free of mechanical errors.

No Value

No Value

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

No Value

No Value

B-Matrix Form

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

No Value

No Value



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

No Value

Document requirement for outsourcing and identify potential sources.



Objective 2: Develop analytical ideas and topics for essays.

No Value

Obtain Quotations, bids, offers or proposals. Choose from potential sellers.

Changed	Questions	Current Version	Proposed Version
!	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
!	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
!	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.
!	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Document requirement for outsourcing and identify potential sources.
!	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
	<p>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</p>	No Value	No Value
	<p>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Demonstrate the
ability to include
a variety of
sentence
structures in
writing.**

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

Changed

Questions

Current Version

Proposed Version

**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		Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/3/2024	Mary Pape - Dept Chair	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 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").	Y
			3/3/2024	Mary Pape - Dept Chair	Matrix B	Required	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").	Y
			3/3/2024	Mary Pape - Dept Chair	Methods of - Dept Evaluation Chair	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
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	Stage 9: Articulation Officer	No Value	No Value
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	Stage 11: ESGC Faculty Coordinator	No Value	No Value
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	Stage 14: Curriculum Committee	No Value	No Value
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	CISD095D
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000343872
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Articulation

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

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

Section	Changed field
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	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 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.

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
	Faculty Initiator	• Betty Inoue	• Sukhjit Singh • Pape, 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
	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.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Upper Division
!	Mode of Delivery	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> FHDA FSA - CIS

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

Course Justification			

Changed	Field	Current Version	Proposed Version
	Course Justification	This 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 prepares students on how to prepare for CAPM (Certified Associate Project Manager) and PMP (Project Management Professional) exam from PMI (Project Management Institute). 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 prepares students on how to prepare for CAPM (Certified Associate Project Manager) and PMP (Project Management Professional) exam from PMI (Project Management Institute). 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	


CTE Course

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

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

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

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

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

Associated Programs

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

Associated Program	Project Management Practitioner
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Project Management Practitioner
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Project Management Practitioner
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Project Management Practitioner
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Project Management Practitioner
Award Type	Certificate of Achievement (COA)

Associated Program	Project Management Practitioner
Award Type	Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
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Lecture Hours - In Class	4	4
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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 / Non-Credit Options

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

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

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

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

Specifications

Changed

Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

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

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

Assignments

1. Required readings from text
2. CAPM and PMP exam questions practice covering the topics covered in class, half completed in the class, half completed as homework
3. Case studies reviews

1. Required readings from text
2. CAPM and PMP exam questions practice covering the topics covered in class, half completed in the class, half completed as homework
3. Case studies reviews



Methods of Evaluation

Methods of Evaluation		Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> 1. Homework assignments or case studies requiring the application of the skills required in Project Management presented in the lectures and reading 2. One or two midterm examinations requiring students to apply concepts from Project Management Book of Knowledge (PMBOK) covered in the lectures and reading 3. Final Examination requiring students to write code applying topics covered in the lectures and reading 	Methods of Evaluation	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. Final Examination requiring students to apply topics covered in the lectures and readings. Questions evaluated on correctness and completeness.

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

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None

**Examples of Primary Texts and References**

Title	No value
Author	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, 2015)
Publisher	No value
Date/Edition	No value
ISBN	No value

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
Author	Margo Kirwin Rita Mulcahy (Author), Patti Frazee (Editor)
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 Version

Proposed Version



Suggested Reading List

Reading List Rita Mulcahy, CAPM Exam Prep, RMC Publications; 3rd edition (Sept 6, 2013)

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 responsibility

Changed Field**Current Version****Proposed Version****CSLOs****CSLOs** Complete a CAPM or PMP application.**Expected SLO Performance** 0.0**CSLOs** Complete a CAPM or PMP application.**Expected SLO Performance** 0.0**CSLOs** Prepare for CAPM and PMP exam by exploring Project Management Book of Knowledge (PMBOK).**Expected SLO Performance** 0.0**CSLOs** Prepare for CAPM and PMP exam by exploring Project Management Book of Knowledge (PMBOK).**Expected SLO Performance** 0.0**Course Outline**

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

- | | |
|---|---|
| <p>1. Identify Project Management basics, PMP exam requirements and Process</p> <ol style="list-style-type: none">1. PMP and CAPM exam requirements and qualifications2. Review a mock application3. Understand basics for managing projects using Project Management Book of Knowledge (PMBOK) theory keeping scope, schedule, budget and quality in balance4. Learn five phases of implementing a project life cycle5. Learn how to mitigate and control risk6. Understand basics of procurement planning and contract management <p>2. Produce a complete application process by documenting your education and professional experience</p> <ol style="list-style-type: none">1. Anatomy of an exam application2. Document your education and professional experience <p>3. Distinguish skill requirements for Project Management</p> <ol style="list-style-type: none">1. Communication skills2. Organizational and planning skills3. Budgeting skills4. Conflict management skills5. Negotiation and influencing skills6. Leadership skills7. Team building and motivating skills <p>4. Explore the Project Management Knowledge Areas</p> <ol style="list-style-type: none">1. Project Integration Management2. Project Scope Management3. Project Time Management4. Project Cost Management | <p>1. Identify Project Management basics, PMP exam requirements and Process</p> <ol style="list-style-type: none">1. PMP and CAPM exam requirements and qualifications2. Review a mock application3. Understand basics for managing projects using Project Management Book of Knowledge (PMBOK) theory keeping scope, schedule, budget and quality in balance4. Learn five phases of implementing a project life cycle5. Learn how to mitigate and control risk6. Understand basics of procurement planning and contract management <p>2. Produce a complete application process by documenting your education and professional experience</p> <ol style="list-style-type: none">1. Anatomy of an exam application2. Document your education and professional experience <p>3. Distinguish skill requirements for Project Management</p> <ol style="list-style-type: none">1. Communication skills2. Organizational and planning skills3. Budgeting skills4. Conflict management skills5. Negotiation and influencing skills6. Leadership skills7. Team building and motivating skills <p>4. Explore the Project Management Knowledge Areas</p> <ol style="list-style-type: none">1. Project Integration Management2. Project Scope Management3. Project Time Management4. Project Cost Management |
|---|---|

Changed	Field	Current Version	Proposed Version
		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	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
	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

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

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

Changed	Questions	Current Version	Proposed Version
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!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
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!	Noncredit Enhanced Funding Indicator	N	No Value
---	--------------------------------------	---	----------

!	In Service Indicator	N	No Value
---	----------------------	---	----------

!	Sports/Physical Education Course Indicator	N	No Value
---	--	---	----------

!	COA Code	C	No Value
---	----------	---	----------

!	Fund Code	114000	No Value
---	-----------	--------	----------

!	Organization Code	233004	No Value
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!	Account Code	1320	No Value
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!	Program Code	050200	No Value
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!	Percent	100	No Value
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Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc
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!	Print/No Print to Catalog	Yes	No Value
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Checklist	No Value	No Value
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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 EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
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	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
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	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
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	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
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	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value
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B-Matrix Form

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

Changed	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

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

**Objective 2:
Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

**Objective 4:
Develop linear function models.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 5:
Use systems of two linear equations to solve real world problems.

No Value

No Value

Objective 6:
Use linear inequalities in one variable to solve real world problems.

No Value

No Value

Objective 7:
Examine exponential expressions and develop exponential function models.

No Value

No Value

Objective 8:
Examine logarithmic expressions and develop logarithmic function models.

No Value

No Value

Objective 9:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 10:
Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 3:
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

Objective 5:
Use systems of two linear equations to solve real-world problems.

No Value

No Value

Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
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	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
--	---	----------	----------

Changed	Questions	Current Version	Proposed Version
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Objective 2:
Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

No Value

Objective 3:
Apply the order of operations to evaluate signed numerical expressions.

No Value

No Value

Objective 4:
Solve problems involving operations with signed numbers.

No Value

No Value

Objective 5:
Explore the characteristics and properties of real numbers.

No Value

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

No Value

Objective 7:
Explore rates and ratios and use proportions to solve problems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 8:
Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

No Value

Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.

No Value

No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Changed

Questions

Current Version

Proposed Version

**Criteria 2:
Foster oral and
written
communication
and
collaborative
exercises. Note
that this criteria
has three
separate
pieces: oral
communication,
written
communication,
and
collaborative
exercises.
(ONLY using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

No Value

**Criteria 3:
Stimulate
critical thinking.
(ONLY using the
Outline,
Assignments or
Methods of
Evaluation
areas, cite, copy
and paste the
area
referenced.)**

No Value

No Value

Changed

Questions

Current Version

Proposed Version

Criteria 4:
Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Criteria 5:
Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
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De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
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	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
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	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
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	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
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	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value
--	--	----------	----------

Comments

Changed	Questions	Current Version	Proposed Version
!	Stage 2: Department Chair	No Value	<p>Name - Role OR Tab</p> <p>Part - Type of Field Edit</p> <p>Edit</p> <p>3/3/2024- Mary Pape Dept Chair</p> <p>Online form Required</p> <p>3/3/2024- Mary Pape Dept Chair</p> <p>Matrix B Required</p> <p>See file attached to email. 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. 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, Assignments or Methods of Evaluation areas. Site the area and briefly summarize the area referenced (<i>i.e., "Outline C.6 – Plotting relationships between energy deficit/surplus and temperature change"</i>).</p> <p>Initiator - Indicate "Y" When Completed</p> <p>Done</p> <p>Done</p>
	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
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	Stage 9: Articulation Officer	No Value	No Value
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	Stage 11: ESGC Faculty Coordinator	No Value	No Value
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	Stage 14: Curriculum Committee	No Value	No Value
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Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	Curriculum ID	CISD095E
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
--	--	--

	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000506975
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Articulation

Changed	Field	Current Version
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Changed	Field	Current Version
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	Course	
	Crosswalk	
	CRS-DEPT-	
	NAME	



	Course	
	Crosswalk	
	CRS-NUMBER	

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course 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
	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
	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.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> FHDA FSA - CIS

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This is a 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

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass	<ul style="list-style-type: none">• Letter Grade• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs

Empty area for associated programs.

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Cybersecurity</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	Cybersecurity	Award Type	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td>Associated Program</td> <td>Cybersecurity</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	Cybersecurity	Award Type	Certificate of Achievement-Advanced (COA-A)
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Associated Program	Cybersecurity										
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Associated Program	Cybersecurity										
Award Type	Associate in Arts (A.A.) Degree										
Associated Program	Cybersecurity										
Award Type	Associate in Arts (A.A.) Degree										

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	1.5	1.5
	Laboratory Hours - Out of Class	0	0
	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	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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	4.5	4.5
	Minimum Credit Units	4.5	4.5
	Maximum Credit Units	4.5	4.5

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			

Changed Field**Current Version****Proposed Version****Methods of Instruction****Methods of Instruction****Methods of Instruction**

Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 Quiz and examination review performed in class
 Homework and extended projects
 Collaborative projects
 Collaborative learning and small group exercises
 Laboratory discussion sessions and quizzes that evaluate the proceedings
 weekly laboratory exercises
 Individual projects

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 projects
 Collaborative learning and small group exercises
 Laboratory discussion sessions and quizzes that evaluate the proceedings
 weekly laboratory exercises
 Individual projects

Assignments

1. Reading assignments
2. Lab assignments

1. Reading assignments
2. Lab assignments

**Methods of Evaluation****Methods of Evaluation****Methods of Evaluation**

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 minimize risk in a cloud environment.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

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 minimize risk in a cloud environment.

Essential Student Materials/Essential College Facilities

- Essential Student Materials:**
- AWS Free Tier Account
- Essential College Facilities:**
- Computer laboratory

- Essential Student Materials:**
- AWS Free Tier Account
- Essential College Facilities:**
- Computer laboratory



Examples of Primary Texts and References

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	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/
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Azure Online Documentation https://docs.microsoft.com/en-us/azure/
Publisher	No value
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	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	No value
Author	Samani, Raj; Reavis, Jim; Honan, Brian. "CSA Guide to Cloud Computing: Implementing Cloud Privacy and Security." Syngress; 1 edition (October 8, 2014)
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

Changed Field**Current Version****Proposed Version****Suggested Reading List**

Reading List Netsec subreddit:
<https://www.reddit.com/r/netsec/>

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

No value

Learning Outcomes and Objectives**Changed Field****Current Version****Proposed Version****Course Objectives**

- Investigate cloud environments
- Explore security fundamentals
- Explore Identity and Access Management
- Explore cloud security architectures
- Investigate resiliency and availability in the cloud
- Utilize data security and protection
- Explore utilizing and securing SAAS technologies
- Explore cloud incident response process

- Investigate cloud environments
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- Utilize data security and protection
- Explore utilizing and securing SAAS technologies
- Explore cloud incident response process

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs	Identify the risks in utilizing cloud services.
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Expected SLO Performance	0.0
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CSLOs	Identify the risks in utilizing cloud services.
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Expected SLO Performance	0.0
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CSLOs	Identify the steps required to secure a cloud environment.
--------------	--

Expected SLO Performance	0.0
---------------------------------	-----

CSLOs	Identify the steps required to secure a cloud environment.
--------------	--

Expected SLO Performance	0.0
---------------------------------	-----

Course Outline



Course Content

1. Investigate cloud environments
 1. History of cloud computing
 2. Types of cloud computing
 1. Infrastructure as a Service (IaaS)
 2. Platform as a service (PaaS)
 3. Software as a service (SaaS)
 3. Legacy security controls
 4. Benefits of cloud computing vs traditional infrastructure
 5. Limitations of cloud computing
 6. Mapping traditional infrastructure to cloud infrastructure
 7. Cloud computing in organizations
 1. Infrastructure as code
 2. DevOps
 3. Tooling
2. Explore security fundamentals
 1. CIA triad
 2. Detective, Corrective, and Preventative Controls
 3. Policy, governance, risk, and compliance
 4. Network security
 5. Disaster recovery and availability
 6. Security operations
3. Explore Identity and Access Management
 1. Key management
 2. Users, Groups, Roles
 3. Federation
 4. Access controls and permission
 5. Policies
4. Explore cloud security architectures
 1. Detective controls
 2. Corrective controls
 3. Preventative controls
 4. Load balancing
 5. Logging
 6. 3rd party tools and integration
 7. DIY tool development
5. Investigate resiliency and availability in the cloud
 1. Disaster recovery
 2. Infrastructure availability
 3. Application resilience and availability
 4. Monitoring
6. Utilize data security and protection
 1. Cryptography
 2. Key and credential management
 3. HSMs
 4. PKI
 5. Cloud vs DIY
7. Explore utilizing and securing SAAS technologies
 1. Access controls
 2. Authorization controls
 3. 3rd party data access and authorization
 4. Logging
 5. APIs
8. Explore cloud incident response process
 1. Incident response policy
 2. Incident response planning
 3. Incident response procedures

1. Investigate cloud environments
 1. History of cloud computing
 2. Types of cloud computing
 1. Infrastructure as a Service (IaaS)
 2. Platform as a service (PaaS)
 3. Software as a service (SaaS)
 3. Legacy security controls
 4. Benefits of cloud computing vs traditional infrastructure
 5. Limitations of cloud computing
 6. Mapping traditional infrastructure to cloud infrastructure
 7. Sharing security responsibilities in a company using a cloud vendor
 8. Cloud computing in organizations
 1. Infrastructure as code
 2. DevOps
 3. Tooling
2. Explore security fundamentals
 1. CIA triad
 2. Detective, Corrective, and Preventative Controls
 3. Policy, governance, risk, and compliance
 4. Network security
 5. Disaster recovery and availability
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 1. Disaster recovery
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6. Utilize data security and protection
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 3. Incident response procedures

Changed	Field	Current Version	Proposed Version
	Lab Outline	<ol style="list-style-type: none"> 1. Setup your cloud environment 2. Create users, groups, roles, and policies 3. Create networks, subnets, and instances 4. Implement network security 5. Implement logging and auditing 6. Choose and setup a monitoring and alerting platform 7. Setup load balancing and resiliency 8. Conduct forensics in the cloud 9. Implement corrective controls 10. Create SAAS environment 11. Setup SSO for your environment 12. Utilize the API 13. Create a simple script for automation 14. Using tools to assess cloud environments 	<ol style="list-style-type: none"> 1. Setup your cloud environment 2. Create users, groups, roles, and policies 3. Create networks, subnets, and instances 4. Implement network security 5. Implement logging and auditing 6. Choose and setup a monitoring and alerting platform 7. Setup load balancing and resiliency 8. Conduct forensics in the cloud 9. Implement corrective controls 10. Create SAAS environment 11. Setup SSO for your environment 12. Utilize the API 13. Create a simple script for automation 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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202322	No Value
!	Banner Division	2CB	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 105	CIS 105
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	CIS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	05/23/2017	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	233003	No Value
!	Account Code	1320	No Value
!	Program Code	070100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Summary of Revisions			
Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form			
Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value


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

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	Methods of Evaluation: 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.

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	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

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

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 or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	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

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.	No Value	No Value

H-Matrix Form

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Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed Questions Current Version Proposed Version

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: 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	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 Initiator**

• Erik Woodbury

• 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
!	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.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> History
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> 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	<p>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.</p>	<p>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.</p>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

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Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non- honors course?	No value	<u>Yes - don't forget to duplicate the revisions in the honors/non-honors course</u>
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program History for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program History for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program History for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program History for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Art History for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Art History for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Intercultural Studies

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program Global Studies

Award Type zZ_Skills Certificate

Associated Program Global Studies

Award Type zZ_Skills Certificate

Associated Program CSU GE

Associated Program CSU GE

Changed Field

Current Version

Proposed Version

Award Type Certificate of Achievement-Advanced (COA-A)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program CSU GE

Associated Program CSU GE

Award Type Certificate of Achievement-Advanced (COA-A)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program 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 Version

Proposed Version

Associated Program	Global Studies
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Global Studies
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Global Studies
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Global Studies
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Global Studies
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Global Studies
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Associate in Arts in History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Associate in Arts in History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Associate in Arts in Art History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Associate in Arts in Art History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
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Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)
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Changed Field**Current Version****Proposed Version**

Award Type	Associate in Arts (A.A.) Degree
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Award Type	Associate in Arts (A.A.) Degree
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Associated Program	Art History for Transfer (In Development)
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Associated Program	Art History for Transfer (In Development)
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Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
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Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
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Associated Program	Intercultural Studies
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Associated Program	Intercultural Studies
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Award Type	Associate in Arts (A.A.) Degree
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Award Type	Associate in Arts (A.A.) Degree
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Associated Program	Intercultural Studies
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Associated Program	Intercultural Studies
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Award Type	Associate in Arts (A.A.) Degree
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Award Type	Associate in Arts (A.A.) Degree
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Transferability & Gen. Ed. Options**Changed Field****Current Version****Proposed Version**

Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
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Course General Education Status (CB25)	Y	Y
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Transfer Status	Approved	Approved
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Changed Field

Current Version

Proposed Version



GE Information

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GC2 - Approved. • 2GDX - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GC2 - Approved. • 2GDX - Approved.
-	No value

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> • HIST - Approved.
-	HIST D003A & HIST D003B required for C-ID HIST 150

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> • HIST - Approved.
-	HIST D003A & HIST D003B required for C-ID HIST 150

System/Institution	IGETC
Area(s)	<ul style="list-style-type: none"> • IG3B - Approved. • IG4X - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> • CA3B - Approved. • CA4X - Approved.
-	No value

System/Institution	CSU GE
Area(s)	<ul style="list-style-type: none"> • 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

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Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
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Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
In-class 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

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
Film / documentary / or other media

**Assignments**

- | | |
|---|---|
| <ol style="list-style-type: none">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, contextualize, synthesize or critique primary and secondary historical sources in world history. | <ol style="list-style-type: none">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 assignment is accompanied with specific written or oral questions or prompts to assess, contextualize, synthesize, or critique. |
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Current Version

Proposed Version

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.

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Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. 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.
2. 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-

**Methods
of
Evaluation**

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.
2. 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

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point presentation(s), journal(s), book 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.

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.

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**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Bentley, Jerry H. and Herbert F. Ziegler. Traditions and Encounters: A Global Perspective on the Past. 6th edition. McGraw Hill, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Dunn, Ross E. and Laura Mitchell. Panorama: A World History. McGraw Hill, 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Harman, Chris. A People's History of the World: From the Stone Age to the New Millennium. London: Verso, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Traditions and Encounters: A Global Perspective on the Past.
Author	Bentley, Jerry and Herbert F. Ziegler, Heather Streets Salter, and Craig Benjamin.
Publisher	McGraw Hill.
Date/Edition	2020. 7th Edition.
ISBN	No value

Title	A Peoples' History of the World: From the Stone Age to the New Millennium.
Author	Harman, Chris.
Publisher	Verso.
Date/Edition	2017.
ISBN	No value

Title	Ways of the World: A Brief Global History: Value Edition.
Author	Strayer, Robert W. and Eric W. Nelson.
Publisher	Macmillan.
Date/Edition	2022. Fifth Edition.
ISBN	No value

Changed Field**Current Version****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



Suggested Reading List

No value

Reading List Freeman, C., Egypt. Greece and Rome: Civilizations of the Ancient Mediterranean. Oxford University Press. 2004.

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.

Changed Field**Current Version****Proposed Version**

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

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 Version****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.

Changed Field**Current Version****Proposed Version**

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 limited to No value

Changed Field**Current Version****Proposed Version**

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.

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.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

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 Version

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 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 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 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 prehistory to 750 CE.

Changed Field**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.

Expected SLO Performance 0.0

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

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

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

Course Outline



**Course
Content**

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 prehistory to 750 CE, particularly:
 1. Defining historical sources: primary and secondary
 2. Critical analysis of historical evidence; awareness of diverse approaches; construction of arguments

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
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 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 prehistory to 750 CE, particularly:
 1. Defining historical sources: primary and secondary
 2. Critical analysis of historical evidence; awareness of diverse approaches; construction of arguments

Changed Field**Current Version****Proposed Version**

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|---|---|---|---|
| 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 | 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 inter-state relations
2. Economic: Explain various forms of economic organization in early world history and their global impact, including | 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 inter-state relations
2. Economic: Explain various forms of economic organization in early world history and their global impact, including |

Changed Field**Current Version****Proposed Version**

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| agricultural and pastoral production, trade and commerce, labor systems, and networks of exchange | 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 | 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. 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 | 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 | 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: | 2. Recognize the contributions of diverse peoples in the development of world history, including: |

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|---|---|---|--|--|
| 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. | | 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. | | |
| 1. Knowledge of geography in world history, including continents, civilizations, cultural areas | | 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 | | 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 | | 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. 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 | | 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 chronology of the stages of development in the world from prehistory to 750 CE.

1. Prehistoric humans and their migrations (prehistory to c. 10,000 BCE) and analysis of developments, such as:

1. Paleolithic cultures; social organization; roles of women and men; gathering and hunting
2. Migration of homo sapiens out of Africa to the continents of the Americas, Asia, Europe, and Oceania
3. Use of languages and advanced stone tools; controlled use of fire; practice of human spirituality

2. Emergence of agrarian societies (c. 10,000 to 3500 BCE) and analysis of developments, such as:

1. Neolithic cultures in various regions of the world, including the Fertile Crescent of Southwest Asia, sub-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

history, and to understand the chronology of the stages of development in the world from prehistory to 750 CE.

1. Prehistoric humans and their migrations (prehistory to c. 10,000 BCE) and analysis of developments, such as:

1. Paleolithic cultures; social organization; roles of women and men; gathering and hunting
2. Migration of homo sapiens out of Africa to the continents of the Americas, Asia, Europe, and Oceania
3. Use of languages and advanced stone tools; controlled use of fire; practice of human spirituality

2. Emergence of agrarian societies (c. 10,000 to 3500 BCE) and analysis of developments, such as:

1. Neolithic cultures in various regions of the world, including the Fertile Crescent of Southwest Asia, sub-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

Changed Field**Current Version****Proposed Version**

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|---|---|
| 5. Chiefdoms and the issue of inequality in Neolithic cultures | 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: | 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 | 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 | 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 | 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 | 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 | 5. Environmental and technological impact of early civilizations, including irrigation, the wheel, metal tools |
| 6. Rise of the state; development of law; role of kings and queens; conflict, warfare, and diplomacy | 6. Rise of the state; development of law; role of kings and queens; conflict, warfare, and diplomacy |
| 7. Trade, inter-regional interaction, economic exchange, labor | 7. Trade, inter-regional interaction, economic exchange, labor |

Changed Field**Current Version****Proposed Version**

	systems, and the use of money	systems, and the use of money
	8. Writing, alphabets, and accounting; artistic and architectural achievements such as pyramids and statuary	8. Writing, alphabets, and accounting; artistic and architectural achievements such as pyramids and statuary
	9. Polytheistic belief systems and usages; precursors to monotheism; cultural borrowing	9. Polytheistic belief systems and usages; precursors to monotheism; cultural borrowing
	10. Examination of historically influential persons, such as King Hammurabi of Babylonia and his law code, Egyptian Pharaoh Akhenaten and monotheistic views, and Queen Hatshepsut and her role in Egypt	10. Examination of historically influential persons, such as King Hammurabi of Babylonia and his law code, Egyptian Pharaoh Akhenaten and monotheistic views, and Queen Hatshepsut and her role in Egypt
4.	Formation of classical era societies and their interactions (c. 500 BCE - 500 CE), analysis, comparison, and contrast of their forms of political and social organization, economic systems, technological, environmental, and cultural influences (including artistic, aesthetic, literary and architectural contributions), Religious and Philosophical Perspectives, historically influential persons, impact on ordinary persons, and analysis of developments, such as:	4. Formation of classical era societies and their interactions (c. 500 BCE - 500 CE), analysis, comparison, and contrast of their forms of political and social organization, economic systems, technological, environmental, and cultural influences (including artistic, aesthetic, literary and architectural contributions), Religious and Philosophical Perspectives, historically influential persons, impact on ordinary persons, and analysis of developments, such as:
	1. Persian civilization and empire: monarchs Cyrus and Darius; Zarathustra and Zoroastrianism; Persian satraps; art and architecture	1. Persian civilization and empire: monarchs Cyrus and Darius; Zarathustra and Zoroastrianism;

Changed Field**Current Version****Proposed Version**

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| 2. Greek civilization: city-states, oligarchy, democracy, imperialism; leaders Cleisthenes, Pericles, and Alexander III of Macedon; writings of Herodotus; Sparta and Athens; aesthetics and mythology; monuments and libraries | Persian satraps; art and architecture |
| 3. Roman civilization: republic and empire; military leader Julius Caesar and emperor Augustus; debt; art and architecture; Paganism and Christianity; historians; patriarchy and class | 2. Greek civilization: city-states, oligarchy, democracy, imperialism; leaders Cleisthenes, Pericles, and Alexander III of Macedon; writings of Herodotus; Sparta and Athens; aesthetics and mythology; monuments and libraries |
| 4. Civilization and empire in Qin and Han China; Qin ruler Shihuangdi and Han emperor Wudi; writings of historians; Confucius and Confucianism; Legalism; Daoism; Han and Qin dynasty art and architecture | 3. Roman civilization: republic and empire; military leader Julius Caesar and emperor Augustus; debt; art and architecture; Paganism and Christianity; historians; patriarchy and class |
| 5. Mauryan and Gupta civilizations, regional states, and intermittent empires in India; Hinduism; Siddhartha Gautama and Buddhism; Jainism; Asceticism; Mauryan art and architecture; emperor Ashoka; Kamasutra and caste | 4. Civilization and empire in Qin and Han China; Qin ruler Shihuangdi and Han emperor Wudi; writings of historians; Confucius and Confucianism; Legalism; Daoism; Han and Qin dynasty art and architecture |
| 6. African civilizations and kingdoms of Meroe, Axum, and Niger Valley; Bantu | 5. Mauryan and Gupta civilizations, regional states, and intermittent empires in India; Hinduism; Siddhartha Gautama and Buddhism; Jainism; Asceticism; Mauryan art and architecture; emperor Ashoka; Kamasutra and caste |
| | 6. African civilizations and kingdoms of |

Changed Field**Current Version****Proposed Version**

	migration; Kushite ruler Piye; Persian influence; Art and architecture; Christianity; Cities without States	Meroe, Axum, and Niger Valley; Bantu migration; Kushite ruler Piye; Persian influence; Art and architecture; Christianity; Cities without States
	7. Mayan civilizations and kingdoms; Teotihuacan social and political structure, art and architecture; Chavin as the formation of a religious movement; Moche pottery and political structure; Wari and Tiwanaku empires	7. Mayan civilizations and kingdoms; Teotihuacan social and political structure, art and architecture; Chavin as the formation of a religious movement; Moche pottery and political structure; Wari and Tiwanaku empires
	5. Social and economic structures, hierarchies, inequalities, and alternatives in classical era societies(c. 500 BCE - 500 CE), comparisons and contrasts, and analysis of developments, such as: 1. Economic class systems, (e.g., landlords, peasants, and merchants in China; caste system in India; stratification among the Maya 2. Slavery in various forms in the Americas, Africa, and Eurasia, and slave rebellions (e.g., slavery in the Roman Empire and rebellion of Spartacus; slavery in Meroe, Africa) 3. Patriarchy in various societies; restrictions on women's roles (e.g., political, economic, social); achievements of women (e.g., Meroe queens in Africa,	5. Social and economic structures, hierarchies, inequalities, and alternatives in classical era societies(c. 500 BCE - 500 CE), comparisons and contrasts, and analysis of developments, such as: 1. Economic class systems, (e.g., landlords, peasants, and merchants in China; caste system in India; stratification among the Maya 2. Slavery in various forms in the Americas, Africa, and Eurasia, and slave rebellions (e.g., slavery in the Roman Empire and rebellion of Spartacus; slavery in Meroe, Africa) 3. Patriarchy in various societies; restrictions on women's roles (e.g., political, economic, social); achievements of

Changed Field**Current Version****Proposed Version**

Roman matrons, Spartan female athletes, writings of Ban Zhao in China)	women (e.g., Meroe queens in Africa, Roman matrons, Spartan female athletes, writings of Ban Zhao in China)
4. Treatment of homosexuality in various societies (e.g., examples in Greece and India)	4. Treatment of homosexuality in various societies (e.g., examples in Greece and India)
5. Alternatives to hierarchy and empire, such as West African urban centers, North American native cultures, Greek city- states, and small republics within India	5. Alternatives to hierarchy and empire, such as West African urban centers, North American native cultures, Greek city- states, and small republics within India
6. Various forms of kinship structures and gender relations in classical era societies	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	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:	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	1. Comparisons and contrasts of pre- classical era polytheistic, pantheistic, and Great Mother belief

Changed Field**Current Version****Proposed Version**

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| 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 | systems, ceremonies and rituals |
| 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 | 2. Chinese Legalism, Confucianism, and Daoism; impact of Confucius |
| 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 | 3. Buddhism and Hinduism in India; impact of Siddhartha Gautama, Jainism; Asceticism; Mauryan art and architecture; emperor Ashoka; Kamasutra and Caste |
| 5. Greek polytheism vs. Greek rationalism; impact of Socrates, Plato, Aristotle, Pythagoras, Aristarchus | 6. Early Christianity; impact of Jesus of Nazareth | 4. Zoroastrianism, Judaism, and the rise of monotheism; impact of Zoroaster and the Hebrews |
| 6. Early Christianity; impact of Jesus of Nazareth | 7. Origins of Islam; impact of Muhammad Ibn Abdullah | 5. Greek polytheism vs. Greek rationalism; impact of Socrates, Plato, Aristotle, Pythagoras, Aristarchus |
| 7. Origins of Islam; impact of Muhammad Ibn Abdullah | 8. Native African belief systems and spiritual views, such as those of Meroe | 6. Early Christianity; impact of Jesus of Nazareth |
| 8. Native African belief systems and spiritual views, such as those of Meroe | 9. Native American belief systems and spiritual views, such as those of the Maya | 7. Origins of Islam; impact of Muhammad Ibn Abdullah |
| 9. Native American belief systems and spiritual views, such as those of the Maya | 10. Artistic, literary, scientific, and technological developments of the various cultures above, such as:invention of paper in China; zero and decimal place system in India; astronomical calculations among the Maya; iron manufacturing in | 8. Native African belief systems and spiritual views, such as those of Meroe |
| 10. Artistic, literary, scientific, and technological developments of the various cultures above, such as:invention of paper in China; zero and decimal place system in India; astronomical calculations among the Maya; iron manufacturing in | | 9. Native American belief systems and spiritual views, such as those of the Maya |
| | | 10. Artistic, literary, scientific, and technological developments of the various cultures above, such as:invention of paper in China; zero and decimal place system in India; astronomical calculations among |

Changed Field**Current Version****Proposed Version**

	Meroe, Africa; Greek theater and history; Buddhist imagery	the Maya; iron manufacturing in Meroe, Africa; Greek theater and history; Buddhist imagery
	11. Gender issues and treatment of women in various belief systems	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 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 conquests, such as those of the Turkic cultures in Asia	
		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 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

Changed Field**Current Version****Proposed Version**

8. The acceleration of economic and cross-cultural interactions in early world history (to c. 750 CE), including new networks of trade, transportation, and communication, new developments in state formation and practices, diffusion of artistic and scientific traditions as well as biological exchanges and environmental impact, such as:

1. The Silk Roads in Eurasia
2. Sea routes in the Indian Ocean basin
3. Trans-Saharan routes and other networks in Africa, such as the Red Sea
4. Networks in the Americas and their contrast with Eastern Hemisphere; new trade routes of Mesoamerica
5. View of these various exchanges as precursors to a more globalized context of exchange; examination of the geographic situation of these historical developments

6. Nomadic influences and conquests, such as those of the Turkic cultures in Asia

8. The acceleration of economic and cross-cultural interactions in early world history (to c. 750 CE), including new networks of trade, transportation, and communication, new developments in state formation and practices, diffusion of artistic and scientific traditions as well as biological exchanges and environmental impact, such as:

1. The Silk Roads in Eurasia
2. Sea routes in the Indian Ocean basin
3. Trans-Saharan routes and other networks in Africa, such as the Red Sea
4. Networks in the Americas and their contrast with Eastern Hemisphere; new trade routes of Mesoamerica
5. View of these various exchanges as precursors to a more globalized context of exchange; examination of the geographic situation of these historical developments

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202122	No Value
	Banner Division	2SS	No Value
	Catalog Term (21-22)	23-24	No Value
	5 Year Revision Year (2021)	2018	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	HIST 003A	HIST 003A
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	HIST	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	06/11/2019	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	Noncredit Enhanced Funding Indicator	N	No Value
	In Service Indicator	N	No Value
	Sports/Physical Education Course Indicator	N	No Value
	COA Code	C	No Value
	Fund Code	114000	No Value
	Organization Code	239004	No Value

Changed	Questions	Current Version	Proposed Version
!	Account Code	1320	No Value
!	Program Code	220500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> (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

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Blue Form content area (empty).

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.		
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No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.		
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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

-- 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**

**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.

Changed**Questions****Current Version****Proposed Version**

**Objective 3:
Utilize MLA
guidelines to
format essays,
cite sources,
and compile a
works cited
page.**

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.

Changed	Questions	Current Version	Proposed Version
	<p>❗ Objective 4: Create syntactically varied sentences that are free of mechanical errors.</p>	<p>No Value</p>	<p>-- 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.</p>

Changed	Questions	Current Version	Proposed Version
!	<p>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</p>	No Value	<p>-- 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</p>

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 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.

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
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	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value
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C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
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	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
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	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

No Value

**Objective 2:
Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

**Objective 4:
Develop linear function models.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 5:
Use systems of
two linear
equations to
solve real world
problems.**

No Value

No Value

**Objective 6:
Use linear
inequalities in
one variable to
solve real world
problems.**

No Value

No Value

**Objective 7:
Examine
exponential
expressions
and develop
exponential
function
models.**

No Value

No Value

**Objective 8:
Examine
logarithmic
expressions
and develop
logarithmic
function
models.**

No Value

No Value

**Objective 9:
Develop
quadratic
function
models to solve
problems.**

No Value

No Value

**Objective 10:
Investigate the
characteristics
of rational
expressions.**

No Value

No Value

**Objective 11:
Develop skills
to work with
radical
expressions.**

No Value

No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 3:
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

Objective 5:
Use systems of two linear equations to solve real-world problems.

No Value

No Value

Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
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	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
--	--	----------	----------

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem
solving
methods.

No Value

No Value

Objective 2:
Solve problems
involving
arithmetic
operations,
including
fractions,
percents and
decimals.

No Value

No Value

Objective 3:
Apply the order
of operations to
evaluate signed
numerical
expressions.

No Value

No Value

Objective 4:
Solve problems
involving
operations with
signed
numbers.

No Value

No Value

Objective 5:
Explore the
characteristics
and properties
of real
numbers.

No Value

No Value

Objective 6:
Use estimation
to determine
approximate
solutions and
to check the
reasonableness
of answers.

No Value

No Value

Changed

Questions

Current Version

Proposed Version

**Objective 7:
Explore rates
and ratios and
use proportions
to solve
problems.**

No Value

No Value

**Objective 8:
Explore, as
applicable
throughout the
course, the
geometry of
mathematical
measurements
and solve
problems
involving
geometric
figures and
formulas.**

No Value

No Value

**Objective 9:
Explore the use
of variables in
expressions
and evaluate
algebraic
expressions.**

No Value

No Value

**Objective 10:
Solve linear
equations in
one variable
numerically and
algebraically.**

No Value

No Value

**Objective 11:
Graph linear
relationships
on a Cartesian
coordinate by
plotting ordered
pairs.**

No Value

No Value

Changed

Questions

Current Version

Proposed Version

**Objective 12:
Investigate,
throughout the
course as
applicable, how
mathematics
has developed
as a human
activity around
the world.**

No Value

No Value

G-Matrix Form

Changed

Questions

Current Version

Proposed Version

**If the requisite
does not fall
under an A-F
Matrix,
download the
Content
Review Matrix
G from the
Reference
Materials, and
follow the
remaining
instructions on
the form. If a
requisite falling
under Matrix G
is being
removed,
provide an
explanation as
to why.**

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed**Questions****Current Version****Proposed Version**

**Criteria 1:
Present core
concepts and
scope that
define the
discipline.
(ONLY using
the Outline,
Assignments or
Methods of
Evaluation
areas, cite,
copy and paste
the area
referenced.)**

No Value

-- 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
❗	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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 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.</p>

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

-- 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: - D. - 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. -- 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.

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 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



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

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
	<p>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</p>	No Value	No Value
	<p>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</p>	No Value	No Value
	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	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	HISTD003A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
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	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
--	--------------------------------	-------------------------

	External Review Approval Date	Sep 1, 2018 12:00:00 AM
--	--	-------------------------

	Course Control Number	CCC000277123
--	----------------------------------	--------------

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
--	--	--

De Anza College
Change Report
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
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 (CB01A and CB01B)	HISTD03AH	HISTD03AH

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
!	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.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> History

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - 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.	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 . <u>IGETC and is UC and CSU transferable.</u>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

CTE Course

Changed	Field	Current Version	Proposed Version
!	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
!	Is this an honors/non-honors course?	No value	<u>Yes - don't forget to duplicate the revisions in the honors/non-honors course</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** History for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** History for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** History for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** History for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Art History for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Art History for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Intercultural Studies**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Intercultural Studies**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Intercultural Studies**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Intercultural Studies**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Global Studies**Award Type** zZ_Skills Certificate**Associated Program** Global Studies**Award Type** zZ_Skills Certificate**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)

Changed Field**Current Version****Proposed Version****Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Global Studies**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Global Studies**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Global Studies**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Global Studies**Award Type** Associate in Arts (A.A.) Degree

Changed Field

Current Version

Proposed Version

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.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) 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.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) 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
Associated Program	Art History for Transfer (In Development)	Associated Program	Art History for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Changed Field**Current Version****Proposed Version****Associated Program** Intercultural Studies**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Intercultural Studies**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Intercultural Studies**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Intercultural Studies**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

Changed Field

Current Version

Proposed Version



GE Information

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GC2 - Approved. • 2GDX - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GC2 - Approved. • 2GDX - Approved.
-	No value

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> • HIST - Approved.
-	HIST D03AH & HIST D03BH required for C-ID HIST 150

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> • HIST - Approved.
-	HIST D03AH & HIST D03BH required for C-ID HIST 150

System/Institution	IGETC
Area(s)	<ul style="list-style-type: none"> • IG3B - Approved. • IG4X - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> • CA3B - Approved. • CA4X - Approved.
-	No value

System/Institution	CSU GE
Area(s)	<ul style="list-style-type: none"> • 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 / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

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Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class 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 Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion of assigned reading
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 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

**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, 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, 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 questions or prompts to assess, contextualize, synthesize or critique.
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 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 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 specific written or oral questions or prompts to assess, contextualize, synthesize or critique.

course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography.

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



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

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.
2. 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 presentation(s),

**Methods
of
Evaluation**

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.
2. 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.
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

Changed Field**Current Version****Proposed Version**

journal(s), book 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 research paper of 8-10 pages total (or two shorter

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 prehistory and 750 CE, as well as student's understanding of diverse historical perspectives.

Changed 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 prehistory and 750 CE.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Bentley, Jerry H. and Herbert F. Ziegler. Traditions and Encounters: A Global Perspective on the Past. 6th edition. McGraw Hill, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Dunn, Ross E. and Laura Mitchell. Panorama: A World History. McGraw Hill, 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Harman, Chris. A People's History of the World: From the Stone Age to the New Millennium. London: Verso, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	No value
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Traditions and Encounters: A Global Perspective on the Past.
Author	Bentley, Jerry and Herbert F. Ziegler Heather Streets Salter, and Craig Benjamin..
Publisher	McGraw Hill.
Date/Edition	2020. 7th Edition.
ISBN	No value

Title	A Peoples' History of the World: From the Stone Age to the New Millennium.
Author	Harman, Chris.
Publisher	Verso.
Date/Edition	2017.
ISBN	No value

Title	Ways of the World: A Brief Global History: Value Edition.
Author	Strayer, Robert W. and Eric W. Nelson.
Publisher	Macmillan.
Date/Edition	2022. Fifth Edition.
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 Edition.
ISBN	No value

Changed Field**Current Version****Proposed Version**

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

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



Suggested Reading List

No value

Reading List Freeman, C., Egypt. Greece and Rome: Civilizations of the Ancient Mediterranean. Oxford University Press. 2004.

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.

Changed Field**Current Version****Proposed Version**

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 Version****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 Version****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.

Changed Field**Current Version****Proposed Version**

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 limited to No value

Reading List Millard, Anne. Atlas of Ancient Worlds: A Pictorial Atlas of Past Civilization. D. K. Publishing. 2001.

Changed Field**Current Version****Proposed Version**

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

Reading List Meltzer, Milton. Slavery: A World History. Da Capo Press. 1993.

Changed Field**Current Version****Proposed Version**

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****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 prehistory to 750 CE.
 - 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
- 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 prehistory to 750 CE.
 - 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

Changed Field**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.

Expected SLO Performance 0.0

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

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

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

Course Outline



**Course
Content**

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 prehistory to 750 CE, particularly:

1. Defining historical sources: primary and secondary
2. Critical analysis of historical evidence; awareness of diverse approaches; construction of arguments
3. Objectivity and perspective; interpretation and critical reflection; validity and impact; proper citation of sources

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
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 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 prehistory to 750 CE, particularly:

1. Defining historical sources: primary and secondary
2. Critical analysis of historical evidence; awareness of diverse approaches; construction of arguments
3. Objectivity and perspective; interpretation and critical reflection; validity and impact; proper citation of sources

- | Changed Field | Current Version | Proposed Version |
|---------------|--|---|
| | <p>4. Historiography and its relationship to the development of world history as a field</p> <p>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.</p> <p>1. Major Themes in World History to 750 CE, including:</p> <ol style="list-style-type: none"> 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 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 | <p>4. Historiography and its relationship to the development of world history as a field</p> <p>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.</p> <p>1. Examine major themes in World History to 750 CE, including:</p> <ol style="list-style-type: none"> 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 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 |

Changed Field**Current Version****Proposed Version**

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|---------------|---|--|
| | <ol style="list-style-type: none">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 history5. 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 <ol style="list-style-type: none">2. Recognition of the contributions of diverse peoples in the development of world history, including:<ol style="list-style-type: none">1. The impact of ethnic and racial diversity2. The roles and experiences of women and men3. The experiences of the working classes and the issue of slavery4. The role of human sexuality and the issue of sexual orientation5. The role of dissent with regard to belief systems <ol style="list-style-type: none">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.<ol style="list-style-type: none">1. Knowledge of geography in world history, including continents, civilizations, cultural areas2. Understanding the extent of human knowledge of | <p>constructions, and social and economic classes</p> <ol style="list-style-type: none">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 history5. 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 <ol style="list-style-type: none">2. Recognize the contributions of diverse peoples in the development of world history, including:<ol style="list-style-type: none">1. The impact of ethnic and racial diversity2. The roles and experiences of women and men3. The experiences of the working classes and the issue of slavery4. The role of human sexuality and the issue of sexual orientation5. The role of dissent with regard to belief systems <ol style="list-style-type: none">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.<ol style="list-style-type: none">1. Knowledge of geography in world history, including continents, civilizations, cultural areas |

Changed Field**Current Version****Proposed Version**

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| <p>geographical space in various historical time periods</p> <p>3. Ability to assess the relationship of geography to historical events over time</p> <p>4. Political, economic, social, demographic, and environmental factors related to geographic influences</p> <p>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 history, and to understand the chronology of the stages of development in the world from prehistory to 750 CE.</p> <p>1. Prehistoric humans and their migrations (prehistory to c. 10,000 BCE) and analysis of developments, such as:</p> <p>1. Paleolithic cultures; social organization; roles of women and men; gathering and hunting</p> <p>2. Migration of homo sapiens out of Africa to the continents of the Americas, Asia, Europe, and Oceania</p> <p>3. Use of languages and advanced stone tools; controlled use of fire; practice of human spirituality</p> <p>2. Emergence of agrarian societies (c. 10,000 to 3500 BCE) and analysis of developments, such as:</p> <p>1. Neolithic cultures in various regions of the world, including the Fertile Crescent of Southwest Asia, sub-Saharan Africa, China, New Guinea, Mesoamerica, the</p> | <p>2. Understanding the extent of human knowledge of geographical space in various historical time periods</p> <p>3. Ability to assess the relationship of geography to historical events over time</p> <p>4. Political, economic, social, demographic, and environmental factors related to geographic influences</p> <p>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 history, and to understand the chronology of the stages of development in the world from prehistory to 750 CE.</p> <p>1. Prehistoric humans and their migrations (prehistory to c. 10,000 BCE) and analysis of developments, such as:</p> <p>1. Paleolithic cultures; social organization; roles of women and men; gathering and hunting</p> <p>2. Migration of homo sapiens out of Africa to the continents of the Americas, Asia, Europe, and Oceania</p> <p>3. Use of languages and advanced stone tools; controlled use of fire; practice of human spirituality</p> <p>2. Emergence of agrarian societies (c. 10,000 to 3500 BCE) and analysis of developments, such as:</p> <p>1. Neolithic cultures in various regions of the world, including the Fertile Crescent of Southwest Asia, sub-</p> |
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Changed Field**Current Version****Proposed Version**

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- | | |
|---|---|
| Andes, and eastern North America | 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 | 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 | 3. Cross-cultural analysis of the impact of settled agriculture; positive and negative factors |
| 4. Pastoral societies and nomads | 4. Pastoral societies and nomads |
| 5. Chiefdoms and the issue of inequality in Neolithic cultures | 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: | 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 | 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 | 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 | 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 | 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 | 5. Environmental and technological impact of early civilizations, |
| 6. Rise of the state; development of law; role | 6. Rise of the state; development of law; role |

Changed Field**Current Version****Proposed Version**

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| of kings and queens;
conflict, warfare, and
diplomacy
7. Trade, inter-regional
interaction, economic
exchange, labor
systems, and the use of
money
8. Writing, alphabets, and
accounting; artistic and
architectural
achievements such as
pyramids and statuary
9. Polytheistic belief
systems and usages;
precursors to
monotheism; cultural
borrowing
10. Examination of
historically influential
persons, such as King
Hammurabi of Babylonia
and his law code,
Egyptian Pharaoh
Akhenaten and
monotheistic views, and
Queen Hatshepsut and
her role in Egypt
4. Formation of classical era
societies and their interactions
(c. 500 BCE - 500 CE),
analysis, comparison, and
contrast of their forms of
political and social
organization, economic
systems, technological,
environmental, and cultural
influences (including artistic,
aesthetic, literary and
architectural contributions),
Religious and Philosophical
Perspectives, historically
influential persons, impact on
ordinary persons, and analysis
of developments, such as:
1. Persian civilization and
empire: monarchs Cyrus
and Darius; Zarathustra
and Zoroastrianism;
Persian satraps; art and
architecture
2. Greek civilization: city-
states, oligarchy, | including irrigation, the
wheel, metal tools
6. Rise of the state;
development of law; role
of kings and queens;
conflict, warfare, and
diplomacy
7. Trade, inter-regional
interaction, economic
exchange, labor
systems, and the use of
money
8. Writing, alphabets, and
accounting; artistic and
architectural
achievements such as
pyramids and statuary
9. Polytheistic belief
systems and usages;
precursors to
monotheism; cultural
borrowing
10. Examination of
historically influential
persons, such as King
Hammurabi of Babylonia
and his law code,
Egyptian Pharaoh
Akhenaten and
monotheistic views, and
Queen Hatshepsut and
her role in Egypt
4. Formation of classical era
societies and their interactions
(c. 500 BCE - 500 CE),
analysis, comparison, and
contrast of their forms of
political and social
organization, economic
systems, technological,
environmental, and cultural
influences (including artistic,
aesthetic, literary and
architectural contributions),
Religious and Philosophical
Perspectives, historically
influential persons, impact on
ordinary persons, and analysis
of developments, such as:
1. Persian civilization and
empire: monarchs Cyrus
and Darius; Zarathustra
and Zoroastrianism; |
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democracy, imperialism; leaders	Persian satraps; art and architecture
Cleisthenes, Pericles, and Alexander III of Macedon; writings of Herodotus; Sparta and Athens; aesthetics and mythology; monuments and libraries	2. Greek civilization: city-states, oligarchy, democracy, imperialism; leaders Cleisthenes, Pericles, and Alexander III of Macedon; writings of Herodotus; Sparta and Athens; aesthetics and mythology; monuments and libraries
3. Roman civilization: republic and empire; military leader Julius Caesar and emperor Augustus; debt; art and architecture; Paganism and Christianity; historians; patriarchy and class	3. Roman civilization: republic and empire; military leader Julius Caesar and emperor Augustus; debt; art and architecture; Paganism and Christianity; historians; patriarchy and class
4. Civilization and empire in Qin and Han China; Qin ruler Shihuangdi and Han emperor Wudi; writings of historians; Confucius and Confucianism; Legalism; Daoism; Han and Qin dynasty art and architecture	4. Civilization and empire in Qin and Han China; Qin ruler Shihuangdi and Han emperor Wudi; writings of historians; Confucius and Confucianism; Legalism; Daoism; Han and Qin dynasty art and architecture
5. Mauryan and Gupta civilizations, regional states, and intermittent empires in India; Hinduism; Siddhartha Gautama and Buddhism; Jainism; Asceticism; Mauryan art and architecture; emperor Ashoka; Kamasutra and Caste	5. Mauryan and Gupta civilizations, regional states, and intermittent empires in India; Hinduism; Siddhartha Gautama and Buddhism; Jainism; Asceticism; Mauryan art and architecture; emperor Ashoka; Kamasutra and Caste
6. African civilizations and kingdoms of Meroe, Axum, and Niger Valley; Bantu migration; Kushite ruler Piye; Persian influence; Art and architecture; Christianity; Cities without States	6. African civilizations and kingdoms of Meroe, Axum, and Niger Valley; Bantu migration; Kushite ruler Piye; Persian influence; Art and architecture; Christianity; Cities without States
7. Mayan civilizations and kingdoms; Teotihuacan social and political structure, art and architecture; Chavin as the formation of a	7. Mayan civilizations and kingdoms; Teotihuacan

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religious movement; Moche pottery and political structure; Wari and Tiwanaku empires	social and political structure, art and architecture; Chavin as the formation of a religious movement; Moche pottery and political structure; Wari and Tiwanaku empires
5. Social and economic structures, hierarchies, inequalities, and alternatives in classical era societies(c. 500 BCE - 500 CE), comparisons and contrasts, and analysis of developments, such as:	5. Social and economic structures, hierarchies, inequalities, and alternatives in classical era societies(c. 500 BCE - 500 CE), comparisons and contrasts, and analysis of developments, such as:
1. Economic class systems, (e.g., landlords, peasants, and merchants in China); caste system in India; stratification among the Maya	1. Economic class systems, (e.g., landlords, peasants, and merchants in China); caste system in India; stratification among the Maya
2. Slavery in various forms in the Americas, Africa, and Eurasia, and slave rebellions (e.g., slavery in the Roman Empire and rebellion of Spartacus; slavery in Meroe, Africa)	2. Slavery in various forms in the Americas, Africa, and Eurasia, and slave rebellions (e.g., slavery in the Roman Empire and rebellion of Spartacus; slavery in Meroe, Africa)
3. Patriarchy in various societies; restrictions on women's roles (e.g., political, economic, social); achievements of women (e.g., Meroe queens in Africa, Roman matrons, Spartan female athletes, writings of Ban Zhao in China)	3. Patriarchy in various societies; restrictions on women's roles (e.g., political, economic, social); achievements of women (e.g., Meroe queens in Africa, Roman matrons, Spartan female athletes, writings of Ban Zhao in China)
4. Treatment of homosexuality in various societies (e.g., examples in Greece and India)	4. Treatment of homosexuality in various societies (e.g., examples in Greece and India)
5. Alternatives to hierarchy and empire, such as West African urban centers, North American native cultures, Greek city- states, and small republics within India	5. Alternatives to hierarchy and empire, such as West African urban centers, North American native cultures, Greek city- states, and small republics within India
6. Various forms of kinship structures and gender relations in classical era societies	

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7. Issue of access, or lack of access, to education in classical era societies	6. Various forms of kinship structures and gender relations 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: <ol style="list-style-type: none">1. Comparisons and contrasts of pre-classical era polytheistic, pantheistic, and Great Mother belief systems, ceremonies and rituals2. Chinese Legalism, Confucianism, and Daoism; impact of Confucius3. Buddhism and Hinduism in India; impact of Siddhartha Gautama, Jainism; Asceticism; Mauryan art and architecture; emperor Ashoka; Kamasutra and caste4. Zoroastrianism, Judaism, and the rise of monotheism; impact of Zoroaster and the Hebrews5. Greek polytheism vs. Greek rationalism; impact of Socrates, Plato, Aristotle, Pythagoras, Aristarchus6. Early Christianity; impact of Jesus of Nazareth7. Origins of Islam; impact of Muhammad Ibn Abdullah	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: <ol style="list-style-type: none">1. Comparisons and contrasts of pre-classical era polytheistic, pantheistic, and Great Mother belief systems, ceremonies and rituals2. Chinese Legalism, Confucianism, and Daoism; impact of Confucius3. Buddhism and Hinduism in India; impact of Siddhartha Gautama, Jainism; Asceticism; Mauryan art and architecture; emperor Ashoka; Kamasutra and caste4. Zoroastrianism, Judaism, and the rise of monotheism; impact of Zoroaster and the Hebrews5. Greek polytheism vs. Greek rationalism; impact of Socrates, Plato, Aristotle, Pythagoras, Aristarchus

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| <p>8. Native African belief systems and spiritual views, such as those of Meroe.</p> <p>9. Native American belief systems and spiritual views, such as those of the Maya</p> <p>10. Artistic, literary, scientific, and technological developments of the various cultures above, such as:invention of paper in China; zero and decimal place system in India; astronomical calculations among the Maya; iron manufacturing in Meroe, Africa; Greek theater and history; Buddhist imagery</p> <p>11. Gender issues and treatment of women in various belief systems</p> <p>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:</p> <ol style="list-style-type: none">1. Native American cultures such as the Moche of Peru, Ancestral Pueblo, and Mississippian2. Bantu cultures in sub-Saharan Africa, and African urban centers such as Jenne-jeno in Niger River area3. Early Islamic cultures and empires to 750 CE; impact of the Umayyad caliphate | <p>6. Early Christianity; impact of Jesus of Nazareth</p> <p>7. Origins of Islam; impact of Muhammad Ibn Abdullah</p> <p>8. Native African belief systems and spiritual views, such as those of Meroe.</p> <p>9. Native American belief systems and spiritual views, such as those of the Maya</p> <p>10. Artistic, literary, scientific, and technological developments of the various cultures above, such as:invention of paper in China; zero and decimal place system in India; astronomical calculations among the Maya; iron manufacturing in Meroe, Africa; Greek theater and history; Buddhist imagery</p> <p>11. Gender issues and treatment of women in various belief systems</p> <p>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:</p> <ol style="list-style-type: none">1. Native American cultures such as the Moche of Peru, Ancestral Pueblo, and Mississippian2. Bantu cultures in sub-Saharan Africa, and |
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Changed Field**Current Version****Proposed Version**

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| 4. Early Byzantine empire; Germanic cultures of post-Roman empire | African urban centers such as Jenne-jeno in Niger River area |
| 5. Sui and early Tang dynasties and cultures in China; early Japanese, Korean, and Vietnamese cultures | 3. Early Islamic cultures and empires to 750 CE; impact of the Umayyad caliphate |
| 6. Nomadic influences and conquests, such as those of the Turkic cultures in Asia | 4. Early Byzantine empire; Germanic cultures of post-Roman empire |
| 8. The acceleration of economic and cross-cultural interactions in early world history (to c. 750 CE), including new networks of trade, transportation, and communication, new developments in state formation and practices, diffusion of artistic and scientific traditions as well as biological exchanges and environmental impact, such as: | 5. Sui and early Tang dynasties and cultures in China; early Japanese, Korean, and Vietnamese cultures |
| 1. The Silk Roads in Eurasia | 6. Nomadic influences and conquests, such as those of the Turkic cultures in Asia |
| 2. Sea routes in the Indian Ocean basin | 8. The acceleration of economic and cross-cultural interactions in early world history (to c. 750 CE), including new networks of trade, transportation, and communication, new developments in state formation and practices, diffusion of artistic and scientific traditions as well as biological exchanges and environmental impact, such as: |
| 3. Trans-Saharan routes and other networks in Africa, such as the Red Sea | 1. The Silk Roads in Eurasia |
| 4. Networks in the Americas and their contrast with Eastern Hemisphere; new trade routes of Mesoamerica | 2. Sea routes in the Indian Ocean basin |
| 5. View of these various exchanges as precursors to a more globalized context of exchange; examination of the geographic situation of these historical developments | 3. Trans-Saharan routes and other networks in Africa, such as the Red Sea |
| 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 | 4. Networks in the Americas and their contrast with Eastern Hemisphere; new trade routes of Mesoamerica |
| | 5. View of these various exchanges as precursors to a more globalized context of exchange; examination of the geographic situation of these 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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2SS	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	HIST 003AH	HIST 003AH
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	HIST	No Value
!	Course Level	DU	No Value
!	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
!	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
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239004	No Value
!	Account Code	1320	No Value
!	Program Code	220500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
!	<p>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</p>	No Value	<p>-- 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.</p>

Changed	Questions	Current Version	Proposed Version
	<p data-bbox="259 147 479 367">Objective 2: Compose essays drawn from personal experience and assigned texts.</p>	<p data-bbox="487 147 966 189">No Value</p>	<p data-bbox="974 147 1492 1986"> -- 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, historical references and citations, and a comprehensive discussion </p>

Changed Questions

Current Version

Proposed Version

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
!	<p>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</p>	No Value	<p>-- 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, historical references and citations, and a comprehensive discussion</p>

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Current Version

Proposed Version

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
!	<p>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</p>	No Value	<p>-- 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, historical references and citations, and a comprehensive discussion</p>

Changed Questions

Current Version

Proposed Version

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
!	<p>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</p>	No Value	<p>-- 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 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</p>

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 ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models.</p>	No Value	No Value
	<p>Objective 5: Use systems of two linear equations to solve real world problems.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</p>	No Value	No Value
	<p>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</p>	No Value	No Value
	<p>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
!	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	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
❗	<p>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.)</p>	No Value	<p>-- 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.</p>

Changed	Questions	Current Version	Proposed Version
❗	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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 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</p>

Changed Questions**Current Version****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 prehistory and 750 CE, as well as student's understanding of diverse historical perspectives.

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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: - D. - 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. -- 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 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</p>

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 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
!	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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.</p>

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value
	<p>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Criteria 3:
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.

No Value

No Value

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
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Stage 2:
Department Chair

No Value

No Value

Changed	Questions	Current Version	Proposed Version				
!	Stage 3: Division Curriculum Representative	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed
			5/13/24	RG - Div Rep	Course Description	Needs to be a complete sentence RG said it's actually o.k. - CC.	
			5/14/24	CC - Initiator	Course Description		O.K., as is, per RG
	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	HISTD03AH
	Distance Education Approved	Yes

Changed	Field	Current Version
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000569364
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
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	<u>Banner Start Term (202122)</u>
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	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
Initiator**

- Erik Woodbury

- 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
!	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.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> History
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> 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	<p>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.</p>	<p>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.</p>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

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Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non- honors course?	No value	<u>Yes - don't forget to duplicate the revisions in the honors/non-honors course</u>
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Global Studies for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Global Studies for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Art History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Art History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Intercultural Studies
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Intercultural Studies
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Intercultural Studies
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Intercultural Studies
Award Type	Certificate of Achievement-Advanced (COA-A)

Changed Field**Current Version****Proposed Version****Associated Program** Global Studies**Award Type** zZ_Skills Certificate**Associated Program** Global Studies**Award Type** zZ_Skills Certificate**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Associated Program** IGETC

Changed Field

Current Version

Proposed Version

Award Type Certificate of Achievement-Advanced (COA-A)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program 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.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) 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.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Changed Field**Current Version****Proposed Version**

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

Award Type Associate in Arts (A.A.) Degree

Associated Program Art History for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Art History for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies

Award Type Associate in Arts (A.A.) Degree

Associated Program Intercultural Studies

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)	Y	Y
	Transfer Status	Approved	Approved

Changed Field

Current Version

Proposed Version



GE Information

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GC2 - Approved. • 2GDX - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GC2 - Approved. • 2GDX - Approved.
-	No value

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> • HIST - Approved.
-	<ul style="list-style-type: none"> • HIST D003A & HIST D003B required for C-ID HIST 150 • HIST D003B & HIST D003C required for C-ID HIST 160

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> • HIST - Approved.
-	<ul style="list-style-type: none"> • HIST D003A & HIST D003B required for C-ID HIST 150 • HIST D003B & HIST D003C required for C-ID HIST 160

System/Institution	IGETC
Area(s)	<ul style="list-style-type: none"> • IG3B - Approved. • IG4X - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> • CA3B - Approved. • CA4X - Approved.
-	No value

System/Institution	CSU GE
Area(s)	<ul style="list-style-type: none"> • CGC2 - Approved. • CGDY - Approved.

Changed	Field	Current Version	Proposed Version
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-	No value		
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Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	4	4
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	Lecture Hours - Out of Class	8	8
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	Laboratory Hours - In Class	0	0
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	Laboratory Hours - Out of Class	0	0
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	NA Hours - In Class	0	0
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	NA Hours - Out of Class	0	0
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Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Course Duration (Weeks)	12	12
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	Hours per unit divisor	36	36
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	Total Student Learning Hours	144	144
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	Lecture Hours - Course In-Class (Contact) per Term	48	48
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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)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4

Changed	Field	Current Version	Proposed Version
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	Minimum Credit Units	4	4
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	Maximum Credit Units	4	4
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SKIP

Changed	Field	Current Version	Proposed Version
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	SKIP	No Value	No Value
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Specifications



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

Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion of assigned reading
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 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



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, 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, contextualize, synthesize or critique primary and secondary historical sources in world history.

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.
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 assignment is accompanied with specific written or oral questions or prompts to assess, contextualize, synthesize, or critique.

Changed Field

Current Version

Proposed Version

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



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

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.
2. 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-

**Methods
of
Evaluation**

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
2. 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

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point presentation(s), journal(s), book 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.

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.

Changed Field

Current Version

Proposed Version



**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Weisner-Hanks, Merry E. A Concise History of the World. Cambridge University Press, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Traditions and Encounters: A Global Perspective on the Past.
Author	Bentley, Jerry and Herbert F. Ziegler, Heather Streets Salter, and Craig Benjamin.
Publisher	McGraw Hill.
Date/Edition	2020. 7th Edition.
ISBN	No value

Title	No value
Author	Von Sivers, Peter, Charles A. Desnoyers and George Stow. Patterns of World History. 3rd ed. New York: Oxford University Press, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	A Peoples' History of the World: From the Stone Age to the Millennium.
Author	Harman, Chris.
Publisher	Verso.
Date/Edition	2017.
ISBN	No value

Title	No value
Author	Christian, David. Origin Story: A Big History of Everything. Little, Brown Spark, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Ways of the World: A Brief Global History: Value Edition.
Author	Strayer, Robert W. and Eric W. Nelson.
Publisher	Macmillan.
Date/Edition	2022. Fifth Edition.
ISBN	No value

Title	Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present: Seagull Edition.
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Changed Field**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
Author	Duiker, William J. and Jackson J. Spielvogel. World History. 9th ed. Cengage Learning, 2019.
Publisher	No value
Date/Edition	No value
ISBN	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**

No value

Reading List Pilcher, Jeffrey. Food In World History. New York: Routledge, 2005.

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.

Changed Field**Current Version****Proposed Version**

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

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

Changed Field**Current Version****Proposed Version**

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.

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

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

Changed Field**Current Version****Proposed 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 Version

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 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.

Changed Field**Current Version****Proposed Version****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.

Expected SLO Performance 0.0

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

CSLOs

Identify, critically evaluate, and interpret World history primary documents from 750 to 1750 CE to construct historical analysis.

Expected SLO Performance 0.0

CSLOs

Identify, critically evaluate, and interpret World history primary documents from 750 to 1750 CE to construct historical analysis.

Expected SLO Performance 0.0

Course Outline



**Course
Content**

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 arguments

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
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1. Defining historical sources: primary and secondary
2. Critical analysis of historical evidence; awareness of diverse approaches; construction of arguments

Changed Field**Current Version****Proposed Version**

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- | | |
|---|---|
| 3. Objectivity and perspective; interpretation and critical reflection; validity and impact; proper citation of sources | 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 | 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. | 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 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 inter-state relations
2. Economic: Explain various forms of economic organization in world history and their global impact, | 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 inter-state relations
2. Economic: Explain various forms of economic organization in world history and their global impact, |

Changed Field**Current Version****Proposed Version**

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 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 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. Recognition of the contributions of diverse

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 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 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

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| <p>peoples in the development of world history, including:</p> <ol style="list-style-type: none">1. The impact of ethnic and racial diversity2. The roles and experiences of women and men3. The experiences of the working classes and the issue of slavery4. The role of human sexuality and the issue of sexual orientation5. The role of dissent with regard to belief systems <p>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.</p> <ol style="list-style-type: none">1. Knowledge of geography in world history; continents, civilizations, and cultural and regional areas2. Understanding the extent of human knowledge of geographical space in various historical time periods3. Ability to assess the relationship of geography to historical events over time4. Political, economic, social, demographic, and environmental factors related to geographic influences <p>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</p> | <p>development of world history, including:</p> <ol style="list-style-type: none">1. The impact of ethnic and racial diversity2. The roles and experiences of women and men3. The experiences of the working classes and the issue of slavery4. The role of human sexuality and the issue of sexual orientation5. The role of dissent with regard to belief systems <p>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.</p> <ol style="list-style-type: none">1. Knowledge of geography in world history; continents, civilizations, and cultural and regional areas2. Understanding the extent of human knowledge of geographical space in various historical time periods3. Ability to assess the relationship of geography to historical events over time4. Political, economic, social, demographic, and environmental factors related to geographic influences <p>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</p> |
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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-

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-

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	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	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 of their wider influence, and examination of political, economic, social, cultural, and environmental issues, and impact on ordinary persons, such as:	2. Developments within and interrelations between major states and empires in East 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	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	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	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
	4. Cultural and religious impact of East Asia, including Buddhism	4. Cultural and religious impact of East Asia, including Buddhism

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| | <p>in relation to Confucianism</p> <p>5. Japan, Korea, and Vietnam as civilizations in Chinese sphere and the social, political and cultural (artistic and literary) consequences; impact of northern nomads on China</p> <p>6. Patriarchy (e.g., lack of women's property rights, footbinding), and various gender issues in East Asia</p> <p>7. Historically influential persons (e.g., Chinese emperor Song Taizu, Neo-Confucian philosopher Zhu Xi, and Japanese female writer Murasaki Shikibu and her Tale of Genji)</p> <p>3. Developments within and interrelations between major states and empires in the Islamic world (c. 750 to 1500), analysis of their wider influence, and examination of political, economic, social, cultural, and environmental issues, and impact on ordinary persons, such as:</p> <ol style="list-style-type: none">1. Rise of Islam and emergence of an Arab (Abbasid) empire, from Persia to North Africa; role of the caliph2. Conflicts between Sunni and Shia Islam; role of Sufism; role of sharia as both religious and civil law | <p>in relation to Confucianism</p> <p>5. Japan, Korea, and Vietnam as civilizations in Chinese sphere and the social, political and cultural (artistic and literary) consequences; impact of northern nomads on China</p> <p>6. Patriarchy (e.g., lack of women's property rights, footbinding), and various gender issues in East Asia</p> <p>7. Historically influential persons (e.g., Chinese emperor Song Taizu, Neo-Confucian philosopher Zhu Xi, and Japanese female writer Murasaki Shikibu and her Tale of Genji)</p> <p>3. Developments within and interrelations between major states and empires in the Islamic world (c. 750 to 1500), analysis of their wider influence, and examination of political, economic, social, cultural, and environmental issues, and impact on ordinary persons, such as:</p> <ol style="list-style-type: none">1. Rise of Islam and emergence of an Arab (Abbasid) empire, from Persia to North Africa; role of the caliph2. Conflicts between Sunni and Shia Islam; role of Sufism; role of sharia as both religious and civil law |
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| | <ol style="list-style-type: none">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 fundamentalists4. 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 cultures6. Role of Mongols and Turks, emergence of Ottoman Empire, and challenge to Christian Europe7. Historically influential persons (e.g., Mansa Musa, Ibn Sina, Al-Farabi, Persian writer Ferdowsi, Indian poet Kabir) | <ol style="list-style-type: none">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 fundamentalists4. 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 cultures6. Role of Mongols and Turks, emergence of Ottoman Empire, and challenge to Christian Europe7. Historically influential persons (e.g., Mansa Musa, Ibn Sina, Al-Farabi, Persian writer Ferdowsi, Indian poet Kabir) |
| <ol style="list-style-type: none">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:<ol style="list-style-type: none">1. Spread of Christianity within various | | <ol style="list-style-type: none">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:<ol style="list-style-type: none">1. Spread of Christianity within various |

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| European monarchies and principalities; role of the pope | European monarchies and principalities; role of the pope |
| 2. Conflicts: Eastern Orthodoxy vs. Roman Catholicism; separate church and state hierarchies in west | 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 | 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) | 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 | 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 |
| 6. Serfs, peasants, and guilds in Europe in comparison to labor systems in Islamic world and East Asia | 6. 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 | 7. Historically influential persons (e.g., Charlemagne, Aquinas, Francis of |

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| | Assisi, Eleanor of Aquitaine, Chaucer) | Assisi, Eleanor of Aquitaine, 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: | 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 | 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 | 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 | 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 | 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 | 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 | 6. Absence of widespread pastoralism in the Americas due to lack of large animals for domestication |
| | 7. Historically influential persons (e.g., | 7. Historically influential persons (e.g., |

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Chinggis/Genghis Khan, Khublai Khan, Marco Polo)	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:	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	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	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	3. Contrasts in maritime voyaging of China, European powers, the Americas, and Africa; Zheng He and

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| Columbus; the Indian Ocean, including Timur and Malacca | Columbus; the Indian Ocean, including Timur and Malacca |
| 4. The Aztec and Inca empires before and during European conquest of the Americas; Montezuma, Cortes | 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 | 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 | 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: | 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: |
| 1. Spanish and other European monarchs' rise and rule of colonies in the Americas; Iroquois confederation and other Native American forms of self-government; compare with African Igbo self-government | 1. Spanish and other European monarchs' rise and rule of colonies in the Americas; Iroquois confederation and other Native American forms of self-government; compare with African Igbo self-government |
| 2. English (British) colonies in America and rise of elected assemblies in | 2. English (British) colonies in America and rise of elected assemblies in |

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	rebellion over royal policies	rebellion over royal policies
	3. Autocratic Russian empire as European-oriented Christian state which also became an Asian power	3. Autocratic Russian empire as European-oriented Christian state which also became an Asian power
	4. China as an empire under the Qing dynasty and its expanding role in Central Asia	4. China as an empire under the Qing dynasty and its expanding role in Central Asia
	5. Islamic major empires: Ottoman, Safavid (Persia), Songhay (West Africa), and Mughal (India)	5. Islamic major empires: Ottoman, Safavid (Persia), Songhay (West Africa), and Mughal (India)
	6. Gender, racial, and ethnic issues in the areas above related to political developments and limits	6. Gender, racial, and ethnic issues in the areas above related to political developments and limits
	7. Historically influential persons (e.g., Tupac Amaru II, Elizabeth I, Peter the Great, emperor Akbar of India)	7. Historically influential persons (e.g., Tupac Amaru II, Elizabeth I, Peter the Great, emperor Akbar of India)
	8. Economic and social 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:	8. Economic and social 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:
	1. European roles in trade in American, African, and Asian products, such as spices, sugar, silver, gold, furs	1. European roles in trade in American, African, and Asian products, such as spices, sugar, silver, gold, furs
	2. Environmental impact on the natural world and resources resulting from	2. Environmental impact on the natural world and resources resulting from

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| developments in areas above | developments in areas above |
| 3. European role in the Atlantic slave trade; human impact; impact on African societies and economies | 3. European role in the Atlantic slave trade; human impact; impact on African societies and economies |
| 4. Impact on Native American, Asian, and African peoples during the trade, including that in labor systems | 4. Impact on Native American, Asian, and African peoples during the trade, including that in labor systems |
| 5. Centrality of Asia to world economy of early modern era; role of China, Japan, India and other cultures | 5. Centrality of Asia to world economy of early modern era; role of China, Japan, India and other cultures |
| 6. Racial, ethnic, gender, and class issues in areas above related to economic changes | 6. Racial, ethnic, gender, and class issues in areas above related to economic changes |
| 7. Historically influential persons (e.g., Magellan, Las Casas, Olaudah Equiano, Queen Nzinga of Matamba) | 7. Historically influential persons (e.g., Magellan, Las Casas, Olaudah Equiano, Queen Nzinga of Matamba) |
| 9. Cultural developments and transformations in the early modern world, including in religion, philosophy, and science (c. 1450 - 1750), analysis of their global impact, examination of interrelations between major states, and impact on ordinary persons, such as: | 9. Cultural developments and transformations in the early modern world, including in religion, philosophy, and science (c. 1450 - 1750), analysis of their global impact, examination of interrelations between major states, and impact on ordinary persons, such as: |
| 1. Islam's spread in Africa, India, Southeast Asia; renewal movements (e.g., Wahabi) and response | 1. Islam's spread in Africa, India, Southeast Asia; renewal movements (e.g., Wahabi) and response |
| 2. Protestant Reformation; Catholic Counter-Reformation; | 2. Protestant Reformation; Catholic Counter-Reformation; |

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| | spread of Christianity in both hemispheres | spread of Christianity in both hemispheres |
| | 3. China and Neo-Confucianism, ordinary peoples' Buddhism, and scientific approaches (e.g., kaozheng) | 3. China and Neo-Confucianism, ordinary peoples' Buddhism, and scientific approaches (e.g., kaozheng) |
| | 4. New forms of Hinduism in India (e.g., bhakti), and the growth and development of Sikhism | 4. New forms of Hinduism in India (e.g., bhakti), and the growth and development of Sikhism |
| | 5. 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 | 5. 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 |
| | 6. The Enlightenment, new philosophies (e.g. Locke, Voltaire), and their global impact | 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) | 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) |
| 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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	Banner Start Term (202122)	202122	No Value
❗	Banner Division	2SS	No Value
❗	Catalog Term (21-22)	23-24	No Value
❗	5 Year Revision Year (2021)	2018	No Value
❗	Effective Quarter	Fall	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	HIST 003B	HIST 003B
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	HIST	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	06/11/2019	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	Noncredit Enhanced Funding Indicator	N	No Value
	In Service Indicator	N	No Value
	Sports/Physical Education Course Indicator	N	No Value
	COA Code	C	No Value
	Fund Code	114000	No Value
	Organization Code	239004	No Value

Changed	Questions	Current Version	Proposed Version
!	Account Code	1320	No Value
!	Program Code	220500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2020 to 2018 per redistribution) Requisite change appr. 1/17/23 (effect. F23).-cc 	<ul style="list-style-type: none"> (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

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

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Blue Form content area (empty).

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.		
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No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.		
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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

-- 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.

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**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.

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**Objective 3:
Utilize MLA
guidelines to
format essays,
cite sources,
and compile a
works cited
page.**

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.

Changed	Questions	Current Version	Proposed Version
	<p>❗ Objective 4: Create syntactically varied sentences that are free of mechanical errors.</p>	<p>No Value</p>	<p>-- 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.</p>

Changed**Questions****Current Version****Proposed Version**

**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 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 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.

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
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	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value
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C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
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	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
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	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

No Value

Objective 3: Explore functions.

No Value

No Value

Objective 4: Develop linear function models.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 5:
Use systems of
two linear
equations to
solve real world
problems.**

No Value

No Value

**Objective 6:
Use linear
inequalities in
one variable to
solve real world
problems.**

No Value

No Value

**Objective 7:
Examine
exponential
expressions
and develop
exponential
function
models.**

No Value

No Value

**Objective 8:
Examine
logarithmic
expressions
and develop
logarithmic
function
models.**

No Value

No Value

**Objective 9:
Develop
quadratic
function
models to solve
problems.**

No Value

No Value

**Objective 10:
Investigate the
characteristics
of rational
expressions.**

No Value

No Value

**Objective 11:
Develop skills
to work with
radical
expressions.**

No Value

No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
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	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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Objective 3:
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

Objective 5:
Use systems of two linear equations to solve real-world problems.

No Value

No Value

Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
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	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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F-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre- algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem
solving
methods.

No Value

No Value

Objective 2:
Solve problems
involving
arithmetic
operations,
including
fractions,
percents and
decimals.

No Value

No Value

Objective 3:
Apply the order
of operations to
evaluate signed
numerical
expressions.

No Value

No Value

Objective 4:
Solve problems
involving
operations with
signed
numbers.

No Value

No Value

Objective 5:
Explore the
characteristics
and properties
of real
numbers.

No Value

No Value

Objective 6:
Use estimation
to determine
approximate
solutions and
to check the
reasonableness
of answers.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 7:
Explore rates and ratios and use proportions to solve problems.

No Value

No Value

Objective 8:
Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

No Value

Objective 9:
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

Objective 10:
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Changed

Questions

Current Version

Proposed Version

Objective 12:
Investigate,
throughout the
course as
applicable, how
mathematics
has developed
as a human
activity around
the world.

No Value

No Value

G-Matrix Form

Changed

Questions

Current Version

Proposed Version

**If the requisite
does not fall
under an A-F
Matrix,
download the
Content
Review Matrix
G from the
Reference
Materials, and
follow the
remaining
instructions on
the form. If a
requisite falling
under Matrix G
is being
removed,
provide an
explanation as
to why.**

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed**Questions****Current Version****Proposed Version**

**Criteria 1:
Present core
concepts and
scope that
define the
discipline.
(ONLY using
the Outline,
Assignments or
Methods of
Evaluation
areas, cite,
copy and paste
the area
referenced.)**

No Value

-- 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
❗	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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 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.</p>

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

-- 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: - D. - 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. -- 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.

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 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



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

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
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	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
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	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
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	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value
--	--	----------	----------

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 Administration Codes

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
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	Curriculum Committee Approval Date	
--	---	--

	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000091300
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
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
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 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 (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
!	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.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> • Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> • Hybrid 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> • History

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - HISTORY

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course 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.</p>	<p>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 transferable.</u></p>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

CTE Course

Changed	Field	Current Version	Proposed Version
!	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
!	Is this an honors/non-honors course?	No value	<u>Yes - don't forget to duplicate the revisions in the honors/non-honors course</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------

Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

<p>Associated Program Global Studies for Transfer</p>	<p>Associated Program Global Studies for Transfer</p>
<p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>
<p>Associated Program History for Transfer</p>	<p>Associated Program History for Transfer</p>
<p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>
<p>Associated Program History for Transfer</p>	<p>Associated Program History for Transfer</p>
<p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>
<p>Associated Program Art History for Transfer</p>	<p>Associated Program Art History for Transfer</p>
<p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>
<p>Associated Program Intercultural Studies</p>	<p>Associated Program Intercultural Studies</p>
<p>Award Type Certificate of Achievement-Advanced (COA-A)</p>	<p>Award Type Certificate of Achievement-Advanced (COA-A)</p>
<p>Associated Program Intercultural Studies</p>	<p>Associated Program Intercultural Studies</p>
<p>Award Type Certificate of Achievement-Advanced (COA-A)</p>	<p>Award Type Certificate of Achievement-Advanced (COA-A)</p>
<p>Associated Program Global Studies</p>	<p>Associated Program Global Studies</p>
<p>Award Type zZ_Skills Certificate</p>	<p>Award Type zZ_Skills Certificate</p>
<p>Associated Program CSU GE</p>	<p>Associated Program CSU GE</p>

Changed Field**Current Version****Proposed Version**

Award Type Certificate of Achievement-Advanced (COA-A)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program CSU GE

Associated Program CSU GE

Award Type Certificate of Achievement-Advanced (COA-A)

Award Type Certificate of Achievement-Advanced (COA-A)

Associated Program 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

Changed Field

Current Version

Proposed Version

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.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) 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.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) 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
Associated Program	Art History for Transfer (In Development)	Associated Program	Art History for Transfer (In Development)

Changed Field**Current Version****Proposed Version**

Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
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Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
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Associated Program	Intercultural Studies
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Associated Program	Intercultural Studies
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Award Type	Associate in Arts (A.A.) Degree
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Award Type	Associate in Arts (A.A.) Degree
-------------------	---------------------------------

Associated Program	Intercultural Studies
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Associated Program	Intercultural Studies
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Award Type	Associate in Arts (A.A.) Degree
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Award Type	Associate in Arts (A.A.) Degree
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Transferability & Gen. Ed. Options**Changed Field****Current Version****Proposed Version****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

Changed Field

Current Version

Proposed Version



GE Information

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GC2 - Approved. • 2GDX - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GC2 - Approved. • 2GDX - Approved.
-	No value

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> • HIST - Approved.
-	<ul style="list-style-type: none"> • HIST D03AH & HIST D03BH required for C-ID HIST 150 • HIST D03BH & HIST D03CH required for C-ID HIST 160

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> • HIST - Approved.
-	<ul style="list-style-type: none"> • HIST D03AH & HIST D03BH required for C-ID HIST 150 • HIST D03BH & HIST D03CH required for C-ID HIST 160

System/Institution	IGETC
Area(s)	<ul style="list-style-type: none"> • IG3B - Approved. • IG4X - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> • CA3B - Approved. • CA4X - Approved.
-	No value

System/Institution	CSU GE
Area(s)	<ul style="list-style-type: none"> • 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

Changed	Field	Current Version	Proposed Version
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

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Methods of Instruction


Methods of Instruction

Methods of Instruction 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 Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion of assigned reading
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 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

**Assignments**

- | Changed Field | Current Version | Proposed Version |
|--|---|--|
|  Assignments | <ol style="list-style-type: none">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.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, 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 | <ol style="list-style-type: none">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.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 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 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**

assignment is accompanied with specific written or oral questions or prompts to assess, contextualize, synthesize or critique.

course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography.

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. 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



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

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.
2. 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 presentation(s),

**Methods
of
Evaluation**

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.
2. 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.
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

Changed Field**Current Version****Proposed Version**

journal(s), book 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 research paper of 8-10 pages total (or two shorter

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.

Changed 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 Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Weisner-Hanks, Merry E. A Concise History of the World. Cambridge University Press, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Von Sivers, Peter, Charles A. Desnoyers and George Stow. Patterns of World History. 2nd Edition. New York: Oxford University Press, 2014.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Christian, David. Origin Story: A Big History of Everything. Little, Brown Spark, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	No value
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Traditions and Encounters: A Global Perspective on the Past.
Author	Bentley, Jerry and Herbert F. Ziegler Heather Streets Salter, and Craig Benjamin.
Publisher	McGraw Hill.
Date/Edition	2020. 7th Edition.
ISBN	No value

Title	A Peoples' History of the World: From the Stone Age to the New Millennium.
Author	Harman, Chris.
Publisher	Verso.
Date/Edition	2017.
ISBN	No value

Title	Ways of the World: A Brief Global History: Value Edition.
Author	Strayer, Robert W. and Eric W. Nelson.
Publisher	Macmillan.
Date/Edition	2022. Fifth Edition.
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 Edition.
ISBN	No value

Changed Field**Current Version****Proposed Version**

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

Author Duiker, William J.
and Jackson J.
Spielvogel. World
History. 9th ed.
Cengage Learning,
2019.

Publisher No value

Date/Edition No value

ISBN No value

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



Suggested Reading List

No value

Reading List Pilcher, Jeffrey. Food In World History. New York: Routledge, 2005.

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.

Changed Field**Current Version****Proposed Version**

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

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.

Changed Field**Current Version****Proposed Version**

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 Version****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 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

Reading List Abu-Lughod, Janet L. Before European Hegemony: The World System A.D. 1250-1350. Oxford: Oxford University Press, 1989.

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****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.
 - 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
- 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 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

Changed Field**Current Version****Proposed Version**

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.

Expected SLO Performance 0.0

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

CSLOs Identify, critically evaluate, and interpret World history primary documents from 750 to 1750 CE to construct historical analysis.

Expected SLO Performance 0.0

CSLOs Identify, critically evaluate, and interpret World history primary documents from 750 to 1750 CE to construct historical analysis.

Expected SLO Performance 0.0

Course Outline



**Course
Content**

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 arguments
3. Objectivity and perspective; interpretation and critical reflection; validity and impact; proper citation of sources

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:
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 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 arguments
3. Objectivity and perspective; interpretation and critical reflection; validity and impact; proper citation of sources

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| | <p>4. Historiography and its relationship to the development of world history as a field</p> <p>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.</p> <p>1. Major Themes in World History from 750 to 1750 CE, including:</p> <ol style="list-style-type: none"> 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 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 | <p>4. Historiography and its relationship to the development of world history as a field</p> <p>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.</p> <p>1. Examine major themes in World History from 750 to 1750 CE, including:</p> <ol style="list-style-type: none"> 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 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 |

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| social and economic classes | 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 history | 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 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 | 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. 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
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 | 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
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.
1. Knowledge of geography in world history; continents, civilizations, and cultural and regional areas | 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.
1. Knowledge of geography in world history; continents, civilizations, and cultural and regional areas |

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| <p>2. Understanding the extent of human knowledge of geographical space in various historical time periods</p> <p>3. Ability to assess the relationship of geography to historical events over time</p> <p>4. Political, economic, social, demographic, and environmental factors related to geographic influences</p> <p>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 history, and to understand the chronology of the stages of development in the world from 750 to 1750 CE.</p> <p>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:</p> <p>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</p> | <p>2. Understanding the extent of human knowledge of geographical space in various historical time periods</p> <p>3. Ability to assess the relationship of geography to historical events over time</p> <p>4. Political, economic, social, demographic, and environmental factors related to geographic influences</p> <p>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 history, and to understand the chronology of the stages of development in the world from 750 to 1750 CE.</p> <p>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:</p> <p>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</p> |
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| | <p>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</p> | <p>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</p> |
| | <p>2. Developments within and interrelations between major states and empires in East 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:</p> <ol style="list-style-type: none"> 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 | <p>2. Developments within and interrelations between major states and empires in East 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:</p> <ol style="list-style-type: none"> 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 |

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| | <ol style="list-style-type: none">4. Cultural and religious impact of East Asia, including Buddhism in relation to Confucianism5. Japan, Korea, and Vietnam as civilizations in Chinese sphere and the social, political and cultural (artistic and literary) consequences; impact of northern nomads on China6. Patriarchy (e.g., lack of women's property rights, footbinding), and various gender issues in East Asia7. Historically influential persons (e.g., Chinese emperor Song Taizu, Neo-Confucian philosopher Zhu Xi, and Japanese female writer Murasaki Shikibu and her Tale of Genji) <p>3. Developments within and interrelations between major states and empires in the Islamic world (c. 750 to 1500), analysis of their wider influence, and examination of political, economic, social, cultural, and environmental issues, and impact on ordinary persons, such as:</p> <ol style="list-style-type: none">1. Rise of Islam and emergence of an Arab (Abbasid) empire, from Persia to North Africa; role of the caliph2. Conflicts between Sunni and Shia Islam; role of Sufism; role of sharia as both religious and civil law3. 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 | | <ol style="list-style-type: none">4. Cultural and religious impact of East Asia, including Buddhism in relation to Confucianism5. Japan, Korea, and Vietnam as civilizations in Chinese sphere and the social, political and cultural (artistic and literary) consequences; impact of northern nomads on China6. Patriarchy (e.g., lack of women's property rights, footbinding), and various gender issues in East Asia7. Historically influential persons (e.g., Chinese emperor Song Taizu, Neo-Confucian philosopher Zhu Xi, and Japanese female writer Murasaki Shikibu and her Tale of Genji) <p>3. Developments within and interrelations between major states and empires in the Islamic world (c. 750 to 1500), analysis of their wider influence, and examination of political, economic, social, cultural, and environmental issues, and impact on ordinary persons, such as:</p> <ol style="list-style-type: none">1. Rise of Islam and emergence of an Arab (Abbasid) empire, from Persia to North Africa; role of the caliph2. Conflicts between Sunni and Shia Islam; role of Sufism; role of sharia as both religious and civil law3. 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 |
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| <p>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)</p> <p>5. Patriarchy (e.g., veiling, seclusion), and yet conflicting views of gender issues in various Islamic cultures</p> <p>6. Role of Mongols and Turks, emergence of Ottoman Empire, and challenge to Christian Europe</p> <p>7. Historically influential persons (e.g., Mansa Musa, Ibn Sina, Al-Farabi, Persian writer Ferdowsi, Indian poet Kabir)</p> <p>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:</p> <ol style="list-style-type: none">1. Spread of Christianity within various European monarchies and principalities; role of the pope2. Conflicts: Eastern Orthodoxy vs. Roman Catholicism; separate church and state hierarchies in west3. Christian cultural impact in Russia, Asia, Africa, especially artistic representations and architecture; era of the Crusades; interactions with other religions | <p>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)</p> <p>5. Patriarchy (e.g., veiling, seclusion), and yet conflicting views of gender issues in various Islamic cultures</p> <p>6. Role of Mongols and Turks, emergence of Ottoman Empire, and challenge to Christian Europe</p> <p>7. Historically influential persons (e.g., Mansa Musa, Ibn Sina, Al-Farabi, Persian writer Ferdowsi, Indian poet Kabir)</p> <p>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:</p> <ol style="list-style-type: none">1. Spread of Christianity within various European monarchies and principalities; role of the pope2. Conflicts: Eastern Orthodoxy vs. Roman Catholicism; separate church and state hierarchies in west3. Christian cultural impact in Russia, Asia, Africa, especially artistic representations and architecture; era of the Crusades; interactions with other religions |
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| <p>4. Economic, political, technological and ecological impact of Europe (e.g., merchants, parliaments, universities, 13th and 14th centuries of scholasticism, cannon, agricultural practices)</p> <p>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</p> <p>6. Serfs, peasants, and guilds in Europe in comparison to labor systems in Islamic world and East Asia</p> <p>7. Historically influential persons (e.g., Charlemagne, Aquinas, Francis of Assisi, Eleanor of Acquitaine, Chaucer)</p> <p>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:</p> <ol style="list-style-type: none">1. Pastoral peoples' interconnections with agriculturalists; role of the horse and the camel2. Arabs, Almoravids (N. Africa), Turks; rise of the Mongol empire, largest land-based empire in history3. Economic, military, political, ecological and cultural (artistic and | <p>4. Economic, political, technological and ecological impact of Europe (e.g., merchants, parliaments, universities, 13th and 14th centuries of scholasticism, cannon, agricultural practices)</p> <p>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</p> <p>6. Serfs, peasants, and guilds in Europe in comparison to labor systems in Islamic world and East Asia</p> <p>7. Historically influential persons (e.g., Charlemagne, Aquinas, Francis of Assisi, Eleanor of Acquitaine, Chaucer)</p> <p>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:</p> <ol style="list-style-type: none">1. Pastoral peoples' interconnections with agriculturalists; role of the horse and the camel2. Arabs, Almoravids (N. Africa), Turks; rise of the Mongol empire, largest land-based empire in history3. Economic, military, political, ecological and cultural (artistic and |
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	architectural) impact of the Mongols in China, Persia, and Russia	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	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	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	6. 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)	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:	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	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

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	Zimbabwe, the Aztec Empire in Mesoamerica	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	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 Ocean, including Timur and Malacca	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	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	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	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:	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:
	1. Spanish and other European monarchs' rise and rule of colonies in the Americas;	1. Spanish and other European monarchs' rise and rule of colonies in the Americas;

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	Iroquois confederation and other Native American forms of self-government; compare with African Igbo self-government	Iroquois confederation and other Native American forms of self-government; compare with African Igbo self-government
	2. English (British) colonies in America and rise of elected assemblies in rebellion over royal policies	2. English (British) colonies in America and rise of elected assemblies in rebellion over royal policies
	3. Autocratic Russian empire as European-oriented Christian state which also became an Asian power	3. Autocratic Russian empire as European-oriented Christian state which also became an Asian power
	4. China as an empire under the Qing dynasty and its expanding role in Central Asia	4. China as an empire under the Qing dynasty and its expanding role in Central Asia
	5. Islamic major empires: Ottoman, Safavid (Persia), Songhay (West Africa), and Mughal (India)	5. Islamic major empires: Ottoman, Safavid (Persia), Songhay (West Africa), and Mughal (India)
	6. Gender, racial, and ethnic issues in the areas above related to political developments and limits	6. Gender, racial, and ethnic issues in the areas above related to political developments and limits
	7. Historically influential persons (e.g., Tupac Amaru II, Elizabeth I, Peter the Great, emperor Akbar of India)	7. Historically influential persons (e.g., Tupac Amaru II, Elizabeth I, Peter the Great, emperor Akbar of India)
	8. Economic and social 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:	8. Economic and social 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:
	1. European roles in trade in American, African, and Asian products, such as spices, sugar, silver, gold, furs	1. European roles in trade in American, African, and Asian products, such as spices, sugar, silver, gold, furs
	2. Environmental impact on the natural world and resources resulting from	2. Environmental impact on the natural world and resources resulting from

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| | <p>developments in areas above</p> <p>3. European role in the Atlantic slave trade; human impact; impact on African societies and economies</p> <p>4. Impact on Native American, Asian, and African peoples during the trade, including that in labor systems</p> <p>5. Centrality of Asia to world economy of early modern era; role of China, Japan, India and other cultures</p> <p>6. Racial, ethnic, gender, and class issues in areas above related to economic changes</p> <p>7. Historically influential persons (e.g., Magellan, Las Casas, Olaudah Equiano, Queen Nzinga of Matamba)</p> <p>9. Cultural developments and transformations in the early modern world, including in religion, philosophy, and science (c. 1450 - 1750), analysis of their global impact, examination of interrelations between major states, and impact on ordinary persons, such as:</p> <ol style="list-style-type: none">1. Islam's spread in Africa, India, Southeast Asia; renewal movements (e.g., Wahabi) and response2. Protestant Reformation; Catholic Counter-Reformation; spread of Christianity in both hemispheres3. China and Neo-Confucianism, ordinary peoples' Buddhism, and scientific approaches (e.g., kaozheng)4. New forms of Hinduism in India (e.g., bhakti), | <p>developments in areas above</p> <p>3. European role in the Atlantic slave trade; human impact; impact on African societies and economies</p> <p>4. Impact on Native American, Asian, and African peoples during the trade, including that in labor systems</p> <p>5. Centrality of Asia to world economy of early modern era; role of China, Japan, India and other cultures</p> <p>6. Racial, ethnic, gender, and class issues in areas above related to economic changes</p> <p>7. Historically influential persons (e.g., Magellan, Las Casas, Olaudah Equiano, Queen Nzinga of Matamba)</p> <p>9. Cultural developments and transformations in the early modern world, including in religion, philosophy, and science (c. 1450 - 1750), analysis of their global impact, examination of interrelations between major states, and impact on ordinary persons, such as:</p> <ol style="list-style-type: none">1. Islam's spread in Africa, India, Southeast Asia; renewal movements (e.g., Wahabi) and response2. Protestant Reformation; Catholic Counter-Reformation; spread of Christianity in both hemispheres3. China and Neo-Confucianism, ordinary peoples' Buddhism, and scientific approaches (e.g., kaozheng)4. New forms of Hinduism in India (e.g., bhakti), |
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- and the growth and development of Sikhism
5. 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
 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)

- and the growth and development of Sikhism
5. 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
 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.

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.

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
	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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2SS	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	HIST 003BH	HIST 003BH
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	HIST	No Value
!	Course Level	DU	No Value
!	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
!	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
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239004	No Value
!	Account Code	1320	No Value
!	Program Code	220500	No Value
!	Percent	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab;</p> <p>1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value

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
	<p>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
!	<p>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</p>	No Value	<p>-- 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.</p>

Changed	Questions	Current Version	Proposed Version
!	<p>Objective 2: Compose essays drawn from personal experience and assigned texts.</p>	No Value	<p>-- 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 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</p>

Changed Questions

Current Version

Proposed Version

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
!	<p>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</p>	No Value	<p>-- 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 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</p>

Changed Questions

Current Version

Proposed Version

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
!	<p>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</p>	No Value	<p>-- 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 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</p>

Changed Questions

Current Version

Proposed Version

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
!	<p>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</p>	No Value	<p>-- 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 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</p>

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 ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models.</p>	No Value	No Value
	<p>Objective 5: Use systems of two linear equations to solve real world problems.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</p>	No Value	No Value
	<p>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</p>	No Value	No Value
	<p>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.


No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
!	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	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
	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	<p>-- 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.</p>

Changed	Questions	Current Version	Proposed Version
❗	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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 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</p>

Changed Questions**Current Version****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.

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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: - D. - 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. -- 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 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</p>

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 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
!	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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.</p>

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value
	<p>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
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	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
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	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value
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Comments

Changed	Questions	Current Version	Proposed Version
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	Stage 2: Department Chair	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Stage 3: Division Curriculum Representative	No Value	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
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000569365
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS- DEPT-NAME	
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	Course Crosswalk CRS- NUMBER	
--	---	--

De Anza College
Change Report
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

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?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none">Erik Woodbury	<ul style="list-style-type: none">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
	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	<p>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.</p>	<p>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.</p>
	Course Type (CB27)	No value	<ul style="list-style-type: none">Lower Division

Changed	Field	Current Version	Proposed Version
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Mode of Delivery

• Hybrid

• Online
• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
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Discipline 1

No value

• History

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
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Formerly Statement

No value

Course Justification

Changed	Field	Current Version	Proposed Version
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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
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	Stand-Alone Statement	No value	
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Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
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CTE Course


Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>Yes - don't forget to duplicate the revisions in the honors/non-honors course</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.

Changed	Field	Current Version	Proposed Version
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** History for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** History for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** History for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** History for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Art History for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Art History for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Associate in Arts in Social Justice Studies: General Studies for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Associate in Arts in Social Justice Studies: General Studies for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Political Science for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Political Science for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Political Science for Transfer**Associated Program** Political Science for Transfer

Changed Field

Current Version

Proposed Version

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) 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 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 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.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) 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.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) 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.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) 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 Version****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.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) 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.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) 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.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) 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 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.A.-T.) Degree	Award Type Associate in Arts for Transfer (A.A.-T.) 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

Changed Field

Current Version

Proposed Version



GE Information

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GC2 - Approved. • 2GDX - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GC2 - Approved. • 2GDX - Approved.
-	No value

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> • HIST - Approved.
-	HIST D003B & HIST D003C required for C-ID HIST 160

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> • HIST - Approved.
-	HIST D003B & HIST D003C required for C-ID HIST 160

System/Institution	IGETC
Area(s)	<ul style="list-style-type: none"> • IG3B - Approved. • IG4X - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> • CA3B - Approved. • CA4X - Approved.
-	No value

System/Institution	CSU GE
Area(s)	<ul style="list-style-type: none"> • CGC2 - Approved. • CGDY - Approved.
-	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	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
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
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	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
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	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
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	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
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	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
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	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>
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Credit Units

Changed	Field	Current Version	Proposed Version
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	Course Duration (Weeks)	12	12
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	Total Lecture Hours per Term	144	144
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Changed	Field	Current Version	Proposed Version
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	Total Laboratory Hours per Term	-	0
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	Total Contact Hours per Term	-	0
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	Total Credit Units	4	4
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	Minimum Credit Units	4	4
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	Maximum Credit Units	4	4
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SKIP

Changed	Field	Current Version	Proposed Version
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	SKIP	No Value	No Value
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Specifications



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

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
 Film / documentary / or other media



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, 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, contextualize, synthesize or

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.
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

Changed Field**Current Version****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.

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



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of
Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. 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.
2. 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)

**Methods
of
Evaluation**

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.
2. 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

Changed Field

Current Version

Proposed Version

exam, final, workbook(s), video review form(s), Power-point presentation(s), journal(s), book 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, final, 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

bibliography. Writing assignments may include: research papers; in-class or take-home essays in exam format including the final exam; book 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

Changed Field

Current Version

Proposed Version

primary source documents in the era of history for this course.

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.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

Title	No value
Author	Weisner-Hanks, Merry E. A Concise History of the World. Cambridge University Press, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Duiker, William J. and Jackson J. Spielvogel. World History. 9th ed. Cengage Learning, 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Reilly, Kevin. The Human Journey: A Concise Introduction to World History. 2nd ed. New York: Rowman & Littlefield, 2018.
Publisher	No value
Date/Edition	No value

Title	Traditions and Encounters: A Global Perspective on the Past.
Author	Bentley, Jerry and Herbert F. Ziegler, Heather Streets Salter, and Craig Benjamin.
Publisher	McGraw Hill.
Date/Edition	2020. 7th Edition.
ISBN	No value

Title	A Peoples' History of the World: From the Stone Age to the New Millennium.
Author	Harman, Chris.
Publisher	Verso.
Date/Edition	2017.
ISBN	No value

Title	Ways of the World: A Brief Global History: Value Edition.
Author	Strayer, Robert W. and Eric W. Nelson.
Publisher	Macmillan.
Date/Edition	2022. Fifth Edition.
ISBN	No value

Changed Field**Current Version****Proposed Version****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



Suggested Reading List

No value

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.

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

Changed Field**Current Version****Proposed Version**

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

Changed Field**Current Version****Proposed Version**

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

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

Changed Field**Current Version****Proposed Version**

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

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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 List Kent, Bruce. The Spoils of War: The Politics, Economics, and Diplomacy of Reparations, 1918-1932. Oxford University Press/Clarendon, 1992.

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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

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.

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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.

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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

Reading List Cleveland, William L. 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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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 this period's developments.

Expected SLO Performance 0.0

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

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

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

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>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.</p> <p>1. The study of history as it relates to world history, particularly:</p> <ol style="list-style-type: none"> 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 <p>2. Sources in the study of civilizations and cultures in world history, from 1750 CE to the present, particularly:</p> <ol style="list-style-type: none"> 1. Defining historical sources: primary 	<p>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.</p> <p>1. The study of history as it relates to world history, particularly:</p> <ol style="list-style-type: none"> 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 <p>2. Sources in the study of civilizations and cultures in world history, from 1750 CE to the present, particularly:</p> <ol style="list-style-type: none"> 1. Defining historical sources: primary and secondary

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| | <p>and secondary</p> <ol style="list-style-type: none">2. Critical analysis of historical evidence; awareness of diverse approaches; construction of arguments3. Objectivity and perspective; interpretation and critical reflection; validity and impact; proper citation of sources4. Historiography and its relationship to the development of world history as a field | <ol style="list-style-type: none">2. Critical analysis of historical evidence; awareness of diverse approaches; construction of arguments3. Objectivity and perspective; interpretation and critical reflection; validity and impact; proper citation of sources4. Historiography and its relationship to the development of world history as a field |
| | <ol style="list-style-type: none">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. | <ol style="list-style-type: none">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. |
| | <ol style="list-style-type: none">1. Major Themes in World History from 1750 CE to the present, including:<ol style="list-style-type: none">1. Political: Analyze, compare, and contrast distinctive forms of political organization in world history and | <ol style="list-style-type: none">1. Examine major themes in World History from 1750 CE to the present, including:<ol style="list-style-type: none">1. Political: Analyze, compare, and contrast distinctive forms of political organization in world history and their impact, |

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		<p>their impact, including forms of governance, state-building, empires, expansion, conflict, and inter-state relations</p> <p>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</p> <p>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</p> <p>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</p>	<p>including forms of governance, state-building, empires, expansion, conflict, and inter-state relations</p> <p>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</p> <p>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</p> <p>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</p> <p>5. Environmental: Analyze the ways in</p>

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| | <p>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</p> <p>2. Recognition of the contributions of diverse peoples in the development of world history, including:</p> <ol style="list-style-type: none">1. The impact of ethnic and racial diversity2. The roles and experiences of women and men3. The experiences of the working classes and the issue of slavery4. The role of human sexuality and the issue of sexual orientation5. The role of dissent with regard to belief systems <p>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.</p> | <p>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</p> <p>2. Recognize the contributions of diverse peoples in the development of world history, including:</p> <ol style="list-style-type: none">1. The impact of ethnic and racial diversity2. The roles and experiences of women and men3. The experiences of the working classes and the issue of slavery4. The role of human sexuality and the issue of sexual orientation5. The role of dissent with regard to belief systems <p>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.</p> <ol style="list-style-type: none">1. Knowledge of geography in world history; continents, civilizations, |

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		<ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 history, and to understand the chronology of the stages of development in the world from 1750 CE to Present. <ol style="list-style-type: none"> 1. 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: 	<p>and cultural and regional areas</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 history, and to understand the chronology of the stages of development in the world from 1750 CE to Present. <ol style="list-style-type: none"> 1. 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: <ol style="list-style-type: none"> 1. Impact of the Scientific Revolution and the Enlightenment on the Age of Revolution in a global context,

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| <ol style="list-style-type: none">1. Impact of the Scientific Revolution and the Enlightenment on the Age of Revolution in a global context, including cultural, artistic, literary and architectural2. American, French, Haitian, and Latin American Revolutions in anti-monarchical and anti-colonial contexts3. Efforts to create constitution-based self-governments, expand the suffrage, and begin public education4. Movements against slavery, serfdom, and peonage in a global context; results in various nations5. Rise of new nations and nationalisms in a global context; civic vs. racial vs. racist vs. anti-colonial nationalisms; examples such as U.S., France, Germany, Italy, Ireland, Eastern European states, Egypt, Palestine, Israel, Russia, Japan, Latin American states | <ol style="list-style-type: none">including cultural, artistic, literary and architectural2. American, French, Haitian, and Latin American Revolutions in anti-monarchical and anti-colonial contexts3. Efforts to create constitution-based self-governments, expand the suffrage, and begin public education4. Movements against slavery, serfdom, and peonage in a global context; results in various nations5. Rise of new nations and nationalisms in a global context; civic vs. racial vs. racist vs. anti-colonial nationalisms; examples such as U.S., France, Germany, Italy, Ireland, Eastern European states, Egypt, Palestine, Israel, Russia, Japan, Latin American states6. Diversity of women's rights movements and women's suffrage movements in global context of revolution7. Historically influential persons (e.g., Jefferson, |
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		6. Diversity of women's rights movements and women's suffrage movements in global context of revolution	Rousseau, Simon Bolivar, Touissant Louverture, Frederick Douglass, Mary Wollstonecraft, Elizabeth Cady Stanton, feminist Huda Sharawi of Egypt)
		7. Historically influential persons (e.g., Jefferson, Rousseau, Simon Bolivar, Touissant Louverture, Frederick Douglass, Mary Wollstonecraft, Elizabeth Cady Stanton, feminist Huda Sharawi of Egypt)	Huda Sharawi of Egypt)
		2. The Age of Industrialization (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:	2. The Age of Industrialization (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:
		1. Reasons for origins of Industrial Revolution in Britain and Europe; comparison and contrast with China	1. Reasons for origins of Industrial Revolution in Britain and Europe; comparison and contrast with China
		2. New inventions: steam engine, steel blast furnace, railroad, steamship, electricity, automobile, airplane	2. New inventions: steam engine, steel blast furnace, railroad, steamship, electricity, automobile, airplane
		3. Urbanization, immigration,	3. Urbanization, immigration, population increase, birth control; environmental impact of industrialization
			4. Formation of upper, middle, and working classes; factory labor and changing gender roles; child labor

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		<p>population increase, birth control; environmental impact of industrialization</p> <p>4. Formation of upper, middle, and working classes; factory labor and changing gender roles; child labor</p> <p>5. Social protests; struggles for unions and labor laws; contrasts between capitalism, socialism, communism</p> <p>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</p> <p>7. Historically influential persons (e.g., James Watt and invention of steam engine, Karl Marx, Clara Zetkin, Jose Marti, Margaret Sanger, Olive Schreiner)</p>	<p>5. Social protests; struggles for unions and labor laws; contrasts between capitalism, socialism, communism</p> <p>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</p> <p>7. Historically influential persons (e.g., James Watt and invention of steam engine, Karl Marx, Clara Zetkin, Jose Marti, Margaret Sanger, Olive Schreiner)</p>
		<p>3. The Age of European Colonial Encounters in Asia and Africa (1750 - 1914), developments within and interrelations between major states,</p>	<p>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, such as:</p> <p>1. Industrialization and imperialism of Europe in Asia and Africa; impact of colonialism and social Darwinism (distinguish</p>

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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
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)
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

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		<p>5. Impact of European imperialism in Asia and Africa with regard to gender roles, class, racial hierarchies</p> <p>6. Historically influential persons (e.g., Cecil Rhodes, Queen Victoria, Rani of Jhansi, Emilio Aguinaldo)</p> <p>4. The Age of Empires and Collisions between the European West, the Middle East, and East Asia (1800 - 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:</p> <ol style="list-style-type: none"> 1. European and U.S. military, political, social, philosophical, cultural and economic intrusions in East Asia, the Middle East, and Africa 2. Crisis and rebellions in Qing dynasty China (e.g., Taiping, Boxer); European political, economic, social, philosophical and cultural intrusions; Chinese reforms and revolutions 	<p>Asia (1800 - 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:</p> <ol style="list-style-type: none"> 1. European and U.S. military, political, social, philosophical, cultural and economic intrusions in East Asia, the Middle East, and Africa 2. Crisis and rebellions in Qing dynasty China (e.g., Taiping, Boxer); European political, economic, social, philosophical and cultural intrusions; Chinese reforms and revolutions 3. Decline of the Ottoman Empire after European political, social, philosophical, cultural and economic intrusions; origins of Turkey; contrasting Islamic reforms 4. Tokugawa Japan, shogun, and samurai; U.S. political, social, philosophical, cultural and economic intrusions; Japan's recourse as an

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		<p>3. Decline of the Ottoman Empire after European political, social, philosophical, cultural and economic intrusions; origins of Turkey; contrasting Islamic reforms</p>	<p>industrializing and modern nation</p> <p>5. Inter-relations between states in the Asian sphere: Russia, Japan, China, and others; U.S. in the Pacific</p>
		<p>4. Tokugawa Japan, shogun, and samurai; U.S. political, social, philosophical, cultural and economic intrusions; Japan's recourse as an industrializing and modern nation</p>	<p>6. Modernizing gender roles, class formation, ethnic identity, and environmental issues in age of collisions</p>
		<p>5. Inter-relations between states in the Asian sphere: Russia, Japan, China, and others; U.S. in the Pacific</p>	<p>7. Historically influential persons (e.g., Hong Xiuquan as leader of Taiping Rebellion, Mustafa Kemal Ataturk as Father of Turkey, Queen Lili'uokalani of Hawaii, Emperor Mutsuhito of Meiji-era Japan)</p>
		<p>6. Modernizing gender roles, class formation, ethnic identity, and environmental issues in age of collisions</p>	<p>5. The World in Upheaval: The World Wars, Great Depression, and Re-balancing (1914 - 1970), 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:</p>
		<p>7. Historically influential persons (e.g., Hong Xiuquan as leader of Taiping Rebellion, Mustafa Kemal Ataturk as Father of Turkey, Queen Lili'uokalani of Hawaii, Emperor Mutsuhito of Meiji-era Japan)</p>	<p>1. World War I and its legacies; industrialized warfare; League of Nations; decline of imperial systems</p> <p>2. Cultural change and postwar developments in</p>

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5. The World in Upheaval: The World Wars, Great Depression, and Re-balancing (1914 - 1970), 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. World War I and its legacies; industrialized warfare; League of Nations; decline of imperial systems

2. Cultural change and postwar developments in modern art and architecture, literature, philosophy, science, psychology, and sexuality

3. Great Depression in a global context; economic reform efforts and contrast between U.S. and Europe; cultural expressions

4. Fascism, Naziism; World War II and its legacies; total war; Holocaust; atomic bomb; United Nations

5. Recovery of Europe and Asia; move towards European Union; impact of the war

modern art and architecture, literature, philosophy, science, psychology, and sexuality

3. Great Depression in a global context; economic reform efforts and contrast between U.S. and Europe; cultural expressions

4. Fascism, Naziism; World War II and its legacies; total war; Holocaust; atomic bomb; United Nations

5. Recovery of Europe and Asia; move towards European Union; impact of the war on colonized nations

6. Class, race, gender and the suffrage in wake of world wars; environmental, cultural, philosophical, aesthetic and technological change

7. Historically influential persons (e.g., Freud, Einstein, Wilson, Hitler, Roosevelt, Churchill, Stalin, Simone de Beauvoir, Fatma Aliye Topuz, Rosario Castellanos)

6. Global Conflict between Socialism and Capitalism and the Rise and Fall of

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		<p>on colonized nations</p> <p>6. Class, race, gender and the suffrage in wake of world wars; environmental, cultural, philosophical, aesthetic and technological change</p> <p>7. Historically influential persons (e.g., Freud, Einstein, Wilson, Hitler, Roosevelt, Churchill, Stalin, Simone de Beauvoir, Fatma Aliye Topuz, Rosario Castellanos)</p> <p>6. Global Conflict between Socialism and Capitalism and the Rise and Fall of World Communism (1917 - 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:</p> <ol style="list-style-type: none"> 1. Russian and Chinese revolutions; origins of communist parties and anti-communist efforts globally 2. Building of socialist agriculture and industry; comparison and 	<p>World Communism (1917 - 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:</p> <ol style="list-style-type: none"> 1. Russian and Chinese revolutions; origins of communist parties and anti-communist efforts globally 2. Building of socialist agriculture and industry; comparison and contrast with capitalist systems 3. Cold War between the U.S. and U.S.S.R., nuclear standoff, Cuban missile crisis, cultural competition 4. Rivalry for developing nations and political and economic impact; wars in Vietnam, Afghanistan, Middle East 5. Paths to the fall of global communism; different outcomes for China, Russia, and other states 6. Gender, ethnic, cultural, philosophical and environmental issues within communist and capitalist societies

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	contrast with capitalist systems	7. Historically influential persons (e.g., Lenin, Mao, Castro, Ho Chi Minh, Kwame Nkrumah, Lech Walesa, Gorbachev, Alexandra Kollontai)
3.	Cold War between the U.S. and U.S.S.R., nuclear standoff, Cuban missile crisis, cultural competition	
4.	Rivalry for Third World nations and political and economic impact; wars in Vietnam, Afghanistan, Middle East	7. Decolonization and the End of Empires (1914 - present), new identities for the Global South, 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:
5.	Paths to the fall of global communism; different outcomes for China, Russia, and other states	1. Political, economic, philosophical and cultural factors (and a weaker Europe) leading to end of empires in world history
6.	Gender, ethnic, cultural, philosophical and environmental issues within communist and capitalist societies	2. Decolonization movements; non-violence and armed struggle; creating new social, political, philosophical, cultural and economic systems in relation to mass communication
7.	Historically influential persons (e.g., Lenin, Mao, Castro, Ho Chi Minh, Kwame Nkrumah, Lech Walesa, Gorbachev, Alexandra Kollontai)	3. India, Pakistan, and other Asian states such as Indonesia in the efforts for independence and nationhood
7.	Decolonization and the End of Empires (1914 - present), new identities for the Global South, developments within and interrelations between major states, analysis of their wider influence and of the era's political,	4. Decolonization in South Africa and other African states such as Ghana;

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economic, social, philosophical, cultural, and environmental impact, such as:

1. Political, economic, philosophical and cultural factors (and a weaker Europe) leading to end of empires in world history
2. Decolonization movements; non-violence and armed struggle; creating new social, political, philosophical, cultural and economic systems in relation to mass communication
3. India, Pakistan, and other Asian states such as Indonesia in the efforts for independence and nationhood
4. Decolonization in South Africa and other African states such as Ghana; anti-apartheid; pan-Africanism
5. Mexican Revolution, Latin American states, rebellion against U.S. hegemony; civil rights movements in U.S.
6. Gender, race, and class, in relation to social, political, philosophical,

anti-apartheid; pan-Africanism

5. Mexican Revolution, Latin American states, rebellion against U.S. hegemony; civil rights movements in U.S.
6. Gender, race, and class, in relation to social, political, philosophical, cultural, and environmental issues during the decolonization process (e.g., representation)
7. Historically influential persons (e.g., Mohandas Gandhi, Emiliano Zapata, Thomas Sankara, Nelson Mandela, Martin Luther King, Jr., Rigoberta Menchu)
8. Nationalism, economic growth, and political identity in Asia, Africa, Latin America, and Europe (1945 - 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:
 1. Demography of new world powers; democratization; efforts to end autocratic political regimes globally

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| cultural, and environmental issues during the decolonization process (e.g., representation) | 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 |
| 7. Historically influential persons (e.g., Mohandas Gandhi, Emiliano Zapata, Thomas Sankara, Nelson Mandela, Martin Luther King, Jr., Rigoberta Menchu) | 3. Rising industrialized states such as South Africa, India, Brazil, Nigeria, South Korea; new economic and political roles |
| 8. Nationalism, economic growth, and political identity in Asia, Africa, Latin America, and Europe (1945 - 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: | 4. Contrasting political, philosophical and cultural developments in Middle East (e.g., Turkey, Iran); impact of Arab Spring |
| 1. Demography of new world powers; democratization; efforts to end autocratic political regimes globally | 5. Persistent economic inequalities among nations and peoples; health care disparities, AIDS crisis |
| 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 | 6. 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 Rouseff of Brazil, Angela Merkel of |

Changed Field**Current Version****Proposed Version**

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|---|---|
| 3. Rising industrialized states such as South Africa, India, Brazil, Nigeria, South Korea; new economic and political roles | Germany, Ellen Johnson Sirleaf of Liberia) |
| 4. Contrasting political, philosophical and cultural developments in Middle East (e.g., Turkey, Iran); impact of Arab Spring | 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: |
| 5. Persistent economic inequalities among nations and peoples; health care disparities, AIDS crisis | 1. Capitalism, the transformation of the global economy, and impact on workers; impact of the internet age; cultural, philosophical, individual versus collective impact |
| 6. Role of new female political leaders in contrast to persistence of patriarchy globally | 2. Globalization and role of the U.S. as remaining superpower; economic, political, and cultural, philosophical, individual versus collective impact |
| 7. Historically influential persons (e.g., Ayatollah Khomeini, Presidents Corazon Aquino of the Phillipines, Dilma Rouseff of Brazil, Angela Merkel of Germany, Ellen Johnson Sirleaf of Liberia) | 3. Fundamentalism and terrorism on a global scale; religious alternatives; global efforts for education |
| 9. Globalization on a New Scale: Approaching a World without Borders (1980 - present), developments within and interrelations between | 4. Women's rights, gay and lesbian rights, and human rights movements in a global context, including cultural, |

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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
2. Globalization and role of the U.S. as remaining superpower; economic, political, and cultural, philosophical, individual versus collective 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

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)

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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)

Lab Component in this Course

No

No

Lab Outline

No value

No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s): No Value

No Value

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
	Banner Start Term (202122)	202122	No Value
	Banner Division	2SS	No Value
	Catalog Term (21-22)	23-24	No Value
	5 Year Revision Year (2021)	2018	No Value
	Effective Quarter	Fall	No Value
	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	HIST 003C	HIST 003C
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
	Course Status Code	A	No Value
	Banner Department	HIST	No Value
	Course Level	DU	No Value
	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	06/11/2019	No Value
	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	! Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	! Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	! Noncredit Enhanced Funding Indicator	N	No Value
	! In Service Indicator	N	No Value
	! Sports/Physical Education Course Indicator	N	No Value
	! COA Code	C	No Value
	! Fund Code	114000	No Value

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.


No Value

No Value

Changed	Questions	Current Version	Proposed Version
!	<p>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</p>	No Value	<p>-- 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 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 events of the historical era for this course.</p>

Changed	Questions	Current Version	Proposed Version
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	<p>-- 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.</p>

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	<p>-- 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.</p>

Changed	Questions	Current Version	Proposed Version
	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 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.

Changed	Questions	Current Version	Proposed Version
!	<p>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</p>	No Value	<p>-- 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 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 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</p>

Changed Questions**Current Version****Proposed Version**

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.

B-Matrix Form**Changed****Questions****Current Version****Proposed Version**

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 1:
Create
compositions
about fiction
and non-
fiction texts
from many
cultural and
social
perspectives
in a variety of
genres.**

No Value

No Value

**Objective 2:
Compose a
focused,
purposeful,
developed
paper of 500
words or more
that engages
with, responds
to, or is
inspired by
written or
visual texts.**

No Value

No Value

**Objective 3:
Produce
written work
using a
cyclical
process of
multiples
drafts and
revisions.**

No Value

No Value

**Objective 4:
Demonstrate
the ability to
include a
variety of
sentence
structures in
writing.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value
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D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
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	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
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	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	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
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	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
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	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
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	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value
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F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 9:
Explore the use
of variables in
expressions
and evaluate
algebraic
expressions.**

No Value

No Value

**Objective 10:
Solve linear
equations in
one variable
numerically
and
algebraically.**

No Value

No Value

**Objective 11:
Graph linear
relationships
on a Cartesian
coordinate by
plotting
ordered pairs.**

No Value

No Value

**Objective 12:
Investigate,
throughout the
course as
applicable, how
mathematics
has developed
as a human
activity around
the world.**

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</p>	No Value	No Value
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H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</p>	No Value	No Value
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	<p>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
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	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value
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De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	<p>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.)</p>	No Value	<p>-- 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 1750 CE to Present..</p>

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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 take-home essays in exam format including the final exam; book review(s); and other</p>

Changed 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.

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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: - D. - 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. -- 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.</p>

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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</p>
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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.</p>

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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.</p>

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	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
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**Criteria 5:
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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**Stage 2:
Department
Chair**

No Value

No Value

**Stage 3:
Division
Curriculum
Representative**

No Value

No Value

**Stage 4:
Division Dean**

No Value

No Value

**Stage 5: SLO
Coordinator**

No Value

No Value

**Stage 7:
Content
Review Matrix
Liaison**

No Value

No Value

**Stage 8: AVP -
Instruction**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	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
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	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
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 (CB01A and CB01B)	HISTD03CH	HISTD03CH

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
!	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. 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.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> History

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - 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.	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 . <u>IGETC and is UC and CSU transferable..</u>

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

CTE Course

Changed	Field	Current Version	Proposed Version
!	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
!	Is this an honors/non-honors course?	No value	<u>Yes - don't forget to duplicate the revisions in the honors/non-honors course</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

No

More Options

Changed	Field	Current Version	Proposed Version
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Basic Skill Status (CB08)

Course is not a basic skills course.

Course is not a basic skills course.

Course Prior To College Level

Not applicable.

Not applicable.

Course Special Class Status (CB13)

Course is not a special class.

Course is not a special class.

Course Support Status (CB26)

Course is not a support course

Course is not a support course

Repeat Limit

0

0

Grade Options

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Repeatability Statement

No value

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	History for Transfer	Associated Program	History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	History for Transfer	Associated Program	History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	Art History for Transfer	Associated Program	Art History for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	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.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	Political Science for Transfer	Associated Program	Political Science for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	Political Science for Transfer	Associated Program	Political Science for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	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

Changed Field**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 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

Changed Field**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 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.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) 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.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Social Justice Studies: General Studies for Transfer

Associated Program Social Justice Studies: General Studies for Transfer

Changed Field**Current Version****Proposed Version**

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) 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

Associated Program Global Studies for Transfer

Associated Program Global Studies for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program 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.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) 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.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) 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)

Changed Field**Current Version****Proposed Version**

Award Type	Associate in Arts (A.A.) Degree
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Award Type	Associate in Arts (A.A.) Degree
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Associated Program	Art History for Transfer (In Development)
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Associated Program	Art History for Transfer (In Development)
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Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
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Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
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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
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Course General Education Status (CB25)	Y	Y
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Transfer Status	Approved	Approved
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Changed Field

Current Version

Proposed Version



GE Information

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GC2 - Approved. • 2GDX - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2GC2 - Approved. • 2GDX - Approved.
-	No value

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> • HIST - Approved.
-	HIST D03BH & HIST D03CH required for C-ID HIST 160

System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> • HIST - Approved.
-	HIST D03BH & HIST D03CH required for C-ID HIST 160

System/Institution	IGETC
Area(s)	<ul style="list-style-type: none"> • IG3B - Approved. • IG4X - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> • CA3B - Approved. • CA4X - Approved.
-	No value

System/Institution	CSU GE
Area(s)	<ul style="list-style-type: none"> • 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 / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

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Methods of Instruction


Methods of Instruction

Methods of Instruction Lecture and visual aids
 Discussion of assigned reading
 Discussion and problem solving performed in class
 In-class 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 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
 Film / documentary / or other media

**Assignments**

- | Changed Field | Current Version | Proposed Version |
|--|---|--|
|  Assignments | <ol style="list-style-type: none">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.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, 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 | <ol style="list-style-type: none">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.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 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, 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 specific written or oral questions or prompts to assess, contextualize, synthesize or critique.

course requirements, will include higher expectations for achievement in this more advanced work, and must include quotations, citations, and bibliography.

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.

Changed **Field**

Current Version

Proposed Version



**Methods of
Evaluation**

**Methods
of
Evaluation**

**Methods
of
Evaluation**

Methods of Evaluation

Changed Field**Current Version****Proposed Version****Methods
of
Evaluation**

1. 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.
2. 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, final, workbook(s), video review form(s), Power-point

**Methods
of
Evaluation**

1. 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.
2. 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.
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

Changed Field**Current Version****Proposed Version**

presentation(s), journal(s), book 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, final, 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 research paper of 8-10 pages

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 1750 CE and the present, as well as student's understanding of diverse historical perspectives.

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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 Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Weisner-Hanks, Merry E. A Concise History of the World. Cambridge University Press, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Duiker, William J. and Jackson J. Spielvogel. World History. 9th ed. Cengage Learning, 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Reilly, Kevin. The Human Journey: A Concise Introduction to World History. 2nd ed. New York: Rowman & Littlefield, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Title	Traditions and Encounters: A Global Perspective on the Past.
Author	Bentley, Jerry and Herbert F. Ziegler Heather Streets Salter, and Craig Benjamin.
Publisher	McGraw Hill.
Date/Edition	2020. 7th Edition.
ISBN	No value

Title	A Peoples' History of the World: From the Stone Age to the New Millennium.
Author	Harman. Chris.
Publisher	Verso.
Date/Edition	2017.
ISBN	No value

Title	Ways of the World: A Brief Global History: Value Edition.
Author	Strayer, Robert W. and Eric W. Nelson.
Publisher	Macmillan.
Date/Edition	2022. Fifth Edition.
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 Edition.

Changed Field**Current Version****Proposed Version**

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

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



Suggested Reading List

No value

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.

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.

Changed Field**Current Version****Proposed Version**

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 Version****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.

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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 Version****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 Version****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.

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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 Version****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

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present, to fulfill the college honors requirements for this course.

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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.

Expected SLO Performance 0.0

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

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

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

Course Outline



**Course
Content**

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 1750 CE to the present, particularly:
 1. Defining historical sources: primary and secondary
 2. Critical analysis of historical evidence; awareness of diverse approaches; construction of arguments
 3. Objectivity and perspective; interpretation and critical reflection; validity and impact; proper citation of sources

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.
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 3. Objectivity and perspective; interpretation and critical reflection; validity and impact; proper citation of sources

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| | <p>4. Historiography and its relationship to the development of world history as a field</p> <p>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.</p> <p>1. Major Themes in World History from 1750 CE to the present, including:</p> <ol style="list-style-type: none"> 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 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, racial and ethnic constructions, and | <p>4. Historiography and its relationship to the development of world history as a field</p> <p>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.</p> <p>1. Examine major themes in World History from 1750 CE to the present, including:</p> <ol style="list-style-type: none"> 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 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, racial and ethnic |

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| | <p>social and economic classes</p> <p>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</p> <p>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</p> <p>2. Recognition of the contributions of diverse peoples in the development of world history, including:</p> <ol style="list-style-type: none">1. The impact of ethnic and racial diversity2. The roles and experiences of women and men3. The experiences of the working classes and the issue of slavery4. The role of human sexuality and the issue of sexual orientation5. The role of dissent with regard to belief systems <p>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.</p> <ol style="list-style-type: none">1. Knowledge of geography in world history; continents, civilizations, and cultural and regional areas | <p>constructions, and social and economic classes</p> <p>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</p> <p>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</p> <p>2. Recognize the contributions of diverse peoples in the development of world history, including:</p> <ol style="list-style-type: none">1. The impact of ethnic and racial diversity2. The roles and experiences of women and men3. The experiences of the working classes and the issue of slavery4. The role of human sexuality and the issue of sexual orientation5. The role of dissent with regard to belief systems <p>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.</p> <ol style="list-style-type: none">1. Knowledge of geography in world history; continents, civilizations, and cultural and regional areas |

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| <ol style="list-style-type: none">2. Understanding the extent of human knowledge of geographical space in various historical time periods3. Ability to assess the relationship of geography to historical events over time4. Political, economic, social, demographic, and environmental factors related to geographic influences <p>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 history, and to understand the chronology of the stages of development in the world from 1750 CE to the present.</p> <ol style="list-style-type: none">1. 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:<ol style="list-style-type: none">1. Impact of the Scientific Revolution and the Enlightenment on the Age of Revolution in a global context, including cultural, artistic, literary and architectural2. American, French, Haitian, and Latin American Revolutions in anti-monarchical and anti-colonial contexts3. Efforts to create constitution-based self-governments, expand the suffrage, and begin public education4. Movements against slavery, serfdom, and | <ol style="list-style-type: none">2. Understanding the extent of human knowledge of geographical space in various historical time periods3. Ability to assess the relationship of geography to historical events over time4. Political, economic, social, demographic, and environmental factors related to geographic influences <p>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 history, and to understand the chronology of the stages of development in the world from 1750 CE to the present.</p> <ol style="list-style-type: none">1. 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:<ol style="list-style-type: none">1. Impact of the Scientific Revolution and the Enlightenment on the Age of Revolution in a global context, including cultural, artistic, literary and architectural2. American, French, Haitian, and Latin American Revolutions in anti-monarchical and anti-colonial contexts3. Efforts to create constitution-based self-governments, expand the suffrage, and begin public education4. Movements against slavery, serfdom, and peonage in a global |
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	<p>peonage in a global context; results in various nations</p> <p>5. Rise of new nations and nationalisms in a global context; civic vs. racial vs. racist vs. anti-colonial nationalisms; examples such as U.S., France, Germany, Italy, Ireland, Eastern European states, Egypt, Palestine, Israel, Russia, Japan, Latin American states</p> <p>6. Diversity of women's rights movements and women's suffrage movements in global context of revolution</p> <p>7. Historically influential persons (e.g., Jefferson, Rousseau, Simon Bolivar, Touissant Louverture, Frederick Douglass, Mary Wollstonecraft, Elizabeth Cady Stanton, feminist Huda Sharawi of Egypt)</p> <p>2. The Age of Industrialization (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:</p> <ol style="list-style-type: none"> 1. Reasons for origins of Industrial Revolution in Britain and Europe; comparison and contrast with China 2. New inventions: steam engine, steel blast furnace, railroad, steamship, electricity, automobile, airplane 3. Urbanization, immigration, population increase, birth control; 	<p>context; results in various nations</p> <p>5. Rise of new nations and nationalisms in a global context; civic vs. racial vs. racist vs. anti-colonial nationalisms; examples such as U.S., France, Germany, Italy, Ireland, Eastern European states, Egypt, Palestine, Israel, Russia, Japan, Latin American states</p> <p>6. Diversity of women's rights movements and women's suffrage movements in global context of revolution</p> <p>7. Historically influential persons (e.g., Jefferson, Rousseau, Simon Bolivar, Touissant Louverture, Frederick Douglass, Mary Wollstonecraft, Elizabeth Cady Stanton, feminist Huda Sharawi of Egypt)</p> <p>2. The Age of Industrialization (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:</p> <ol style="list-style-type: none"> 1. Reasons for origins of Industrial Revolution in Britain and Europe; comparison and contrast with China 2. New inventions: steam engine, steel blast furnace, railroad, steamship, electricity, automobile, airplane 3. Urbanization, immigration, population increase, birth control; environmental impact of industrialization 4. Formation of upper, middle, and working

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| | <p>environmental impact of industrialization</p> <ol style="list-style-type: none">4. Formation of upper, middle, and working classes; factory labor and changing gender roles; child labor5. Social protests; struggles for unions and labor laws; contrasts between capitalism, socialism, communism6. 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 expression7. Historically influential persons (e.g., James Watt and invention of steam engine, Karl Marx, Clara Zetkin, Jose Marti, Margaret Sanger, Olive Schreiner) <p>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, such as:</p> <ol style="list-style-type: none">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, | <p>classes; factory labor and changing gender roles; child labor</p> <ol style="list-style-type: none">5. Social protests; struggles for unions and labor laws; contrasts between capitalism, socialism, communism6. 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 expression7. Historically influential persons (e.g., James Watt and invention of steam engine, Karl Marx, Clara Zetkin, Jose Marti, Margaret Sanger, Olive Schreiner) <p>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, such as:</p> <ol style="list-style-type: none">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, rebellions3. European imperialism in India, Africa, and other regions; U.S. imperialism in Latin |
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	labor systems, state powers, rebellions	America and the Philippines
	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)
	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)	5. Impact of European imperialism in Asia and Africa with regard to gender roles, class, racial hierarchies
	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)
	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 Asia (1800 - 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:
	4. The Age of Empires and Collisions between the European West, the Middle East, and East Asia (1800 - 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:	1. European and U.S. military, political, social, philosophical, cultural and economic intrusions in East Asia, the Middle East, and Africa
	1. European and U.S. military, political, social, philosophical, cultural and economic intrusions in East Asia, the Middle East, and Africa	2. Crisis and rebellions in Qing dynasty China (e.g., Taiping, Boxer); European political, economic, social, philosophical and cultural intrusions; Chinese reforms and revolutions
	2. Crisis and rebellions in Qing dynasty China (e.g., Taiping, Boxer); European political, economic, social, philosophical, cultural and economic intrusions in East Asia, the Middle East, and Africa	3. Decline of the Ottoman Empire after European political, social,
	3. Decline of the Ottoman Empire after European political, economic, social, philosophical, cultural and economic intrusions in East Asia, the Middle East, and Africa	

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	economic, social, philosophical and cultural intrusions; Chinese reforms and revolutions	philosophical, cultural and economic intrusions; origins of Turkey; contrasting Islamic reforms
	3. Decline of the Ottoman Empire after European political, social, philosophical, cultural and economic intrusions; origins of Turkey; contrasting Islamic reforms	4. Tokugawa Japan, shogun, and samurai; U.S. political, social, philosophical, cultural and economic intrusions; Japan's recourse as an industrializing and modern nation
	4. Tokugawa Japan, shogun, and samurai; U.S. political, social, philosophical, cultural and economic intrusions; Japan's recourse as an industrializing and modern nation	5. Inter-relations between states in the Asian sphere: Russia, Japan, China, and others; U.S. in the Pacific
	5. Inter-relations between states in the Asian sphere: Russia, Japan, China, and others; U.S. in the Pacific	6. Modernizing gender roles, class formation, ethnic identity, and environmental issues in age of collisions
	6. Modernizing gender roles, class formation, ethnic identity, and environmental issues in age of collisions	7. Historically influential persons (e.g., Hong Xiuquan as leader of Taiping Rebellion, Mustafa Kemal Ataturk as Father of Turkey, Queen Lili'uokalani of Hawaii, Emperor Mutsuhito of Meiji-era Japan)
	7. Historically influential persons (e.g., Hong Xiuquan as leader of Taiping Rebellion, Mustafa Kemal Ataturk as Father of Turkey, Queen Lili'uokalani of Hawaii, Emperor Mutsuhito of Meiji-era Japan)	5. The World in Upheaval: The World Wars, Great Depression, and Re-balancing (1914 - 1970), 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: <ol style="list-style-type: none"> 1. World War I and its legacies; industrialized warfare; League of Nations; decline of imperial systems 2. Cultural change and postwar developments in modern art and architecture, literature,
	5. The World in Upheaval: The World Wars, Great Depression, and Re-balancing (1914 - 1970), developments within and interrelations between major states, analysis of their wider influence and of the era's political, economic, social, philosophical, cultural, and	

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environmental impact, such as:	philosophy, science, psychology, and sexuality
1. World War I and its legacies; industrialized warfare; League of Nations; decline of imperial systems	3. Great Depression in a global context; economic reform efforts and contrast between U.S. and Europe; cultural expressions
2. Cultural change and postwar developments in modern art and architecture, literature, philosophy, science, psychology, and sexuality	4. Fascism, Naziism; World War II and its legacies; total war; Holocaust; atomic bomb; United Nations
3. Great Depression in a global context; economic reform efforts and contrast between U.S. and Europe; cultural expressions	5. Recovery of Europe and Asia; move towards European Union; impact of the war on colonized nations
4. Fascism, Naziism; World War II and its legacies; total war; Holocaust; atomic bomb; United Nations	6. Class, race, gender and the suffrage in wake of world wars; environmental, cultural, philosophical, aesthetic and technological change
5. Recovery of Europe and Asia; move towards European Union; impact of the war on colonized nations	7. Historically influential persons (e.g., Freud, Einstein, Wilson, Hitler, Roosevelt, Churchill, Stalin, Simone de Beauvoir, Fatma Aliye Topuz, Rosario Castellanos)
6. Class, race, gender and the suffrage in wake of world wars; environmental, cultural, philosophical, aesthetic and technological change	6. Global Conflict between Socialism and Capitalism and the Rise and Fall of World Communism (1917 - 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:
7. Historically influential persons (e.g., Freud, Einstein, Wilson, Hitler, Roosevelt, Churchill, Stalin, Simone de Beauvoir, Fatma Aliye Topuz, Rosario Castellanos)	1. Russian and Chinese revolutions; origins of communist parties and anti-communist efforts globally
6. Global Conflict between Socialism and Capitalism and the Rise and Fall of World Communism (1917 - present), developments within and interrelations between major states, analysis of their wider influence and of the era's	2. Building of socialist agriculture and industry;

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	<p>political, economic, social, philosophical, cultural, and environmental impact, such as:</p> <ol style="list-style-type: none"> 1. Russian and Chinese revolutions; origins of communist parties and anti-communist efforts globally 2. Building of socialist agriculture and industry; comparison and contrast with capitalist systems 3. Cold War between the U.S. and U.S.S.R., nuclear standoff, Cuban missile crisis, cultural competition 4. Rivalry for Third World nations and political and economic impact; wars in Vietnam, Afghanistan, Middle East 5. Paths to the fall of global communism; different outcomes for China, Russia, and other states 6. Gender, ethnic, cultural, philosophical and environmental issues within communist and capitalist societies 7. Historically influential persons (e.g., Lenin, Mao, Castro, Ho Chi Minh, Kwame Nkrumah, Lech Walesa, Gorbachev, Alexandra Kollontai) <p>7. Decolonization and the End of Empires (1914 - present), new identities for the Global South, 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:</p>	<p>comparison and contrast with capitalist systems</p> <ol style="list-style-type: none"> 3. Cold War between the U.S. and U.S.S.R., nuclear standoff, Cuban missile crisis, cultural competition 4. Rivalry for developing nations and political and economic impact; wars in Vietnam, Afghanistan, Middle East 5. Paths to the fall of global communism; different outcomes for China, Russia, and other states 6. Gender, ethnic, cultural, philosophical and environmental issues within communist and capitalist societies 7. Historically influential persons (e.g., Lenin, Mao, Castro, Ho Chi Minh, Kwame Nkrumah, Lech Walesa, Gorbachev, Alexandra Kollontai) <p>7. Decolonization and the End of Empires (1914 - present), new identities for the Global South, 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:</p> <ol style="list-style-type: none"> 1. Political, economic, philosophical and cultural factors (and a weaker Europe) leading to end of empires in world history 2. Decolonization movements; non-violence and armed struggle; creating new social, political, philosophical, cultural and economic systems

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| <ol style="list-style-type: none">1. Political, economic, philosophical and cultural factors (and a weaker Europe) leading to end of empires in world history2. Decolonization movements; non-violence and armed struggle; creating new social, political, philosophical, cultural and economic systems in relation to mass communication3. India, Pakistan, and other Asian states such as Indonesia in the efforts for independence and nationhood4. Decolonization in South Africa and other African states such as Ghana; anti-apartheid; pan-Africanism5. Mexican Revolution, Latin American states, rebellion against U.S. hegemony; civil rights movements in U.S.6. Gender, race, and class, in relation to social, political, philosophical, cultural, and environmental issues during the decolonization process (e.g., representation)7. Historically influential persons (e.g., Mohandas Gandhi, Emiliano Zapata, Thomas Sankara, Nelson Mandela, Martin Luther King, Jr., Rigoberta Menchu)8. Nationalism, economic growth, and political identity in Asia, Africa, Latin America, and Europe (1945 - present), developments within and interrelations between major states, analysis of their wider | <ol style="list-style-type: none">in relation to mass communication3. India, Pakistan, and other Asian states such as Indonesia in the efforts for independence and nationhood4. Decolonization in South Africa and other African states such as Ghana; anti-apartheid; pan-Africanism5. Mexican Revolution, Latin American states, rebellion against U.S. hegemony; civil rights movements in U.S.6. Gender, race, and class, in relation to social, political, philosophical, cultural, and environmental issues during the decolonization process (e.g., representation)7. Historically influential persons (e.g., Mohandas Gandhi, Emiliano Zapata, Thomas Sankara, Nelson Mandela, Martin Luther King, Jr., Rigoberta Menchu)8. Nationalism, economic growth, and political identity in Asia, Africa, Latin America, and Europe (1945 - 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:<ol style="list-style-type: none">1. Demography of new world powers; democratization; efforts to end autocratic political regimes globally2. Nuclear proliferation and the disruption of past hegemony in world politics; role of peace |
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	<p>influence and of the era's political, economic, social, philosophical, cultural, and environmental impact, such as:</p> <ol style="list-style-type: none"> 1. 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 6. 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 Rouseff of Brazil, Angela Merkel of Germany, Ellen Johnson Sirleaf of Liberia) 9. Globalization on a New Scale: Approaching a World without Borders (1980 - present), 	<p>movements; cultural (e.g., artistic, literary, philosophical and mass media) expressions</p> <ol style="list-style-type: none"> 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 6. 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 Rouseff 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: <ol style="list-style-type: none"> 1. Capitalism, the transformation of the global economy, and impact on workers; impact of the internet age; cultural, philosophical, individual versus collective impact

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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
 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

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.
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.

Changed	Field	Current Version	Proposed Version
		<p>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.</p> <ol style="list-style-type: none"> 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	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
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2SS	No Value
!	Catalog Term (21-22)	23-24	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	HIST 003CH	HIST 003CH
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	HIST	No Value
!	Course Level	DU	No Value
!	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
!	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
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239004	No Value
!	Account Code	1320	No Value
!	Program Code	220500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value


A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	<p>-- 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 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, and cultural events of the historical era for this course.</p>

Changed	Questions	Current Version	Proposed Version
!	<p>Objective 2: Compose essays drawn from personal experience and assigned texts.</p>	No Value	<p>-- 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, historical references and citations, and a comprehensive discussion</p>

Changed Questions

Current Version

Proposed Version

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
!	<p>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</p>	No Value	<p>-- 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, historical references and citations, and a comprehensive discussion</p>

Changed Questions

Current Version

Proposed Version

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
!	<p>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</p>	No Value	<p>-- 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, historical references and citations, and a comprehensive discussion</p>

Changed Questions

Current Version

Proposed Version

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
!	<p>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</p>	No Value	<p>-- 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 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, 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 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</p>

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 ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value
	<p>Objective 4: Develop linear function models.</p>	No Value	No Value
	<p>Objective 5: Use systems of two linear equations to solve real world problems.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</p>	No Value	No Value
	<p>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</p>	No Value	No Value
	<p>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Develop linear function models to solve problems.

No Value

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

No Value

Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

Objective 10:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 11:
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

Objective 12:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
!	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	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
❗	<p>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.)</p>	No Value	<p>-- 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 1750 CE to the present.</p>

Changed	Questions	Current Version	Proposed Version
❗	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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 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,</p>

Changed Questions**Current Version****Proposed Version**

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.

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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: - D. - 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. -- 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 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</p>

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 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
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>-- 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.</p>

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value
	<p>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Criteria 3:
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.

No Value

No Value

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
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Stage 2:
Department Chair

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Stage 3: Division Curriculum Representative	No Value	Name - Role Date OR Tab Part - Field Type of Edit Initiator - Indicate "Y" When 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
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	Time to Next Review	Sep 1, 2023 12:00:00 AM
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	External Review Approval Date	Sep 1, 2018 12:00:00 AM
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	Course Control Number	CCC000569366
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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