

De Anza College

Change Report

05/28/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
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	Course Objectives
Learning Outcomes	CSLOs
Course Outline	Lab Outline
Req/Adv	Advisory(ies) - Other:
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.
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	Shameka Walker	- Julie Hughes - Huang, Meiru
	Course ID (CB01A and CB01B)	ARTSD004C	ARTSD004C
	Course Control Number	CCC000565016	CCC000565016
	Course Title (CB02)	Life Drawing	Life Drawing
	Short Course Title	LIFE DRAWING	LIFE DRAWING
	TOP Code (CB03)	1002.10	1002.10 Painting and Drawing
	CIP Code	Drawing	50.0705 Drawing
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
!	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This is the beginning drawing course that focuses on the representation and interpretation of the human figure; with attention to drawing from life.	This course introduces the concepts and techniques used in drawing the human figure. Students in this course will draw from live models and photographic references while exploring various drawing media, including charcoal, conte crayon, graphite, and pen and ink. Emphasis will be placed on capturing gesture and movement in drawing, as well as structure, proportion, and form. Students will be introduced to foundation-level human anatomy as a way of better understanding the figure and how to draw it. Coursework also includes presentations and discussions on historical and contemporary examples of figure drawing.
	Course Type (CB27)	Lower Division	Lower Division

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Art
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	• FHDA FSA - ART

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU and UC transferable. It belongs on the Painting A.A. degree. Its purpose is to prepare students for further study in Studio Art and provide foundational skills in drawing the human figure.	This course is CSU and UC transferable. It belongs on the Painting A.A. degree. Its purpose is to prepare students for further study in Studio Art and provide foundational skills in drawing the human figure.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	ART F004D	ART F004D
	Does the course have a Foothill equivalent?	Yes	Yes

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline • Specifications - Examples of Primary Texts and References
	Please summarize the ways in which your course includes DEI.	No value	<u>Outline aims to use student-focused, welcoming, and accessible language, equitable policies, and inclusive terminology. In addition, significant effort has been made to limit expensive materials required to participate in the course. Students are provided the materials they need for the first week of the quarter in order to give them time to gather supplies. Students are not required to purchase a text for this course. While no suitable OER text has been identified at this time, the Morpho text for the class is low-cost.</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	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(This course is included in the Figure Drawing Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Figure Drawing Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Course is part
of a program

**Associated
Program** Art History

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

**Associated
Program** Art History

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

**Associated
Program** Art History

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

**Associated
Program** Art History

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

**Associated
Program** Art History

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

**Associated
Program** Art History

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

**Associated
Program** Art History

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

**Associated
Program** Art History

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

**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** 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** Film/TV: Animation

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

**Associated
Program** Film/TV: Animation

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

Changed Field

Current Version

Proposed Version

Associated Program Film/TV: Animation

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

Associated Program Illustration

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

Associated Program Illustration

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

Associated Program Liberal Arts (Arts and Letters Emphasis)

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

Associated Program Liberal Arts (Arts and Letters Emphasis)

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

Associated Program Painting

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

Associated Program Painting

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

Associated Program Studio Arts for Transfer

Associated Program Film/TV: Animation

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

Associated Program Illustration

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

Associated Program Illustration

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

Associated Program Liberal Arts (Arts and Letters Emphasis)

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

Associated Program Liberal Arts (Arts and Letters Emphasis)

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

Associated Program Painting

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

Associated Program Painting

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

Associated Program Studio Arts 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 Studio Arts for Transfer	Associated Program Studio Arts for Transfer
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Award Type Associate in Arts for Transfer (A.A.-T.) Degree

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	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td>• ARTS - Approved.</td></tr><tr><td>-</td><td>C-ID ARTS 200</td></tr></table>	System/Institution	C-ID	Area(s)	• ARTS - Approved.	-	C-ID ARTS 200	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td>• ARTS - Approved.</td></tr><tr><td>-</td><td>C-ID ARTS 200</td></tr></table>	System/Institution	C-ID	Area(s)	• ARTS - Approved.	-	C-ID ARTS 200
System/Institution	C-ID														
Area(s)	• ARTS - Approved.														
-	C-ID ARTS 200														
System/Institution	C-ID														
Area(s)	• ARTS - Approved.														
-	C-ID ARTS 200														

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	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	144	144
	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	36	36
	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	72	72
	Total - Course Out-of-Class Hours	72	72
	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)	☐	☐
	Variable Credit Course	☐	☐

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	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
Homework and extended projects
Field observation and field trips
Guest speakers
Collaborative learning and small group exercises
Collaborative projects
Other: Critiques of drawing assignments

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Technical demonstrations and commentary
Homework and extended projects
Discussion and problem-solving performed in class
Discussion of assigned reading
Critique and discussion of drawing assignments



Assignments

1. Studio drawing assignments
 1. Timed in-class drawings based on model poses or still-life.
 2. A Midterm Project and Final Project that requires the culmination of techniques and knowledge covered in class lectures and demonstrations.
 3. Practice anatomical drawing applications in the form of home drawing assignments in preparation for class drawings.
 4. Gathering necessary materials and supplies.
2. Written assignments to enhance creativity and further knowledge of contemporary figurative drawings.
 1. Gallery and museum visitations.
 2. Viewing multimedia art references including art reviews from a variety of cultures.
3. Student compiled reference materials in the form of a folder or sketchbook
 1. Sketchbook of anatomical studies and figurative gesture drawings to work out ideas, record inspirations, create mock-ups and list needed materials for execution of ideas.
 2. Printed catalog of photos and/or digital renderings of references.
4. Group critiques and presentations
 1. Discussion in small groups of the pros and cons of each student's proposal for their drawing projects.
 2. Mid-term critique with entire class (both oral and written from instructor as

1. Studio drawing assignments
 1. Timed in-class drawings based on model poses or still-life.
 2. Anatomical drawings from reference material, done at home in preparation for class drawings.
2. Student-compiled reference materials
 1. Sketchbook of anatomical studies and figurative gesture drawings to work out ideas, record inspirations, create mock-ups, and list needed materials for execution of ideas.
 2. Printed or digital catalog of photographic and illustrated references of human anatomy, poses, and master drawings.
3. Final drawing projects
 1. Drawing portfolio made up of 10-12 drawings of the student's choice from work created in class throughout the quarter, representing the breadth of techniques covered in the course.
 2. Master copy drawing involving student's analysis and recreation of a historical or contemporary work using the techniques and materials employed by the master artist.
4. Discussions and written critiques
 1. Weekly class discussions on the strengths and opportunities of each student's work and of the progress they are making.
 2. Final class critique in which each student will present and lead a discussion on their final Master Copy drawing.
 3. Written analysis of a Master drawing
5. Assigned class readings

Changed Field

Current Version

Proposed Version

well as peers) evaluating students' progress on drawing projects for the class.

3. Final critique with entire class in which each student will present and lead a discussion on their concept, media and techniques for their final project.

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. Completion of all drawing assignments including Final Project demonstrating an understanding of drawing the human figure and 5-10 drawings of the student's choice organized into a portfolio 2. Instructor's assessment and reading of written assignments showing student's ability to critically analyze, research and evaluate artwork for content, artist's point of view and use of materials. 3. Instructor's assessment of student compiled references sketchbook or folder demonstrating an understanding of human anatomy, criteria for a given assignment and creativity in meeting the criteria. 4. Large group (entire class) and small group	Methods of Evaluation 1. Instructor's assessment of all drawing assignments including final project. Assessment is based on completeness, technical competency, and material handling, as well as improvement or development in the student's drawing practice. Examples of successful outcomes as well as rubrics with clear evaluation criteria are provided to students. 2. Instructor's assessment of written assignments showing student's ability to analyze, research, and evaluate artwork for content, artist's point of view, and use of materials. Examples of successful outcomes as well as rubrics with clear evaluation criteria are provided to students. 3. Instructor's assessment of sketchbook and student-compiled references, showing student's understanding of basic human anatomy as it relates to drawing the human body. Examples of successful outcomes as well as rubrics

Changed	Field	Current Version	Proposed Version
		critiques and presentations of assignments articulating the strengths and areas for improvement in each student's drawing.	with clear evaluation criteria are provided to students. 4. Instructor's assessment of large group (entire class) and small group critiques and presentations of assignments articulating the strengths and areas for improvement in each student's drawing. Assessment is based on participation and critical analysis. Rubrics with clear evaluation criteria are provided.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • Drawing board, • Newsprint paper • White drawing paper • Toned drawing paper • Compressed charcoal • Conte crayons • Graphite pencils • Charcoal pencils • Kneaded eraser • Chamois Essential College Facilities: • Classroom space that includes one drawing horse for each of 25 students, large wall display area, sink, large lockers for general storage, individual student lockers, and facilities for slide presentation; • Digital projection system with screen; • Ceiling spotlights with individual dimmer controls; • Model changing room; • Model platforms with rolling casters; • Wall mirrors; • Drawing tables and easels; • On-campus art exhibition program	Essential Student Materials: • Drawing board • Newsprint paper • White drawing paper • Toned drawing paper • Compressed charcoal • Conte crayons • Graphite pencils • Charcoal pencils • Kneaded eraser • Chamois Essential College Facilities: • Studio classroom space that includes: One drawing horse for each of 25 students; one easel for each of 25 students; large wall display area; large sink; large lockers for general storage; individual student lockers; HAZMAT storage; adequate natural light; ceiling spotlights with individual dimmer controls; mobile tripod spotlights; model changing room; model platforms with rolling casters; wall mirrors • On-campus exhibition program

**Examples of
Primary Texts and
References**

Title	Classic Human Anatomy in Motion: The Artist's Guide to the Dynamics of Figure Drawing
Author	Winslow, Valerie
Publisher	Watson Guptill Publishers
Date/Edition	2015
ISBN	No value

Title	Classic Human Anatomy in Motion: The Artist's Guide to the Dynamics of Figure Drawing
Author	Winslow, Valerie
Publisher	Watson Guptill Publishers
Date/Edition	2015
ISBN	978-0770434144

Title	Bridgman's Complete Guide to Drawing from Life
Author	Bridgman, George B.
Publisher	Union Square & Co
Date/Edition	2017 / Fifth Edition
ISBN	978-1454926535

Title	Morpho: Simplified Forms: Anatomy for Artists
Author	Lauricella, Michel
Publisher	Rocky Nook
Date/Edition	2023
ISBN	978-1681984506

**Suggested
Reading List**

No value

Reading List Betti, Claudia and Teel Sale. "A Contemporary Approach to Drawing". San Francisco: Holt, Rinehart and Winston, 2004.

May include, but are not limited to No value

Reading List Chaet, Bernard. "The Art of Drawing". San Francisco: Holt, Rinehart and Winston, 1978.

May include, but are not limited to No value

Reading List Cahan, Susan and Zoya Kocur, eds. "Contemporary Art and Multicultural Education". NY: Abrams, 1994.

May include, but are not limited to No value

Reading List Edwards, Betty. "Drawing on the Right Side of the Brain: A Course in Enhancing Creativity and Artistic Confidence". Los Angeles/New York: Tarcher/St. Martins Press, 1979.

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

May include, but are not limited to No value

Reading List Gair, Angela. "Artist's Manual: A Complete Guide to Painting and Drawing Materials and Techniques", Chronicle Books, San Francisco, 1996.

May include, but are not limited to No value

Reading List Hoffman, Howard S. "Vision and The Art of Drawing". EnglewoodCliffs, NJ: Prentice-Hall, 1989.

May include, but are not limited to No value

Reading List James, Jane H. "Perspective Drawing: A Point of View". EnglewoodCliffs, NJ: Prentice-Hall, 1989.

May include, but are not limited to No value

Changed Field

Current Version

Proposed Version

Reading List McCloud, Scott. "Understanding Comics". Perennial Currents, 1994.

May include, but are not limited to No value

Reading List Nicolaides, Kimon. "The Natural Way to Draw: A Working Plan for Art Study". Boston: Houghton Mifflin Co., 1961.

May include, but are not limited to No value

Reading List Sze, Mai-mai, ed. "The Mustard Seed Garden Manual of Painting". Princeton/Bollinger, 1956.

May include, but are not limited to No value

Reading List Hampton, Michael. "Figure Drawing: Design and Invention". Acton: Perfect Paperback, 2009.

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Civardi, Giovanni. "Drawing Human Anatomy". London: Studio Vista, 1995.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Demonstrate ability to create a representational drawing of the human figure. • Demonstrate ability to create interpretive, expressionistic drawings of the human figure. • Demonstrate fundamental knowledge of the human anatomy. • Incorporate historical and contemporary approaches to drawing the human figure. • Demonstrate the creative process. • Experiment with color to render and complement the human figure. • Compare and contrast figurative works of art representing a diversity of art traditions and cultures	• Create representational drawings of the human figure. • Create interpretive, expressionistic drawings of the human figure. • Apply fundamental knowledge of the human anatomy to drawings of the human figure. • Incorporate historical and contemporary approaches to drawing the human figure. • Explore the creative process through planning, developing, and analyzing original drawings of the human figure. • Compare and contrast figurative works of art representing a diversity of art traditions and cultures throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups.

Changed	Field	Current Version	Proposed Version								
	CSLOs	<table><tr><td>CSLOs</td><td>Reproduce the human figure using a variety of drawing techniques using a variety of media including charcoal, graphite, ink, or conte crayon.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Reproduce the human figure using a variety of drawing techniques using a variety of media including charcoal, graphite, ink, or conte crayon.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Interpret and reproduce the human figure using a variety of drawing techniques using a variety of media including charcoal, graphite, ink, or conte crayon.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Interpret and reproduce the human figure using a variety of drawing techniques using a variety of media including charcoal, graphite, ink, or conte crayon.	Expected SLO Performance	0.0
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		Expected SLO Performance	0.0								
		CSLOs	Interpret and reproduce the human figure using a variety of drawing techniques using a variety of media including charcoal, graphite, ink, or conte crayon.								
Expected SLO Performance	0.0										
<table><tr><td>CSLOs</td><td>Create drawings that show an understanding of basic human anatomy and proportion.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Create drawings that show an understanding of basic human anatomy and proportion.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Create drawings that show an understanding of basic human anatomy and proportion.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Create drawings that show an understanding of basic human anatomy and proportion.	Expected SLO Performance	0.0		
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Expected SLO Performance	0.0										

Course Outline



Course Content

1. Demonstrate ability to create a representational drawing of the human figure.
 1. Sketch and render skeletal frame.
 2. Sketch and render basic muscle groups.
 3. Apply basic proportions and comparative analysis in developing drawings.
2. Demonstrate ability to create interpretive, expressionistic drawings of the human figure.
 1. Create gesture drawings capturing movement.
 2. Create drawings that capture the human figure in action poses.
 3. Create stylized or abstracted drawings of the human figure.
3. Demonstrate fundamental knowledge of the human anatomy.
 1. Depict realistically head, face, neck, and shoulders.
 2. Depict realistically torso and back.
 3. Depict realistically legs and arms.
 4. Depict realistically hands and feet.
4. Incorporate historical and contemporary approaches to drawing the human figure.
 1. Using photographic references in drawing the human figure.
 2. Create a background or setting that complements the figure within the drawing.
 3. Study the style and use of materials of a known figurative artist.
5. Demonstrate the creative process.
 1. Planning the drawing with thumbnail sketches and mock-ups.
 2. Incorporate intuition in the conceptualization of the drawing.
 3. Practice technique and execution in the choice and use of materials.

1. Create representational drawings of the human figure.
 1. Sketch the figure in motion.
 2. Sketch and render the skeletal frame.
 3. Sketch and render basic muscle groups.
 4. Apply basic proportions and comparative analysis in developing drawings.
 5. Develop realistic shading and detail in drawing the figure.
2. Create interpretive, expressionistic drawings of the human figure.
 1. Create gesture drawings capturing movement in action poses.
 2. Create stylized or abstracted drawings of the human figure.
3. Apply a fundamental knowledge of the human anatomy to drawings of the human figure.
 1. Develop realistic drawings of the human skeleton.
 2. Develop realistic drawings of surface anatomy.
 3. Develop realistic drawings of the torso and limbs.
 4. Develop realistic drawings of the head, face, neck, and shoulders.
 5. Develop realistic drawings of the hands and feet.
4. Practice historical and contemporary approaches to drawing the human figure.
 1. Create copies of historical master works using the relevant materials and approaches used by the original artists.
 2. Create copies of contemporary master works using the relevant materials and approaches used by the original artists.
5. Explore the creative process through planning, developing, and analyzing original drawings of the human figure.
 1. Plan drawings with thumbnail sketches and mock-ups.

Changed	Field	Current Version	Proposed Version
		4. Evaluate the strengths and areas for improvement on the works in progress. 5. Engage in dialogue about the finished drawings in the form of group critiques both large and small. 6. Experiment with color to render and complement the human figure. 1. Transpose value into hue by identifying the relationship between a grayscale and color wheel. 2. Incorporate color as it relates to skin coloration. 3. Use a variety of color schemes to establish atmosphere or mood. 4. Examine the expressive uses of color in creating meaning and symbolism throughout art history and cultures throughout the world. 7. Compare and contrast figurative works of art representing a diversity of art traditions and cultures 1. Understand the use of materials in the production of works of art 2. Explore the variety of the canon of images and the organization of visual forms 3. Identify the social function of art and its value or role in a particular society	2. Practice drawing technique and material handling. 3. Evaluate the strengths and areas for improvement in drawings. 4. Engage in dialogue about drawings in the form of group critiques both large and small. 6. Compare and contrast figurative works of art representing a diversity of art traditions and cultures throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups. 1. Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing the human figure. 2. Compare and contrast figure drawings from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives.
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Basic human anatomy - musculature and bones 2. General proportions for the human body 3. Proportions and techniques for drawing the head and face 4. Proportions and techniques for drawing the hands and feet 5. Proportions and techniques for drawing the legs and arms 6. Proportions and techniques for drawing the torso and back 7. Shading and rendering of musculature 8. Gesture sketching	1. Identify and apply gesture drawing techniques in sketching the human body 2. Identify and apply general proportions for the human body 3. Identify and apply basic human skeletal anatomy 4. Identify and apply basic human muscular anatomy 5. Identify and apply general proportions for the head and face 6. Identify and apply general proportions for the hands and feet 7. Identify and apply light-and-shadow patterns in rendering the human body 8. Analyze historical and contemporary master drawings of the human body

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ARTS D004A	ARTS D004A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	ARTS D008.	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

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Assignments D Discussion and written critiques 3. Written analysis of a Master drawing Methods of Instruction B. Instructor's assessment of written assignments showing student's ability to analyze, research, and evaluate artwork for content, artist's point of view, and use of materials.
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments D Discussion and written critiques 3. Written analysis of a Master drawing Methods of Instruction B. Instructor's assessment of written assignments showing student's ability to analyze, research, and evaluate artwork for content, artist's point of view, and use of materials.
	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	Assignments D Discussion and written critiques 3. Written analysis of a Master drawing Methods of Instruction B. Instructor's assessment of written assignments showing student's ability to analyze, research, and evaluate artwork for content, artist's point of view, and use of materials.
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	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

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: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ARTS 004C	ARTS 004C
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	No Value	No Value
❗	DL Approval Date (MM/DD/YYYY)	10/12/2021	No Value
❗	Hybrid Approval Date (MM/DD/YYYY)	10/26/2021	No Value
	Curriculum Office Notes	• Tech. clean-up, family change appr. 5/25/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Tech. clean-up, family change appr. 5/25/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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

Changed	Questions	Current Version	Proposed Version						
!	Stage 3: DEI	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	

Changed	Questions	Current Version	Proposed Version
		03/05/2026	Specifications Examples Required of Primary Texts and References Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there is no representative OER textbook, please let me know in the initiator response box. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required There is no representative OER textbook. Students are NOT required to buy text books for this course.

component of this edit.

Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.

Text is technical drawing manual, not an art history or theory book.

03/05/2026Examples of Primary Texts and References

Suggested

Changed	Questions	Current Version	Proposed Version
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03/05/2026	Specifications	Methods of Evaluation	Suggested	Thanks for this great list! For any evaluation methods, does the instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, just let me know in the initiator response box.	Y
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Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 4: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			03/16/26	Specifications	Primary Texts	Required	For UC-transferability, at least one primary text must have be published within seven years of the effective date of the course. For courses effective Fall 2027, they would need a textbook published 2020 or later. I believe the Morpho book as a more recent edition released in 2023, or you can select something different. Thank you!	Y
			03/17/26	Specifications	Primary Texts	Required	There is still not a textbook published within seven years of the effective date of the course. I think this may have accidentally be sent back prematurely. Please send me an email if you need assistance. Thank you!	Sorry about that. I've updated the Morpho text. Thank you!
	Stage 5: De Anza General Education	No Value	No Value					
	Stage 6: Content Review Matrix Liaison	No Value	No Value					
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
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	Stage 10: 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	ARTSD004C
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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	May 25, 2021 12:00:00 AM
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	Time to Next Review	Sep 1, 2025 12:00:00 AM
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	External Review Approval Date	Sep 1, 2020 12:00:00 AM
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	Course Control Number	CCC000565016
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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	
--	------------------------------------	--

Summary of Changes	
Section	Changed field

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	Shameka Walker	- Julie Hughes - Huang, Meiru
	Course ID (CB01A and CB01B)	ARTSD008.	ARTSD008.
	Course Control Number	CCC000565015	CCC000565015
	Course Title (CB02)	Two-Dimensional Design	Two-Dimensional Design
	Short Course Title	TWO-DIMENSIONAL DESIGN	TWO-DIMENSIONAL DESIGN
	TOP Code (CB03)	1009.00	1009.00 Applied Design
	CIP Code	Design and Visual Communications, General	50.0401 Design and Visual Communications, General
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This is a foundation course in the use of fundamental design elements and principles for two-dimensional art.	This course introduces the fundamental elements (line, shape, color, value, texture, space) and principles (balance, rhythm, emphasis, unity) of visual organization on a two-dimensional surface. It focuses on developing a visual language, creative problem-solving, and technical skills acquired through design exercises and larger projects. Students will work with a variety of materials, including marker, pen and ink, gouache paint, acrylic paint, and collage. Students will leave the course with a basic understanding of the elements and principles of design and the creative process. Students will develop an ability to analyze images for their form and message through activities like small group critiques and written reflections.
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	Online	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	Art
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	FHDA FSA - ART

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU and UC transferable. Its purpose is to provide a foundation for continued study in Studio Art and belongs on the Painting AA degree. This course is a foundational 2-D course that teaches composition and the elements of design necessary for further development in the Arts.	This <u>CTE</u> course is CSU and UC transferable. Its purpose is to provide a foundation for continued study in Studio Art and belongs on the Painting AA degree. This course is a foundational 2-D course that teaches composition and the elements of design necessary for further development in the Arts.

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

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

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	ART F005A	ART F005A
	Does the course have a Foothill equivalent?	Yes	Yes

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	<u>Outline aims to use student-focused, welcoming, and accessible language, equitable policies, and inclusive terminology. In addition, significant effort has been made to limit expensive materials required to participate in the course. Students are provided the materials they need for the first week of class to give them time to collect/purchase what they need for the quarter. A textbook is NOT required for the course. The texts listed in outline include diverse perspectives on and examples of design and meet universal design course standards (explanations of technical terms, representation of information in multiple ways). No appropriate OER texts have been identified at this time.</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	• Letter Grade • Pass/No Pass	No value
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement			
Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs			
Changed	Field	Current Version	Proposed Version

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	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td>• ARTS - Approved.</td></tr><tr><td>-</td><td>C-ID ARTS 100</td></tr></table>	System/Institution	C-ID	Area(s)	• ARTS - Approved.	-	C-ID ARTS 100	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td>• ARTS - Approved.</td></tr><tr><td>-</td><td>C-ID ARTS 100</td></tr></table>	System/Institution	C-ID	Area(s)	• ARTS - Approved.	-	C-ID ARTS 100
System/Institution	C-ID														
Area(s)	• ARTS - Approved.														
-	C-ID ARTS 100														
System/Institution	C-ID														
Area(s)	• ARTS - Approved.														
-	C-ID ARTS 100														

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.

Changed	Field	Current Version	Proposed Version
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	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
Homework and
extended projects
Field observation
and field trips
Guest speakers
Collaborative
learning and small
group exercises
Collaborative
projects
Other: Critiques of
drawing
assignments

**Methods
of
Instruction**

Methods of Instruction

**Methods
of
Instruction** Lecture and visual aids
Technical demonstration
and commentary
Discussion of assigned
reading
Discussion and problem
solving performed in class
Design exercises and
extended design projects
Collaborative learning and
small group exercises
Small and large group
critiques of design
projects

Assignments

1. Design projects

1. In-class assignments including a Midterm project and Final project that requires the culmination of techniques and knowledge covered in class lectures and demonstrations.
2. Preliminary sketches and organizational drawings in preparation for design projects.
3. Gathering necessary materials and supplies for design projects.

2. Written assignments

1. Gallery and museum visitations
2. Viewing multimedia art references from a variety of cultures.
3. Utilize current technologies to develop ideas

3. Student compiled reference materials in the form of a folder or sketchbook

1. Sketchbook or Notebook of organizational drawings or collages to work out ideas, record inspirations, create mock-ups and list needed materials for execution of idea.
2. Printed catalog of photos and/or digital renderings of references.

4. Group critiques and presentations

1. Discussion in small groups of the pros and cons of each student's proposal for their drawing projects.
2. Mid-term critique with entire class (both oral and written from

1. Drawing assignments

1. Small, beginning-level design studies to practice and experiment with techniques, materials, and the elements and principles of design.
2. Larger design projects including a Midterm Project and Final Project that require the synthesis of techniques and knowledge covered in class lectures and demonstrations.
3. Preliminary sketches to explore composition and technique.
4. Iteration and refinement based on feedback.

2. Student-compiled reference materials

1. Sketchbook of studies, sketches, and practice designs used to work out ideas, record inspirations, create mock-ups and list needed materials for execution of ideas.
2. Printed or digital catalog of reference photos to be used for current and future design work.

3. Written Assignments

1. Analysis of a contemporary artist's design work.
2. Self-reflection comparing and contrasting the themes and materials used in the student's own design with that of a inspirational contemporary designer's work.

4. Group critiques and presentations

1. Discussion in small groups of the strengths and opportunities of each student's weekly design projects and studies.
2. Midterm critique with entire class evaluating the strengths and opportunities of each student's midterm design project.

Changed Field

Current Version

Proposed Version

instructor as well as
peers) evaluating
students' progress on
drawing projects.

3. Final critique with entire
class of each student's
work in which the
student will deliver a
presentation on their
concept, media and
techniques for their final
project.

3. Final critique with entire class
of each student's work in
which the student will deliver a
presentation on their concept,
media and techniques for their
final project.

5. Assigned class readings

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. Completion of design projects and assessment of student's ability to creatively solve design projects.
2. Assessment of written assignments demonstrating an understanding of various elements and principles of design.
3. Assessment of student compiled reference materials showing the student's command of basic techniques in the use of various art materials.
4. Large group (entire class) and small group critiques and FINAL presentations discussing the course objectives and reflecting knowledge gained from assignments.

**Methods
of
Evaluation**

1. Instructor's assessment of all design assignments including final project, evaluated for completeness, synthesis of the course concepts, design technique, material handling, creativity, and conceptual merit. Examples of successful outcomes as well as rubrics with clear evaluation are provided to students.
2. Instructor's assessment of written assignments showing student's ability to critically analyze, research and evaluate artwork for content, artist's point of view and use of materials. Examples of successful outcomes as well as rubrics with clear evaluation are provided to students
3. Instructor's assessment of student-compiled references sketchbook or folder demonstrating an understanding the elements and principles of composition, criteria for a given assignment, and creativity in meeting the

Changed Field

Current Version

Proposed Version

criteria. Examples of successful outcomes as well as rubrics with clear evaluation are provided to students.

4. Instructor's assessment of both large group (entire class) and small group critiques and presentations of assignments articulating the strengths and areas for improvement in each student's design. Evaluation is based on student participation and depth of discussion. Rubrics with clear evaluation criteria are provided to students.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • Bristol, graphite pencils, permanent markers, plastic eraser, acrylic paints, acrylic paint brushes, painting palette, X-Acto knife, ruler, glue Essential College Facilities: • Classroom with lecture seats and tilt-top desks for 25 students, including large wall display area, large sinks, large lockers for general storage, and individual student lockers • Audio system for cassette or compact disk format, and video system with live broadcast and videocassette recording capability • Spotlights with individual dimmer controls • One complete computer graphics work station with projection capability • Paper cutter	Essential Student Materials: • Bristol, graphite pencils, permanent markers, plastic eraser, acrylic paints, gouache paints, acrylic paint brushes, painting palette, X-Acto knife, ruler, glue Essential College Facilities: • Classroom space that includes: Drafting tables and chairs for 25 students, drawing tables and easels, large wall display area, sink, paper-cutter, large lockers for general storage, individual student lockers, ceiling spotlights with individual dimmer controls, mobile tripod spotlights, adequate natural light, light tables. • On-campus art exhibition program

Changed Field

Current Version

Proposed Version

**Examples of
Primary Texts and
References**

Title	No value
Author	Stewart, Mary. "Launching the Imagination, A Comprehensive Guide to Basic Design - 6th Edition". Chicago; McGraw-Hill, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Launching the Imagination, A Comprehensive Guide to Basic Design - 6th Edition
Author	Stewart, Mary
Publisher	McGraw-Hill
Date/Edition	2018 / 6th Edition
ISBN	978-1260154436

Title	Art on My Mind: Visual Politics
Author	Hooks, Bell
Publisher	The New Press
Date/Edition	2025
ISBN	978-1620979266

**Suggested
Reading List**

No value

Reading List Kleon, Austin. "Steal Like an Artist." New York: Workman Publishing Company, 2012.

May include, but are not limited to No value

Reading List Krause, Jim. "Design Basics Index." How Books: Fort Collins, 2004.

May include, but are not limited to No value

Reading List Cahan, Susan and Zoya Kocur, eds. "Contemporary Art and Multicultural Education." NY: Abrams, 1994.

May include, but are not limited to No value

Reading List Fletcher, Alan. "The Art of Looking Sideways." Phaidon, 2001.

Changed Field

Current Version

Proposed Version

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

**Reading
List** Hall, Peter. "Tibor
Kalman: Perverse
Optimist." Princeton
Architectural Press,
2000.

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

**Reading
List** Hooks, bell. "Art on My
Mind: Visual Politics."
New Press, 1995.

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

**Reading
List** Koenig, Becky. "Color
Workbook." Prentice
Hall, 2002.

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

**Reading
List** Lippard, Lucy. "Mixed
Blessings: New Art in a
MultiCultural America."
New Press, 2001.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Ocving, et al. "Art Fundamentals." Wm C. Brown Publishers, Dubuque, IA: 1990.

May include, but are not limited to No value

Reading List Smith, Ray. "The Artist's Handbook." Alfred A. Knopf Inc. New York, NY: 1996.

May include, but are not limited to No value

Reading List Wilde, Judith and Alan Wilde. "Visual Literacy: A Conceptual Approach to Graphic Problem Solving." Watson-Guptill Publications, 2000.

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
		Reading List Lauer, David and Stephen Pentak. "Design Basics". Independence: Cengage Learning, 2011. May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Demonstrate the basic elements of design through composition. • Demonstrate the basic principles of design through composition. • Demonstrate the creative process. • Produce designs using a variety of two-dimensional art materials. • Compare and contrast a variety of two-dimensional works of art representing a diversity of art traditions and cultures • Develop problem-solving skills in visual planning and design	• Demonstrate the basic elements of design through composition. • Demonstrate the basic principles of design through composition. • Create two-dimensional designs using a variety of art materials. • Develop problem-solving skills in visual planning and design • Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision. • Compare and contrast two-dimensional works of art representing a diversity of art traditions and cultures throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups.

Changed	Field	Current Version	Proposed Version
	CSLOs	CSLOs Utilize critique skills to evaluate and analyze works of art for cultural/historical influences, strengths and areas for improvement.	CSLOs Utilize critique skills to evaluate and analyze works of art for cultural/historical influences, strengths and areas for improvement.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
			CSLOs Demonstrate the elements and principles of design using a variety of techniques and materials, including marker, ink, paint, and collage.
			Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Demonstrate the basic elements of design through composition. 1. Examine the role that line, shape, texture, value and space play in a composition. 2. Understand the relationship between object and ground for creating a sense of depth in the picture plane. 3. Evaluate composition for placement and proportion as related to elements of design. 2. Demonstrate the basic principles of design through composition. 1. Examine the role that proportion, balance, emphasis, rhythm, and unity play in a composition. 2. Utilize the basic elements of design to support sense of balance and movement throughout a composition. 3. Identify primary and secondary focal points and dominant areas of a composition that contribute to the visual flow in a composition. 3. Demonstrate the creative process. 1. Planning the drawing with thumbnail sketches and mock-ups. 2. Use intuition in finding one's own unique aesthetic and cultivating your own visual preferences. 3. Incorporate design principles, technique and execution in understanding one's own design choices. 4. Evaluate the strengths and areas for improvement on the works in progress. 5. Engage in dialogue about the finished drawings in the form of group critiques both large and small. 4. Produce designs using a variety of two-dimensional art materials.	1. Demonstrate the basic elements of design through composition. 1. Examine the role that line, shape, texture, value and space play in a composition. 2. Practice using the elements of design in small design studies. 3. Evaluate compositions for their use of the elements of design. 2. Demonstrate the basic principles of design through composition. 1. Examine the role that proportion, balance, emphasis, rhythm, and unity play in a composition. 2. Practice using the principles of design in small design studies. 3. Evaluate compositions for their use of the elements of design. 3. Create two-dimensional designs using a variety of art materials. 1. Explore ways of creating line, shape, value and texture using materials such as marker, pen and ink, and gouache or acrylic paint. 2. Explore ways of creating balance, emphasis, space, unity and variety using collage. 4. Develop problem-solving skills in visual planning and design 1. Build up of ideas through thumbnail sketches, mock-ups and variations. 2. Collaborative brainstorming discussions on improving projects in progress. 5. Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision. 1. Plan the design with thumbnail sketches and mock-ups.

Changed	Field	Current Version	Proposed Version
		1. Explore ways of creating value and line using traditional drawing media such as graphite & inks on paper. 2. Explore ways to create space and shape using collage and cut silhouettes using construction paper. 3. Explore ways to create value and texture using graphite, inks and acrylic paint.	2. Use intuition in finding one's own unique aesthetic and cultivating your own visual preferences. 3. Incorporate design principles, technique and execution in understanding one's own design choices. 4. Evaluate the strengths and areas for improvement on the works in progress. 5. Engage in dialogue about the finished designs in the form of group critiques both large and small.
		5. Compare and contrast a variety of two-dimensional works of art representing a diversity of art traditions and cultures 1. Understand the use of materials in the production of works of art 2. Explore the canons of images and the organization of visual forms used throughout the world. 3. Identify the functions of two-dimensional art and its value or role in a particular society such as advertising graphics, illustration, murals, paintings and drawings.	6. Compare and contrast two-dimensional works of art representing a diversity of art traditions and cultures throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups. 1. Explore how artists across cultures select and use materials in meaningful ways. 2. Examine design from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives. 3. Examine historical and contemporary developments, trends, materials, and approaches in design. 4. Identify the social functions of design, including storytelling, documentation, communication and community building.
		6. Develop problem-solving skills in visual planning and design 1. Build up of ideas through thumbnail sketches, mock-ups and variations. 2. Collaborative brainstorming discussions on improving projects in progress.	
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Uses and techniques for acrylic, tempera or gouache paint 2. Uses and techniques for collage 3. Visual planning and creating thumbnail sketches 4. Creating a visual library of photo references	1. Practice techniques for marker, pen and ink 2. Practice techniques for gouache and acrylic paint 3. Practice techniques for collage 4. Practice creating thumbnail sketches 5. Practice creative problem-solving strategies, such as journaling, brainstorming, and list-making 6. Create a visual library of photo references

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

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 ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H 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

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

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: C. Written Assignments Analysis of a contemporary artist's design work. Self-reflection comparing and contrasting the themes and materials used in the student's own design with that of a inspirational contemporary designer's work. Methods of Evaluation: B. Instructor's assessment of written assignments showing student's ability to critically analyze, research and evaluate artwork for content, artist's point of view and use of materials. Examples of successful outcomes as well as rubrics with clear evaluation are provided to students
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments: C. Written Assignments Analysis of a contemporary artist's design work. Self-reflection comparing and contrasting the themes and materials used in the student's own design with that of a inspirational contemporary designer's work. Methods of Evaluation: B. Instructor's assessment of written assignments showing student's ability to critically analyze, research and evaluate artwork for content, artist's point of view and use of materials. Examples of successful outcomes as well as rubrics with clear evaluation are provided to students
	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	Assignments: C. Written Assignments Analysis of a contemporary artist's design work. Self-reflection comparing and contrasting the themes and materials used in the student's own design with that of a inspirational contemporary designer's work. Methods of Evaluation: B. Instructor's assessment of written assignments showing student's ability to critically analyze, research and evaluate artwork for content, artist's point of view and use of materials. Examples of successful outcomes as well as rubrics with clear evaluation are provided to students

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

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

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

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

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: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ARTS 008	ARTS 008
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	10/27/2020	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	- Units and hours change also appr. on 3/3/15 (effect. F15).-mkct - Remove DL and Hybrid deliveries; no paperwork submitted appr. 10/1/19 (effect. F20).-mkct - Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -sw	- Units and hours change also appr. on 3/3/15 (effect. F15).-mkct - Remove DL and Hybrid deliveries; no paperwork submitted appr. 10/1/19 (effect. F20).-mkct - Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

Changed	Questions	Current Version	Proposed Version						
	Stage 2: Department Chair	No Value	No Value						
!	Stage 3: DEI	No Value		Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			03/18/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References listed on the COR meet universal design course standards (explanations of technical terms, representation of information in multiple ways, etc.)? If yes, let me know in the initiator response box and consider adding to DEI statement.	Y	Thank you
	Stage 4: Articulation Officer	No Value	No Value						

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 5: De Anza General Education	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			3/26/2026	De Anza GE	Criteria 1 to Criteria 6	Required	All six criteria must be satisfied to be approved. Examples supporting each should be representative, not comprehensive. Please list the minimum necessary to satisfy the requirement. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Sorry for the error. This course is a CTE course. I had mistakenly un-checked the CTE box. I believe the GE form is not required. Thank you.
	Stage 6: Content Review Matrix Liaison	No Value	No Value					
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version

Changed	Field	Current Version
	Curriculum ID	ARTSD008.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000565015

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

De Anza College

Change Report

05/28/2026

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
Learning Outcomes	Course Objectives
Course Outline	Lab Outline
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 9: Demonstrate appropriate grammar usage and mechanics.
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	Shameka Walker	- Julie Hughes - Huang, Meiru
	Course ID (CB01A and CB01B)	ARTSD012.	ARTSD012.
	Course Control Number	CCC000562965	CCC000562965
	Course Title (CB02)	Design and Color	Design and Color
	Short Course Title	DESIGN AND COLOR	DESIGN AND COLOR
	TOP Code (CB03)	1002.00	1002.00 Art (Painting, Drawing, and Sculpture)
	CIP Code	Art/Art Studies, General	50.0701 Art/Art Studies, General
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This is a fundamental course that explores theory and color in the visual arts.	This foundation-level course explores the formal and conceptual uses of color in two-dimensional design. Students will learn basic color theory, color-mixing, and various design principles using color through hands-on exercises and projects. Students will explore a variety of art materials, including gouache or acrylic paint, color pencil, marker, and collage. Students will leave the course with a working knowledge of color theory, a working knowledge of how to mix color, a basic understanding of the creative process, and a beginning-level understanding of how to apply color to their own original design work. Students will also develop an ability to analyze images for their form and message through activities like small group critiques and written reflections.
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	No value	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	Art
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	FHDA FSA - ART

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of Art for at least one CSU or UC. It belongs on the Art History AA degree. This course is the introductory level of study for the color theory that introduces students to color foundations in relation to composition and design applications in the visual arts.	This course is a major preparation requirement in the discipline of Art for at least one CSU or UC. It belongs on the Art History AA degree. This course is the introductory level of study for the color theory that introduces students to color foundations in relation to composition and design applications in the visual arts.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	ART F020A	ART F020A
	Does the course have a Foothill equivalent?	Yes	Yes

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

Please summarize the ways in which your course includes DEI.

No value

Outline aims to use student-focused, welcoming, and accessible language, equitable policies, and inclusive terminology. In addition, significant effort has been made to limit expensive materials required to participate in the course. Students are provided the materials they need for the first week of class to give them time to collect/purchase what they need for the quarter. A textbook is NOT required for the course. The color theory text for this course is an online resource that can be accessed for under \$30 and meets universal design course standards (explanations of technical terms, representation of information in multiple ways). The critical theory text for this course highlights a diverse range of perspectives and voices.

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	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement			
Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program Art History

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

Associated Program Art History

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

Associated Program Art History

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

Associated Program Art History

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

Associated Program Art History

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

Associated Program Art History

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

Associated Program Art History

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

Associated Program Art History

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

Associated Program Film/TV: Animation

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

Associated Program Film/TV: Animation

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

Associated Program Film/TV: Animation

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

Associated Program Film/TV: Animation

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

Associated Program Graphic Design

Award Type Certificate of Achievement (COA)

Associated Program Graphic Design

Award Type Certificate of Achievement (COA)

Changed Field

Current Version

Proposed Version

Associated Program	Graphic Design
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Graphic Design
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Graphic Design
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Graphic Design
Award Type	Associate in Arts (A.A.) Degree

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

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

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

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

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

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

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

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

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

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

Changed Field

Current Version

Proposed Version

Associated Program Painting

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

Associated Program Studio Arts for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Studio Arts for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program UI/UX: User Interface/User Experience Design

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

Associated Program UI/UX: User Interface/User Experience Design

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

Associated Program UI/UX: User Interface/User Experience Design

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

Associated Program UI/UX: User Interface/User Experience Design

Associated Program Painting

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

Associated Program Studio Arts for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Studio Arts for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program UI/UX: User Interface/User Experience Design

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

Associated Program UI/UX: User Interface/User Experience Design

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

Associated Program UI/UX: User Interface/User Experience Design

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

Associated Program UI/UX: User Interface/User Experience Design

Changed	Field	Current Version		Proposed Version	
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options																	
Changed	Field	Current Version		Proposed Version													
	Transfer Status (CB05)	Transferable to both UC and CSU		Transferable to both UC and CSU													
	Course General Education Status (CB25)	Y		Y													
	Transfer Status	Approved		Approved													
	GE Information	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td>• ARTS - Approved.</td></tr><tr><td>-</td><td>C-ID ARTS 270</td></tr></table>		System/Institution	C-ID	Area(s)	• ARTS - Approved.	-	C-ID ARTS 270	<table><tr><td>System/Institution</td><td>C-ID</td></tr><tr><td>Area(s)</td><td>• ARTS - Approved.</td></tr><tr><td>-</td><td>C-ID ARTS 270</td></tr></table>		System/Institution	C-ID	Area(s)	• ARTS - Approved.	-	C-ID ARTS 270
System/Institution	C-ID																
Area(s)	• ARTS - Approved.																
-	C-ID ARTS 270																
System/Institution	C-ID																
Area(s)	• ARTS - Approved.																
-	C-ID ARTS 270																

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	3		3

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	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	36	36
	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	72	72
	Total - Course Out-of-Class Hours	72	72
	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)	☐	☐
	Variable Credit Course	☐	☐

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

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

Specifications			

Changed Field

Current Version

Proposed Version



Methods of Instruction

**Methods
of
Instruction**

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

**Methods
of
Instruction**

Methods of Instruction

**Methods
of
Instruction** Lecture and visual aids
Technical demonstrations and commentary
Discussion of assigned reading
Discussion and problem solving performed in class
Design homework and extended design projects
Collaborative learning and small group exercises
Critique and discussion of design assignments



Assignments

1. Color project preparations from a personal perspective.
 1. Preliminary Sketches
 2. Gathering necessary materials and supplies
2. Research
 1. Gallery and Museum visitations
 2. View multimedia art references from all cultures.
 3. Review current art publications
 4. Utilize current technologies to develop ideas
3. Student compiled reference materials
 1. Notebook
 2. Photographic library
 3. Digital portfolio on CD
4. Readings from texts and references

1. Design assignments
 1. Design projects in color, including a Midterm Project and Final Project that require the synthesis of techniques and knowledge covered in class lectures and demonstrations
 2. Small color studies to practice and experiment with color theory, design techniques and use of materials
 3. Preliminary sketches to explore color palettes, composition and technique
 4. Iteration and refinement based on feedback
2. Student compiled reference materials
 1. Sketchbook of studies, sketches, and practice designs used to work out ideas and color palettes, record inspirations, create mock-ups and list needed materials for execution of ideas
 2. Printed or digital catalog of reference photos to be used for current and future design work
3. Written Assignments
 1. Analysis of a contemporary artist's design work for their use of color.
 2. Self-reflection comparing and contrasting the use of color and materials used in the student's own design with that of a inspirational contemporary artist's design.
4. Group critiques and presentations
 1. Discussion in small groups of the strengths and opportunities of each student's designs and studies
 2. Midterm critique with entire class evaluating the strengths and opportunities of each student's midterm design project

Changed Field

Current Version

Proposed Version

3. Final critique with entire class
of each student's work in
which the student will deliver a
presentation on their concept,
media and techniques for their
final project

5. Assigned class readings

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. Completion of assigned color projects exhibiting a personal perspective accompanied by preliminary sketches and an explanation of art materials and techniques utilized. Evaluation of project will include originality, understanding of the elements and principles of design, and all color theories covered in class. 2. Written reports and preliminary sketches explaining how the research findings were used in the development of ideas. Evaluation of reports will include an understanding of information researched such as historical and cultural relevance. This will also include how	Methods of Evaluation 1. Instructor's assessment of all design assignments including final project, evaluated for completeness, synthesis of the course concepts, color theory, design technique, material handling, creativity, and conceptual merit. Examples of successful outcomes as well as rubrics with clear evaluation are provided to students. 2. Instructor's assessment of written assignments showing student's ability to critically analyze, research and evaluate artwork for content, use of color, artist's point of view and use of materials. Examples of successful outcomes as well as rubrics with clear evaluation are provided to students. 3. Instructor's assessment of student compiled references sketchbook or folder demonstrating an understanding of basic color theory, the elements and principles of composition, criteria for a given assignment, and

Changed	Field	Current Version	Proposed Version
		the research informed and influenced the student's creative output for the class. Evaluation of the sketches will include originality, relevance to the assigned theme, as well as neatness and technical proficiency. 3. Demonstrate how the compiled reference materials were used in assigned projects. 4. Written reports and quizzes demonstrating an understanding of readings from texts and references. Oral reports both individual and group are also used to demonstrate an understanding of readings from texts and references. 5. Final project demonstrating an understanding of the	creativity in meeting the criteria. Examples of successful outcomes as well as rubrics with clear evaluation are provided to students. 4. Instructor's assessment of both large group (entire class) and small group critiques and presentations of assignments articulating the strengths and areas for improvement in each student's design. Evaluation is based on student participation and depth of discussion. Rubrics with clear evaluation criteria are provided to students.

Changed	Field	Current Version	Proposed Version
		elements and principles of design.	
❗	Essential Student Materials/Essential College Facilities	Essential Student Materials: - Acrylic paint media, designer brushes, illustration board Essential College Facilities: - Work area/studio facility, drafting tables and stools, audio-visual facilities, sink area	Essential Student Materials: - Illustration board, bristol, gouache paint, acrylic paint, acrylic paint brushes, painting palette, X-Acto knife, ruler, glue Essential College Facilities: - Classroom space that includes: drafting tables and chairs for 25 student, drawing tables and easels, large wall display area, sink, large lockers for general storage, individual student lockers, ceiling spotlights with individual dimmer controls, mobile tripod spotlights, adequate natural light, light tables. - On-campus art exhibition program

Changed Field

Current Version

Proposed Version



Examples of
Primary Texts and
References

Title	No value
Author	Albers, Josef. "The Interaction of Color." New Haven, CT: Yale University, 2013.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Itten, Johannes. "The Art of Color." New York: Van Nostrand Reinhold Co., 1970.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Koenig, Becky. "Color Workbook." Prentice Hall, Third Edition, 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Title	The Interaction of Color
Author	Albers, Josef
Publisher	Yale University Press
Date/Edition	2025 / Digital Edition
ISBN	No value

Title	Art on My Mind: Visual Politics
Author	Hooks, Bell
Publisher	The New Press
Date/Edition	2025
ISBN	978-1620979266

Changed	Field	Current Version	Proposed Version										
		<table><tr><td>Author</td><td>Wilde, Judith and Alan Wilde. "Visual Literacy: A Conceptual Approach to Graphic Problem Solving." Watson-Guptill Publications, 2000.</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>	Author	Wilde, Judith and Alan Wilde. "Visual Literacy: A Conceptual Approach to Graphic Problem Solving." Watson-Guptill Publications, 2000.	Publisher	No value	Date/Edition	No value	ISBN	No value			
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		<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Zelanski, Paul and Mary Pat Fisher. "Color", Sixth Edition, 2010.</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	Zelanski, Paul and Mary Pat Fisher. "Color", Sixth Edition, 2010.	Publisher	No value	Date/Edition	No value	ISBN	No value	
Title	No value												
Author	Zelanski, Paul and Mary Pat Fisher. "Color", Sixth Edition, 2010.												
Publisher	No value												
Date/Edition	No value												
ISBN	No value												
	Suggested Reading List	<table><tr><td>Reading List</td><td>St. Clair, Kassia. The Secret Lives of Color. Penguin Books, 2017.</td></tr><tr><td>May include, but are not limited to</td><td>No value</td></tr></table>	Reading List	St. Clair, Kassia. The Secret Lives of Color. Penguin Books, 2017.	May include, but are not limited to	No value	No value						
Reading List	St. Clair, Kassia. The Secret Lives of Color. Penguin Books, 2017.												
May include, but are not limited to	No value												

Learning Outcomes

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

- Develop beginning level color theory and design skills.
 - Apply graphic art techniques in design.
 - Develop a basic studio through essential art purchases and practices.
 - Utilize color vocabulary in discussion.
 - Compare and contrast works of art from a global perspective such as : gender, culture, ethnicity, and/or societal perspectives.
- Develop a working knowledge of basic color theory, including hue, temperature, value, saturation, and color harmony.
 - Explore the formal and conceptual uses of color in art and design.
 - Create two-dimensional works in color, using a variety of materials.
 - Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision.
 - Compare and contrast drawn works of art representing a diversity of art traditions and cultures throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups.

CSLOs**CSLOs**

Utilize critique skills to evaluate and analyze works of art for cultural/historical influences, strengths and areas for improvement.

Expected SLO Performance

0.0

CSLOs

Utilize critique skills to evaluate and analyze works of art for cultural/historical influences, strengths and areas for improvement.

Expected SLO Performance

0.0

CSLOs

Explore the formal, conceptual, and emotional qualities of color as they relate to the elements and principles of design.

Expected SLO Performance

0.0

CSLOs

Explore the formal, conceptual, and emotional qualities of color as they relate to the elements and principles of design.

Expected SLO Performance

0.0

Course Outline



**Course
Content**

1. Develop beginning level color theory and design skills.
 1. Color Wheel
 2. Hue, saturation and value
 3. Additive Mixing
 4. Subtractive Mixing
 5. Color Temperature
 6. Color Schemes, such as monochrome, analogous, complementary and triad
 7. Simultaneous contrast and successive contrast theories
 8. Practical applications of color in the real world-how color theory touches our everyday environment, not just fine art and design
2. Apply graphic art techniques in design.
 1. Sealing and preparing format
 2. Apply resist and hard edge craft
 3. Single and double taped edges
 4. Familiarization of graphic art aids tools, techniques and application
 5. Presentation: mounting, lettering, measuring, and spacing
3. Develop a basic studio through essential art purchases and practices.
 1. Personal sense of order, organization and importance of attention to detail
 2. Tools for greater expression and craft
 3. Responsible attitude towards professional standards
4. Utilize color vocabulary in discussion.
 1. Hue and chroma
 2. Atmospheric perspective
 3. Saturation vs. value
 4. Primaries, secondaries and tertiaries
5. Compare and contrast works of art from a global perspective such as :

1. Develop a working knowledge of basic color theory, including hue, temperature, value, saturation, and color harmony.
 1. Explore the color wheel: primary colors, secondary colors, tertiary colors
 2. Explore color relativity: hue, temperature, value, saturation, intensity, transparency, simultaneous contrast
 3. Practice additive and subtractive color mixing
 4. Explore color harmonies, such as monochromatic, analogous, triadic, and complementary
2. Explore the formal and conceptual uses of color in art and design.
 1. Analyze images for their formal use of color
 2. Analyze images for their conceptual use of color and the messages and emotions that color can convey
 3. Practice using formal color theory concepts in hands-on design studies and projects
 4. Practice using color to express a mood or message in hands-on design studies and projects
3. Create two-dimensional works in color, using a variety of materials.
 1. Explore using wet materials (gouache, acrylic, watercolor) to create works in color
 2. Explore using dry materials (color pencils, pastels) to create works in color
4. Engage in the creative process from initial concept through finished work, including planning, experimentation, reflection, and revision.
 1. Plan designs and color palettes by creating thumbnail sketches and mock-ups.

Changed	Field	Current Version	Proposed Version
		gender, culture, ethnicity, and/or societal perspectives. 1. Use of materials in the production of works of art 2. Organization of visual forms 3. Social function of art 4. Established canon of images 5. Methods of interpreting subject matter	2. Incorporate intuition in the conceptualization of designs. 3. Practice technique and execution in the choice and use of materials. 4. Evaluate the strengths and areas for growth on works in progress. 5. Engage in dialogue about the finished drawings in the form of group critiques both large and small. 5. Compare and contrast works of art representing a diversity of art traditions and cultures throughout historical and contemporary art, including those from non-Western cultures and historically underrepresented groups. 1. Explore how artists across cultures select and use materials in meaningful ways. 2. Examine design and color from a global perspective, looking at gender, culture, ethnicity, and/or societal perspectives. 3. Examine historical and contemporary developments, trends, materials, and approaches in design. 4. Identify the social functions of design, including storytelling, documentation, communication and community building.
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
!	Lab Outline	1. Use a variety of drawing and painting tools. 2. Practice painting on a variety of surfaces, such as, paper, bristol, and illustration board. 3. Create compositions utilizing the elements and principles of design. 4. Use a variety of color theories in the development of their work.	1. Explore the ways in which color is relative: hue, temperature, value, saturation, intensity 2. Practice additive color mixing 3. Practice subtractive color mixing 4. Practice color pencil techniques 5. Practice color pastel techniques 6. Practice gouache paint techniques 7. Practice acrylic paint techniques 8. Practice watercolor paint techniques 9. Practice collage techniques 10. Practice creative problem-solving strategies, such as journaling, brainstorming, and list-making

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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ARTS D008.	ARTS D008.
	Corequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H 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

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
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Assignments: C. Written Assignments Analysis of a contemporary artist's design work. Self-reflection comparing and contrasting the themes and materials used in the student's own design with that of a inspirational contemporary designer's work. Methods of Evaluation: B. Instructor's assessment of written assignments showing student's ability to critically analyze, research and evaluate artwork for content, artist's point of view and use of materials.
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments: C. Written Assignments Analysis of a contemporary artist's design work. Self-reflection comparing and contrasting the themes and materials used in the student's own design with that of a inspirational contemporary designer's work. Methods of Evaluation: B. Instructor's assessment of written assignments showing student's ability to critically analyze, research and evaluate artwork for content, artist's point of view and use of materials.

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	Assignments: C. Written Assignments Analysis of a contemporary artist's design work. Self-reflection comparing and contrasting the themes and materials used in the student's own design with that of a inspirational contemporary designer's work. Methods of Evaluation: B. Instructor's assessment of written assignments showing student's ability to critically analyze, research and evaluate artwork for content, artist's point of view and use of materials.

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

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

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

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

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: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ARTS 012	ARTS 012
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

Changed	Questions	Current Version	Proposed Version					
	Stage 2: Department Chair	No Value	No Value					
!	Stage 3: DEI	No Value						Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
							Do Examples of Primary Texts and References listed on the COR meet universal design course standards (explanations of technical representation of information in multiple ways, etc.)? If yes, let me know in the initiator response box and consider adding to DEI statement.	
			03/18/2026	Specifications	Examples of Primary Texts and References	Suggested	terms,	Y Thank you!

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 4: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Please remove the suggested reading section; it was voted that this would only be used for literature courses. If you'd like to keep the text, you are welcome to move it to the Primary Texts section. Thank you!	
			03/26/26	Specifications	Suggested Reading	Required			
	Stage 5: De Anza General Education	No Value	No Value						
	Stage 6: Content Review Matrix Liaison	No Value	No Value						
	Stage 7: Dean of Online Learning	No Value	No Value						
	Stage 8: SLO Coordinator	No Value	No Value						
	Stage 10: 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	ARTSD012.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000562965

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
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	Course Objectives
Learning Outcomes	CSLOs
Course Outline	Lab Outline
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
De Anza GE Form	<u>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.)</u>
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.)

Section	Changed field
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: DEI
Comments	Stage 5: De Anza General Education
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mary Clark Tillman	• Marco Marquez
	Course ID (CB01A and CB01B)	ARTSD053.	ARTSD053.
	Course Control Number	CCC000565014	CCC000565014
	Course Title (CB02)	Introduction to Graphic Design: Vector Illustration	Introduction to Graphic Design: Vector Illustration
	Short Course Title	INTRO GRAPHIC DESIGN: VECTOR	INTRO GRAPHIC DESIGN: VECTOR
	TOP Code (CB03)	1030.00	1030.00 Graphic Art and Design
	CIP Code	Graphic Design	50.0409 Graphic Design
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
	Effective Term	Fall 2026	Fall 2026 <u>2027</u>

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
	Course Description	This is a survey course for artists and designers, using digital software as a medium of artistic expression, and is an introduction of the fundamental concepts, practices, and theories of digital art and illustration production. Student projects will explore the creative and artistic potential of introductory software and experience how each one relates to today's artistic and digital media environment. Topics will include the integration of traditional design, color, and compositional principles with contemporary digital tools. Introductory use of Adobe Illustrator and Adobe InDesign.	This course introduces students to the use of digital software as a creative tool for artistic expression and visual communication. Designed for artists and designers, the course provides an overview of the fundamental concepts, practices, and theories involved in digital art, vector illustration, and illustration production. Students explore how digital tools function within contemporary visual and media environments while learning how traditional design principles, such as composition, color, and visual hierarchy, translate into digital workflows. Through a series of projects and exercises, students develop foundational skills using industry-standard software, including Adobe Illustrator, Adobe InDesign, and Adobe Acrobat, along with integrated artificial intelligence tools and emerging Adobe Creative Cloud technologies relevant to graphic design and illustration. Assignments emphasize both technical development and creative problem-solving, allowing students to engage with content through multiple forms of visual and conceptual expression. Course content introduces students to a range of designers, perspectives, and practices from diverse cultural and global contexts. Students are encouraged to explore designers that reflects their own interests while developing work that is informed by contemporary visual culture. Through scaffolded projects and critique-based learning, students refine their ideas and apply design principles within an iterative creative process.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	• Art	• Art

Changed	Field	Current Version	Proposed Version
	Discipline 2	- AND - - Graphic Arts (Desktop publishing)	- AND - - Graphic Arts (Desktop publishing)
	Discipline 3	No value	No value
	FSA	FHDA FSA - ART	FHDA FSA - ART

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 De Anza's general education requirement and is a required course for the A.A. degree in Graphic Design in a CTE program. It is CSU transferable. This course introduces students to the creative digital tools, processes, and practices used by artists, illustrators, and designers in the visual communication and graphic design industry.	This <u>CTE</u> course meets- fulfills De Anza's general education requirement- Anza College's General Education requirements and is a required course for the A.A. <u>Associate of Arts</u> degree in Graphic Design in a CTE- within the Career Technical Education (CTE) program. It is CSU transferable. This course introduces students <u>transferable</u> to the creative- California State University (CSU) system. The course <u>provides foundational instruction in vector-based digital illustration, emphasizing the tools, processes, and practices used by contemporary artists, illustrators, and designers in- graphic designers. Students develop technical proficiency and conceptual understanding necessary for visual communication, preparing them for advanced coursework and entry-level professional practice within the creative industries. This course also supports a range of related degree and certificate programs, including Graphic Design, Illustration, Art History, Studio Arts for Transfer, UI/UX Design, Journalism, and Photographic Arts. As such, it contributes to interdisciplinary skill development by providing students with essential visual communication and graphic design industry: image-making competencies applicable across fine arts, design, media, and communication-focused pathways.</u>

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

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

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

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

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	Adding DAGE status and language only. - mkct	Adding DAGE status The Course Outline of Record incorporates DEI considerations across several areas of the course. The course description uses clear, student-friendly language to communicate expectations and learning opportunities in an accessible way for students from a variety of educational backgrounds. The methods of instruction include multiple teaching formats such as lectures, readings, guided discussions, visual demonstrations, and video tutorials to support different learning approaches. Instruction focuses on how professionals in the graphic design industry develop and produce visual work, helping students understand contemporary practices and expectations within the field. Assignments in this course are designed to support multiple pathways for learning, engagement, and assessment. Students complete a range of activities including reflective responses, exploratory exercises, and scaffolded design projects that build toward final outcomes. Students demonstrate proficiency through written reflection, visual design work, critique participation, and project-based deliverables, allowing for both analytical and creative engagement. Select assignments encourage students to incorporate their own perspectives, lived experiences, and areas of interest into their design solutions when appropriate. The course emphasizes an iterative design process. Homework assignments function as exploratory stages that scaffold into larger projects, allowing students to refine ideas prior to final submission. Students receive feedback through instructor critique, peer review, and self-reflection during the development process. While final submitted projects are not revised for grading purposes, critique and reflection support ongoing growth and future application of skills. This approach reflects studio-based pedagogy commonly used in design education, emphasizing iteration, critique, and multiple forms of expression. Evaluation methods use varied assessment strategies, including projects, presentations, quizzes, and discussions, to support a holistic approach to measuring student learning outcomes. Evaluation is supported by exemplar materials, including successful student work and real-world design outcomes, which help

clarify expectations and contextualize quality standards. Assignments are accompanied by clear written guidelines and, when appropriate, visual demonstrations that model both process and final outcomes, including examples of exploratory and iterative exercises that illustrate how projects develop over time. Examples often reflect a range of approaches and solutions, reinforcing that multiple valid outcomes are possible and supporting transparent and equitable learning expectations. The course also introduces students to expectations within the broader design workforce, providing awareness of professional standards, workflows, and language only. —
market technical competencies relevant to contemporary practice. Cultural perspectives are primarily explored through assignment content and project development, where students engage with diverse themes, topics, and visual approaches. The Classroom in a Book series by Adobe provides structured, step-by-step instructional content that supports accessibility at a foundational level through clear language, contextualized terminology, and visual examples such as annotated screenshots and guided exercises. However, the series functions primarily as a technical training resource rather than a fully developed Universal Design for Learning (UDL) or DEI-centered text, as it does not consistently incorporate multiple pathways for engagement or foreground diverse perspectives. To address these limitations, course instruction supplements the text with lectures, discussions, critiques, and project-based assignments that introduce diverse voices, perspectives, and contemporary issues in design practice, while supporting multiple modes of learning and engagement. While OER resources exist for general graphic design topics, they do not adequately address the specialized professional practices covered in this course. Instructional materials are therefore provided through curated resources, demonstrations, and instructor-developed content aligned with current industry practices. Together, course materials, assignments, and evaluation methods are designed to support accessible, inclusive, and equitable learning by providing clear expectations, multiple pathways for engagement and expression, and opportunities for iterative development.

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	Basic Course Information - Course Description	- Basic Course Information - Course Description - Specifications - Assignments - Specifications - Methods of Instruction - Specifications - Methods of Evaluation - Outline - Course Outline

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	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	

Changed	Field	Current Version	Proposed Version
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No	No

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table><tr><td>Associated Program</td><td>Art History</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Art History	Award Type	Associate in Arts (A.A.) Degree	<table><tr><td>Associated Program</td><td>Art History</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Art History	Award Type	Associate in Arts (A.A.) Degree
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Award Type	Associate in Arts for Transfer (A.A.-T.) Degree										
	<table><tr><td>Associated Program</td><td>Art History for Transfer (In Development)</td></tr><tr><td>Award Type</td><td>Associate in Arts for Transfer (A.A.-T.) Degree</td></tr></table>	Associated Program	Art History for Transfer (In Development)	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	<table><tr><td>Associated Program</td><td>Art History for Transfer (In Development)</td></tr><tr><td>Award Type</td><td>Associate in Arts for Transfer (A.A.-T.) Degree</td></tr></table>	Associated Program	Art History for Transfer (In Development)	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	
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Award Type	Certificate of Achievement-Advanced (COA-A)										
Associated Program	Graphic Design										
Award Type	Certificate of Achievement-Advanced (COA-A)										

Changed Field

Current Version

Proposed Version

Associated Program	Graphic Design	Associated Program	Graphic Design
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Illustration	Associated Program	Illustration
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Illustration	Associated Program	Illustration
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Journalism	Associated Program	Journalism
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Journalism	Associated Program	Journalism
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Photographic Arts (Film and Digital)	Associated Program	Photographic Arts (Film and Digital)
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Professional Photography (Film and Digital)	Associated Program	Professional Photography (Film and Digital)
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Studio Arts for Transfer	Associated Program	Studio Arts for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Studio Arts for Transfer	Associated Program Studio Arts for Transfer
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program UI/UX: User Interface/User Experience Design	Associated Program UI/UX: User Interface/User Experience Design
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program UI/UX: User Interface/User Experience Design	Associated Program UI/UX: User Interface/User Experience Design
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program UI/UX: User Interface/User Experience Design	Associated Program UI/UX: User Interface/User Experience Design
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program UI/UX: User Interface/User Experience Design	Associated Program UI/UX: User Interface/User Experience Design
		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

Changed	Field	Current Version	Proposed Version
GE Information			
	System/Institution	C-ID	System/Institution C-ID
	Area(s)	ARTS - Approved.	Area(s) ARTS - Approved.
	-	C-ID ARTS 250	- C-ID ARTS 250
	System/Institution	De Anza GE	System/Institution De Anza GE
	Area(s)	2G7B - Approved.	Area(s) 2G7B - Approved.
	-	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	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

Changed	Field	Current Version	Proposed Version
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	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 Face to face lecture, online web sites, and Canvas using visual aids. Discussion and problem solving performed in class. Quiz and examination review performed in class. Homework and extended projects. Discussion and problem solving performed in class. Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises.

Methods of Instruction

Changed	Field	Current Version	Proposed Version
			Methods of Instruction Lectures and Demonstrations: Lectures supported by visual aids and software demonstrations will introduce vector illustration techniques, design principles, and professional practices. Instruction will include the examination of historical and contemporary designers from diverse cultural, social, and geographic backgrounds to contextualize visual communication within a broader cultural framework. In hybrid and fully online modalities, lectures and demonstrations will be delivered through recorded video presentations, live synchronous sessions, and/or multimedia instructional content. Readings and Guided Discussions: Assigned readings and visual case studies will be used to reinforce key concepts and encourage students to analyze and evaluate design theory, industry practices, and the work of designers representing diverse perspectives. Discussions will occur through in-class dialogue or online discussion forums, supporting critical thinking and engagement with culturally diverse viewpoints. Laboratory Instruction and Skill Development: Structured laboratory sessions will provide guided, hands-on experience with vector-based design software. Students will complete exercises focused on path construction, shape building, and illustration techniques. In hybrid and online formats, laboratory instruction will be facilitated through step-by-step video tutorials, screen recordings, and guided digital exercises,

Changed	Field	Current Version	Proposed Version
			with instructor feedback provided asynchronously and/or synchronously. Homework and Applied Exercises: Students will complete homework assignments that require the application of course concepts through practical vector illustration exercises, including research and analysis of designers from historically underrepresented and diverse backgrounds. Assignments will be submitted digitally and may include iterative feedback to support skill development across all instructional modalities. Design Projects: Extended design projects will engage students in the research, analysis, and synthesis of visual and conceptual information to create portfolio-oriented work. Projects will incorporate culturally diverse subject matter and require the application of design principles, typography, and vector illustration techniques. In all modalities, projects will be developed through staged deliverables, with feedback provided through in-person critiques, virtual meetings, and/or digital annotation. Critiques and Collaborative Learning: Critiques and collaborative problem-solving activities will engage students in presenting, analyzing, and evaluating design work. These activities will occur through in-class presentations, synchronous online sessions, and/or asynchronous discussion boards. Students will articulate design decisions, respond to feedback, and evaluate work from multiple perspectives, including culturally diverse viewpoints. Review and Reinforcement Activities: Periodic review of

Changed	Field	Current Version	Proposed Version
!	Assignments	1. Reading 1. Class assignment handouts and tutorials 2. Suggested text and references 2. Hands-on projects 3. InDesign "layout" tutorial 1. Vector character illustration 2. Illustrator "inanimate object" tutorial and illustration with personal variation for exploration 3. High fidelity vector illustration, following professional portfolio standards. 4. Illustrator vector editorial illustration following professional portfolio standards. 5. Broadside layout and design including text, images, illustrations, and In-design or Illustrator elements following professional portfolio standards.	1. Homework and Laboratory Exercises: Students will complete structured homework assignments and directed laboratory exercises that develop technical proficiency and creative problem-solving using vector-based illustration software. Assignments include designer research, image collection and analysis, vector drawing exercises, path construction, shape building, and digital illustration techniques. Designer research assignments allow students to explore practitioners from a range of culturally diverse backgrounds and perspectives, expanding awareness of representation within the field. These assignments, along with other exercises, are scaffolded to function as exploratory and iterative stages of the design process, supporting skill development and conceptual thinking that lead into larger project outcomes. Work will be evaluated on the student's ability to apply design principles, demonstrate technical accuracy, and produce effective visual compositions using industry-standard vector tools. 2. Design Projects: Students will develop and create comprehensive vector-based illustration projects, including a designer portrait and a designer poster. Projects require students to synthesize conceptual development, typographic organization, and vector illustration techniques while exploring subject matter that reflects culturally diverse perspectives and content. Some projects allow students to incorporate personal interests, perspectives, and experiences into their design solutions when appropriate, supporting relevance and individual engagement with course content. Evaluation will consider the student's ability to apply design principles, demonstrate technical execution, and produce cohesive visual communication solutions that are conceptually informed and culturally aware. 3. Online Quizzes: Students will identify, explain, and analyze key concepts, terminology, tools, and processes related to vector illustration and graphic design

as presented in lectures, demonstrations, and assigned materials.

4. Critiques and Discussion Activities: Students will present, analyze, and evaluate their own work and the work of others through structured critique and discussion activities. Written and visual responses will demonstrate the ability to articulate design decisions, apply critical thinking, and engage with diverse visual communication approaches. Students are encouraged to reflect on their own outcomes and feedback received in order to support ongoing learning and the application of skills in future projects.
5. Course Participation and Engagement Activities: Students will complete introductory and ongoing participation activities, including course orientation assignments and peer discussions, designed to support engagement with course content and community building. Evaluation will consider the student's level of participation, responsiveness, and engagement with course materials and activities.
6. Optional Enrichment Activities (Extra Credit): Students may participate in optional enrichment activities, such as museum visits or additional vector-based illustration exercises, to further explore contemporary illustration practices and visual culture. These activities support expanded learning but are not required for course completion.

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

Changed	Field	Current Version	Proposed Version
		Methods of Evaluation 1. Written quizzes to assess student comprehension of procedures, concepts and terminology presented in reading, tutorials, and lectures. 2. Hard and soft copy output and digital files of all projects will be evaluated by instructor's judgment. Criteria will include software proficiency, creativity/originality, problem solving, and the completion of a portfolio of work. 3. Participation in midterm project development, critiques and presentations where conceptual meaning, software proficiency, structure, and organization as covered in class materials is demonstrated. 4. Participation in final project development, presentation, and critique where conceptual meaning, software proficiency, structure, and organization as covered in class materials is demonstrated.	Methods of Evaluation 1. Homework and Laboratory Exercises: Structured homework assignments and directed laboratory exercises will be evaluated to assess the student's ability to apply vector illustration techniques, demonstrate technical proficiency with industry-standard software, and solve visual problems. Evaluation criteria include accuracy of execution, application of design principles, and integration of conceptual and culturally diverse research. Assignments are accompanied by clear written guidelines and, when appropriate, visual demonstrations that model both process and outcomes. Students are provided with examples of successful student work and relevant real-world design outcomes to clarify expectations and support skill development. Examples often reflect a range of approaches and solutions, reinforcing that multiple valid outcomes are possible. 2. Design Projects: Comprehensive vector-based illustration projects will be evaluated based on the student's ability to analyze, synthesize, and create effective visual communication solutions. Projects, including a designer portrait and poster, will be assessed on conceptual development,

Changed	Field	Current Version	Proposed Version
			use of culturally diverse subject matter, typographic organization, technical execution, and overall visual coherence. Final work will be submitted as digital files and/or printed output as appropriate. Projects are supported by exemplars, written guidelines, and visual demonstrations that clarify expectations and model both process and final outcomes. These supports help ensure that expectations are transparent and accessible to all students while guiding the development of conceptually informed and culturally aware design solutions. 3. Critiques and Discussion Activities: Participation in critiques and discussions will be evaluated based on the student's ability to analyze and evaluate their own work and the work of others. Students will be assessed on their ability to articulate design decisions, apply appropriate terminology, and engage with diverse perspectives in visual communication. Critique activities include opportunities for reflection and the consideration of feedback, supporting students' ongoing development and future application of skills. 4. Quizzes: Written and/or online quizzes will assess the student's ability to identify, explain, and analyze key concepts, terminology, tools, and processes

Changed	Field	Current Version	Proposed Version
			presented in readings, lectures, and demonstrations. 5. Participation and Engagement: Student participation in course activities, including project development, discussions, and presentations, will be evaluated based on consistent engagement, responsiveness to feedback, and contribution to a collaborative learning environment.
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: • Removable storage device • Notebook Essential College Facilities: • Adobe Creative Cloud Software • Adobe Illustrator • Adobe InDesign • Adobe Photoshop • Digital drawing tablets • Color and Monochromatic Laser printers • Scanners and removable drives • Security storage cabinet • Texts and tutorials for the various software applications such as Illustrator and InDesign • Color Ink Jet printer • Video projection monitor	Essential Student Materials • Removable or cloud-based digital storage device for saving and transporting digital files Essential College Facilities • Computer workstations capable of running current graphic design software • Adobe Creative Cloud software suite, including: ◦ Adobe Illustrator ◦ Adobe InDesign ◦ Adobe Photoshop ◦ Adobe Acrobat • Digital drawing tablets for illustration and design input • Video projection monitor for demonstrations and instruction • Color and monochromatic laser printers for proofing and production output • Color inkjet printer for high-quality color printing • Scanners for digitizing images and artwork • Removable drive access and file transfer capability • Secure storage cabinet for equipment and instructional materials • Computer / Workstation

❗

Examples of Primary Texts and References

Title	No value
Author	Wood, Brian."Adobe Illustrator CC Classroom in a Book (2020 Release)" Adobe Press; 1st edition (January 7, 2020) ISBN-13: 978-0136412670
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	DeJarld, Tina; Kordes Anton, Kelly. "Adobe InDesign Classroom in a Book (2020 release) 1st Edition". Adobe Press; 1 edition (December 30, 2019) ISBN-13: 978-0136502678
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Adobe Illustrator Classroom in a Book 2026 Release
Author	Brian Wood
Publisher	Adobe Press
Date/Edition	1st, 2026
ISBN	978-0135496107

Title	Adobe InDesign Classroom in a Book 2026 Release
Author	Kelly Anton, Tina DeJarld
Publisher	Adobe Press
Date/Edition	1st, 2026
ISBN	978-0135495360

**Suggested
Reading List**

No value

Reading List Williams, Robin, "The Non-Designers Design & Type Book, Deluxe Edition: Design and Typographic Principles for the Visual Novice," Peachpit Press, 2008, ISBN-13: 978-0-321-53405-7.

May include, but are not limited to No value

Reading List Meggs, Philip B. "Type and Image: The Language of Graphic Design". Wiley; 1 edition (March 1992) ISBN: 978-0471284925

May include, but are not limited to No value

Reading List Peterson, Bryan. "Using Design Basics To Get Creative Results, North Light Books," 1997, ISBN: 0-89134-651-1.

May include, but are not limited to No value

Reading List Spalter, Anne Morgan, "The Computer in the Visual Arts," Addison Wesley Longman, Inc., 1999, ISBN: 0-201-38600-3.

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Erik Spiekermann, Stop Stealing Sheep & Find Out How Type Works, Third Edition. Adobe Press; 3 edition (December 23, 2013) ISBN:978-0321934284	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Demonstrate the process of creating, evaluating and critiquing digital art. • Operate and maintain digital imaging hardware and materials. • Define and apply vocabulary related to the artistic use of electronic technology. • Produce a portfolio of work in line with contemporary new media trends and graphic arts software.	• Analyze, apply, and evaluate the process of creating, refining, and critiquing vector-based visual communication • Apply industry-standard vector illustration tools and contemporary digital workflows • Identify, analyze, and apply terminology and concepts related to vector illustration and digital imaging • Demonstrate an understanding of contemporary hardware, output, and production practices • Create and synthesize vector-based visual solutions that reflect technical skill, conceptual development, and culturally diverse perspectives

Changed	Field	Current Version	Proposed Version
!	CSLOs	CSLOs Demonstrate basic skills of professional software/hardware currently used by Graphic Designers and fine artists. Expected SLO Performance 0.0	CSLOs Apply and evaluate foundational vector illustration techniques and digital tools used by graphic designers, illustrators, and fine artists to produce effective visual outcomes. Expected SLO Performance 0.0
		CSLOs Demonstrate a basic knowledge of digital terminology currently used by professional Graphic Designers and fine artists. Expected SLO Performance 0.0	CSLOs Analyze and apply digital and vector illustration terminology used by graphic designers, illustrators, and fine artists in the context of visual communication and production processes. Expected SLO Performance 0.0
		CSLOs Exhibit a critical understanding of performance of the design process through directed laboratory discussions. Expected SLO Performance 0.0	CSLOs Analyze, evaluate, and apply the stages of the design process, including research, ideation, and refinement, to create effective vector illustration layouts and organized visual compositions through directed laboratory exercises and discussions. Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Demonstrate the process of creating, evaluating and critiquing digital art. 1. Capturing and delivery of images with digital technology. 2. Planning, invention, and technique as related to new electronic tools 3. Craftsmanship, and execution in the electronic environment 4. Develop the student's critique, presentation and evaluation skills through utilizing relevant terminology and concepts during group and individual critique sessions. 2. Operate and maintain digital imaging hardware and materials. 1. Mac, PC, and related operating systems 2. Industry standard software options and related platforms, 2D draw, Photo manipulation, Drafting and CAD, 3D draw, 2D and 3D animation, Multimedia, Digital video, and Word processing 3. Storage options, hard drives, CD disks, flash disks 4. Input options and output devices, scanners, digital cameras, CD-ROM and Photo CD's, Film recorders, Printers, and Imagesetters 3. Define and apply vocabulary related to the artistic use of electronic technology. 1. Technical basics. Pixels, Bits and bytes, CPU, CRT, RAM and ROM 2. Image types. Vector and raster, halftone, Grayscale, RGB, CMYK, Indexed and spot, HSB and HSL color models, QuickTime and QuickTime VR 3. File formats (TIFF, EPS, PICT, GIF, JPEG, PNG, DXF, SWF). Memory and storage 4. Text creation and fonts. WYSIWYG, bit mapped, and postscript, True Type, OpenType, points and picas, kerning, tracking and leading, serif and sans serif, typographic elements	1. Analyze, apply, and evaluate the process of creating, refining, and critiquing vector-based visual communication 1. Research, ideation, and conceptual development, including exploration of designers and illustrators from diverse cultural and historical backgrounds 2. Planning, sketching, and translating ideas into vector-based formats 3. Application of design principles, composition, and visual hierarchy in illustration and layout 4. Development of vector illustrations using paths, shapes, color, and typography 5. Iterative refinement through critique, feedback, and revision 6. Presentation and evaluation of work using appropriate design terminology in individual and group critiques 2. Apply industry-standard vector illustration tools and contemporary digital workflows 1. Vector-based software interfaces and tools (e.g., pen tool, path construction, shape builder, brushes, layers, artboards) 2. Integration of vector illustration with layout and typographic systems 3. Use of contemporary and emerging tools, including AI-assisted features where appropriate 4. File organization, naming conventions, and non-destructive workflows 5. Preparation and export of files for multiple outputs (AI, PDF, PNG, JPG, SVG), including resolution and color modes (RGB/CMYK) 3. Identify, analyze, and apply terminology and concepts related to vector illustration and digital imaging 1. Vector versus raster graphics and their applications

Changed	Field	Current Version	Proposed Version
		5. Computer basics: desktop, menus, clipboard, Font Book, scroll bars and slide boxes, constraining and shortcuts. 6. Scan basics: Output before input, Image size and file size, scan rates, dpi vs. lpi	2. Color systems, including RGB, CMYK, spot color, and additive versus subtractive color models 3. File formats and usage (AI, PDF, EPS, SVG, PNG, JPG, TIFF) 4. Typography fundamentals, including classification, hierarchy, spacing (kerning, tracking, leading), and typographic systems 5. Digital workspace concepts, including layers, artboards, grids, and guides
		4. Produce a portfolio of work in line with contemporary new media trends and graphic arts software. 1. Vector illustration creation referencing a historical aesthetic or concept. 2. Creative composition exercise focusing a composition, aesthetics, and form. 3. Vector illustration exercise using geometric shapes and typography. 4. Creating a vector illustration using the pen tool (curves) and using emerging media tools as a means to incorporate the characteristics of color, and exploring the differences between additive and subtractive color systems. 5. Interactive illustration assignment. 6. Page layout creation following contemporary aesthetic and emerging media trends.	4. Demonstrate an understanding of contemporary hardware, output, and production practices 1. Computer platforms (Mac/PC) and current operating systems relevant to design workflows 2. Input devices, including drawing tablets, styluses, scanners, and digital cameras 3. Output devices, including printers and digital displays 4. Cloud-based storage, file sharing, and file management practices 5. Preparing work for print and digital distribution, including resolution, bleed, and export settings 5. Create and synthesize vector-based visual solutions that reflect technical skill, conceptual development, and culturally diverse perspectives 1. Designer and illustrator research emphasizing diverse, global, and historically significant practitioners 2. Image collection and reference development for concept building 3. Vector illustration exercises, including geometric construction, pen tool drawings, character development, and digital painting techniques 4. Development of a designer portrait illustration incorporating stylistic and conceptual references 5. Creation of a designer poster integrating illustration, typography, and layout

Changed Field

Current Version

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6. Exploration of composition, aesthetics, and form within contemporary and culturally diverse contexts
7. Preparation, refinement, and presentation of a portfolio of vector-based work

Lab Component
in this Course

Yes

Yes



Lab Outline

1. Produce vector illustrations
2. Produce vector diagrams
3. Produce a layout
4. Print hard copies of digital content
5. Conduct group and individual critiques in oral and written formats

1. Create and refine vector illustrations using industry-standard software, including shape construction, path development, and digital painting techniques.
2. Develop vector-based diagrams and visual assets that communicate information through form, structure, and hierarchy.
3. Design and produce layouts that integrate vector illustrations, typography, and image elements in projects such as designer portraits and posters.
4. Prepare, format, and export digital files for multiple outputs (AI, PDF, PNG, JPG), applying appropriate resolution, color modes, and file organization for print and digital distribution.
5. Analyze and evaluate visual work through individual and group critiques, articulating design decisions and incorporating feedback into revisions.

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

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 ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

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

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	Assignments: D. Critiques and Discussion Activities Students will present, analyze, and evaluate their own work and the work of others through structured critique and discussion activities. Written and visual responses will demonstrate the ability to articulate design decisions, apply critical thinking, and engage with diverse visual communication approaches.

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

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

E-Matrix Form

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

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	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	Methods of Evaluation B. Design Projects: Comprehensive vector-based illustration projects will be evaluated based on the student's ability to analyze, synthesize, and create effective visual communication solutions. Projects, including a designer portrait and poster, will be assessed on conceptual development, use of culturally diverse subject matter, typographic organization, technical execution, and overall visual coherence. Final work will be submitted as digital files and/or printed output as appropriate. Projects are supported by exemplars, written guidelines, and visual demonstrations that clarify expectations and model both process and final outcomes. These supports help ensure that expectations are transparent and accessible to all students while guiding the development of conceptually informed and culturally aware design solutions.
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Methods of Evaluation C. Critiques and Discussion Activities: Participation in critiques and discussions will be evaluated based on the student's ability to analyze and evaluate their own work and the work of others. Students will be assessed on their ability to articulate design decisions, apply appropriate terminology, and engage with diverse perspectives in visual communication. Critique activities include opportunities for reflection and the consideration of feedback, supporting students' ongoing development and future application of skills.

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 B. Design Projects: Students will develop and create comprehensive vector-based illustration projects, including a designer portrait and a designer poster. Projects require students to synthesize conceptual development, typographic organization, and vector illustration techniques while exploring subject matter that reflects culturally diverse perspectives and content. Some projects allow students to incorporate personal interests, perspectives, and experiences into their design solutions when appropriate, supporting relevance and individual engagement with course content. Evaluation will consider the student's ability to apply design principles, demonstrate technical execution, and produce cohesive visual communication solutions that are conceptually informed and culturally aware. D. Critiques and Discussion Activities: Students will present, analyze, and evaluate their own work and the work of others through structured critique and discussion activities. Written and visual responses will demonstrate the ability to articulate design decisions, apply critical thinking, and engage with diverse visual communication approaches. Students are encouraged to reflect on their own outcomes and feedback received in order to support ongoing learning and the application of skills in future projects.

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	Assignments A. Homework and Laboratory Exercises: Students will complete structured homework assignments and directed laboratory exercises that develop technical proficiency and creative problem-solving using vector-based illustration software. Assignments include designer research, image collection and analysis, vector drawing exercises, path construction, shape building, and digital illustration techniques. Designer research assignments allow students to explore practitioners from a range of culturally diverse backgrounds and perspectives, expanding awareness of representation within the field. These assignments, along with other exercises, are scaffolded to function as exploratory and iterative stages of the design process, supporting skill development and conceptual thinking that lead into larger project outcomes. Work will be evaluated on the student's ability to apply design principles, demonstrate technical accuracy, and produce effective visual compositions using industry-standard vector tools.
	 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	Assignments A. Homework and Laboratory Exercises: Students will complete structured homework assignments and directed laboratory exercises that develop technical proficiency and creative problem-solving using vector-based illustration software. Assignments include designer research, image collection and analysis, vector drawing exercises, path construction, shape building, and digital illustration techniques. Designer research assignments allow students to explore practitioners from a range of culturally diverse backgrounds and perspectives, expanding awareness of representation within the field. These assignments, along with other exercises, are scaffolded to function as exploratory and iterative stages of the design process, supporting skill development and conceptual thinking that lead into larger project outcomes. Work will be evaluated on the student's ability to apply design principles, demonstrate technical accuracy, and produce effective visual compositions using industry-standard vector tools.

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	Methods of Evaluation A. Homework and Laboratory Exercises: Structured homework assignments and directed laboratory exercises will be evaluated to assess the student's ability to apply vector illustration techniques, demonstrate technical proficiency with industry-standard software, and solve visual problems. Evaluation criteria include accuracy of execution, application of design principles, and integration of conceptual and culturally diverse research. Assignments are accompanied by clear written guidelines and, when appropriate, visual demonstrations that model both process and outcomes. Students are provided with examples of successful student work and relevant real-world design outcomes to clarify expectations and support skill development. Examples often reflect a range of approaches and solutions, reinforcing that multiple valid outcomes are possible. B. Design Projects: Comprehensive vector-based illustration projects will be evaluated based on the student's ability to analyze, synthesize, and create effective visual communication solutions. Projects, including a designer portrait and poster, will be assessed on conceptual development, use of culturally diverse subject matter, typographic organization, technical execution, and overall visual coherence. Final work will be submitted as digital files and/or printed output as appropriate. Projects are supported by exemplars, written guidelines, and visual demonstrations that clarify expectations and model both process and final outcomes. These supports help ensure that expectations are transparent and accessible to all students while guiding the development of conceptually informed and culturally aware design solutions.

Comments

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

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value						

Changed	Questions	Current Version	Proposed Version
		3/26/2026	Specifications Examples of Suggested Do Primary Texts and References Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Y: The books on record are industry standard learning materials. The <i>Classroom in a Book</i> series by Adobe provides structured, step-by-step instructional content that supports accessibility at a foundational level. The texts use clear, direct language, define technical terminology within context, and present content through a combination of written instruction and visual examples (e.g., annotated screenshots and guided exercises). This supports readability and comprehension for a range of learners, particularly those new to design software. However, the series is primarily designed as a technical training resource rather than a fully developed Universal Design for Learning (UDL) or DEI-centered text. While it demonstrates some alignment with accessibility principles (clarity of instruction, scaffolded learning, multimodal support through visuals), it does not explicitly incorporate multiple pathways for engagement or expression, nor does it consistently foreground diverse authorship, cultural perspectives, or critical discourse

Changed	Questions	Current Version	Proposed Version
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within the field. To address these gaps, course instruction supplements the textbook with additional materials and activities that reflect diverse voices, perspectives, and contemporary issues in design practice, as well as multiple modes of learning and engagement. These include lectures, discussions, critiques, and project-based assignments that encourage students to interpret, apply, and contextualize technical skills within broader social, cultural, and professional frameworks. This combined approach supports alignment with Universal Design principles as outlined by CAST and advances the college's DEI goals.

Changed	Questions	Current Version	Proposed Version
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Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.

3/26/2026 Specifications Assignments Suggested

Y: Modifications made to assignments, Please see the DEI Summary for more

Changed	Questions	Current Version	Proposed Version				
							For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.
		3/26/2026	Specifications	Methods of Evaluation	Suggested		Y: Modifications made to MOE, Please see the DEI Summary for more
	Stage 4: Articulation Officer	No Value	No Value				
!	Stage 5: De Anza General Education	No Value	Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
		4/8/26	De Anza GE Form	Criteria 1-6	Required	Please provide responses for criteria 1-6 of the De Anza GE Matrix	
	Stage 6: Content Review Matrix Liaison	No Value	No Value				
	Stage 7: Dean of Online Learning	No Value	No Value				
	Stage 8: SLO Coordinator	No Value	No Value				

Changed	Questions	Current Version	Proposed Version
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	Stage 10: Curriculum Committee	No Value	No Value
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CO

Changed	Questions	Current Version	Proposed Version
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	Sort ID (00 < 10; 0 < 100)	ARTS 053	ARTS 053
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	Course Status	Non-substantial	Non-substantial
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	Course Characteristics	CTE	CTE
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	Cross- Listed/Related Course Information	NA	NA
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	Cross- Listed/Related Course ID's	No Value	No Value
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!	DL Approval Date (MM/DD/YYYY)	02/21/2020	No Value
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!	Hybrid Approval Date (MM/DD/YYYY)	02/21/2020	No Value
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	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw • Added DAGE appr. 6/17/25 (effect. F26).-mkct	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw • Added DAGE appr. 6/17/25 (effect. F26).-mkct
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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	ARTSD053.
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Changed	Field	Current Version
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Jun 17, 2025 12:00:00 AM
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000565014

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
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	Course Objectives
Learning Outcomes	CSLOs
Course Outline	Lab 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 5: Identify and practice writing for different audiences and purposes.
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.)

Section	Changed field
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: DEI
Comments	Stage 5: De Anza General Education
CO	DL Approval Date (MM/DD/YYYY)
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mary Clark Tillman	• Marco Marquez
	Course ID (CB01A and CB01B)	ARTSD054.	ARTSD054.
	Course Control Number	CCC000565013	CCC000565013
	Course Title (CB02)	Introduction to Graphic Design: Digital Imaging	Introduction to Graphic Design: Digital Imaging
	Short Course Title	INTRO GRAPHIC DES: DESIGN IMAG	INTRO GRAPHIC DES: DESIGN IMAG
	TOP Code (CB03)	1030.00	1030.00 Graphic Art and Design
	CIP Code	Graphic Design	50.0409 Graphic Design
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design

Changed	Field	Current Version	Proposed Version
	Effective Term	Fall 2026	Fall 2026 <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This is an introductory course in the use of art and design software for the computer, with an emphasis on the digital imaging creative process and the computer as a tool used by artists and designers today. Software used are Adobe Photoshop and Adobe After Effects.	This course introduces students to the tools and creative workflows used in digital imaging for graphic design. Students explore how artists and designers use computers as a creative tool to produce, manipulate, and refine visual content. The course places a strong emphasis on the digital imaging process, including working with photographs, illustrations, and composited imagery. Throughout the session, students develop foundational skills using industry-standard software such as Adobe Photoshop and generative imaging tools like Adobe Firefly. In addition to these core tools, the course surveys best practices and emerging digital workflows within the Adobe Creative Cloud ecosystem. Students gain introductory exposure to tools such as Adobe Express, Adobe Fonts, and Adobe Acrobat, helping them understand how these applications support modern design production. Students participate in structured assignments designed to build foundational technical and creative abilities in digital imaging. These exercises are scaffolded and iterative, allowing students to explore multiple approaches to visual problem solving as they develop their work. Assignments lead into larger design projects that emphasize experimentation, conceptual development, and professional presentation. Many of the completed projects are suitable for inclusion in a beginning design portfolio. Course activities include critique and discussion, where students analyze visual work, articulate design decisions, and reflect on outcomes to support continued growth and future application of skills. Select assignments allow students to explore subject matter connected to their own interests and perspectives when appropriate. Students also learn how to prepare and export digital artwork for a variety of common file formats used in creative and professional environments, including PNG, PDF, JPG, GIF, and other essential digital formats. By the end of the course, students understand the role digital imaging plays in contemporary design practice and develop a practical workflow for creating and delivering digital visual content.
	Course Type (CB27)	• Lower Division	• Lower Division

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	• Online	• Online • Hybrid

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	• Art	• Art
	Discipline 2	• - AND - • Graphic Arts (Desktop publishing)	• - AND - • Graphic Arts (Desktop publishing)
	Discipline 3	No value	No value
	FSA	• FHDA FSA - ART	• FHDA FSA - ART

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 De Anza's general education requirement and is a required course for the A.A. degree in Graphic Design in a CTE program. It is CSU transferable. This course introduces students to the creative digital imaging tools, processes, and practices used by artists and designers in the visual communications industry.	This <u>CTE</u> course meets- fulfills De Anza's general education requirement- Anza College's General Education requirements and <u>is transferable to the California State University (CSU) system</u>. It is a required course for the A.A.- Associate of Arts degree in Graphic Design <u>and supports both transfer and Career Technical Education (CTE) pathways</u>. The course <u>provides foundational instruction in a CTE program</u>. It is CSU transferable. This course introduces students to digital imaging, emphasizing the creative digital imaging tools, processes, and practices used by <u>contemporary</u> artists and designers in <u>visual communication</u>. Students <u>develop technical proficiency in raster-based software, compositing, image manipulation, and digital workflows, while applying design principles and engaging in critical analysis of visual media</u>. The course also introduces <u>emerging technologies, including artificial intelligence tools, to reflect current and evolving practices in the field</u>. This course <u>supports transfer preparation for students pursuing degrees in Graphic Design, Studio Arts, Film/TV Animation, Photography, UI/UX Design, and related disciplines within the CSU system</u>. It also contributes to <u>interdisciplinary programs including Illustration and Liberal Arts (Arts and Letters)</u>. <u>By developing both technical and conceptual skills in digital imaging, the course prepares students for upper-division coursework and continued study in visual communications industry- arts and design fields.</u>

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	Adding DAGE status and language only. - mkct	Adding DAGE status- <u>The Course Outline of Record incorporates DEI considerations across several areas of the course. The course description uses clear, student-friendly language to communicate expectations and learning opportunities in an accessible way for students from a variety of educational backgrounds. The methods of instruction include multiple teaching formats such as lectures, readings, guided discussions, visual demonstrations, and video tutorials to support different learning approaches. Instruction focuses on how professionals in the graphic design industry develop and produce visual work, helping students understand contemporary practices and expectations within the field. Assignments in this course are designed to support multiple pathways for learning, engagement, and assessment. Students complete a range of activities including reflective responses, exploratory exercises, and scaffolded design projects that build toward final outcomes. Students demonstrate proficiency through written reflection, visual design work, critique participation, and project-based deliverables, allowing for both analytical and creative engagement. Select assignments encourage students to incorporate their own perspectives, lived experiences, and areas of interest into their design solutions when appropriate. The course emphasizes an iterative design process. Homework assignments function as exploratory stages that scaffold into larger projects, allowing students to refine ideas prior to final submission. Students receive feedback through instructor critique, peer review, and self-reflection during the development process. While final submitted projects are not revised for grading purposes, critique and reflection support ongoing growth and future application of skills. This approach reflects studio-based pedagogy commonly used in design education, emphasizing iteration, critique, and multiple forms of expression. Evaluation methods use varied assessment strategies, including projects, presentations, quizzes, and discussions, to support a holistic approach to measuring student learning outcomes. Evaluation is supported by exemplar materials, including successful student work and real-world design outcomes, which help clarify expectations and contextualize quality.</u>

standards. Assignments are accompanied by clear written guidelines and, when appropriate, visual demonstrations that model both process and final outcomes, including examples of exploratory and iterative exercises that illustrate how projects develop over time. Examples often reflect a range of approaches and solutions, reinforcing that multiple valid outcomes are possible and supporting transparent and equitable learning expectations. The course also introduces students to expectations within the broader design workforce, providing awareness of professional standards, workflows, and technical competencies relevant to contemporary practice. Cultural perspectives are primarily explored through assignment content and project development, where students engage with diverse themes, topics, and visual approaches. Course content and project development also incorporate the exploration of global topics and language only. ~~market~~ the integration of students' personal experiences. Students are encouraged to draw from their own perspectives and areas of interest to inform conceptual exploration and visual storytelling, supporting meaningful engagement with course content. This approach fosters a broader understanding of how visual communication can reflect diverse experiences and contexts. The Classroom in a Book series by Adobe provides structured, step-by-step instructional content that supports accessibility at a foundational level through clear language, contextualized terminology, and visual examples such as annotated screenshots and guided exercises. However, the series functions primarily as a technical training resource rather than a fully developed Universal Design for Learning (UDL) or DEI-centered text, as it does not consistently incorporate multiple pathways for engagement or foreground diverse perspectives. To address these limitations, course instruction supplements the text with lectures, discussions, critiques, and project-based assignments that introduce diverse voices, perspectives, and contemporary issues in design practice, while supporting multiple modes of learning and engagement. While OER resources exist for general graphic design topics, they do not adequately address the specialized professional practices covered in this course. Instructional

Changed	Field	Current Version	Proposed Version
			<u>materials are therefore provided through curated resources, demonstrations, and instructor-developed content aligned with current industry practices. Together, course materials, assignments, and evaluation methods are designed to support accessible, inclusive, and equitable learning by providing clear expectations, multiple pathways for engagement and expression, and opportunities for iterative development.</u>
	Please check all areas in the COR that address DEI.	Basic Course Information - Course Description	- Basic Course Information - Course Description - Specifications - Assignments - Outline - Course Outline - Specifications - Methods of Evaluation - Specifications - Methods of Instruction

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	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No	No

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table><tr><td>Associated Program</td><td>Film/TV: Animation</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Film/TV: Animation	Award Type	Associate in Arts (A.A.) Degree	<table><tr><td>Associated Program</td><td>Film/TV: Animation</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Film/TV: Animation	Award Type	Associate in Arts (A.A.) Degree
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Associated Program	Liberal Arts (Arts and Letters Emphasis)										
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Award Type	Associate in Arts (A.A.) Degree										

Changed Field

Current Version

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Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Photographic Arts (Film and Digital)	Associated Program	Photographic Arts (Film and Digital)
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Studio Arts for Transfer	Associated Program	Studio Arts for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	Studio Arts for Transfer	Associated Program	Studio Arts for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	UI/UX: User Interface/User Experience Design	Associated Program	UI/UX: User Interface/User Experience Design
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	UI/UX: User Interface/User Experience Design	Associated Program	UI/UX: User Interface/User Experience Design
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	UI/UX: User Interface/User Experience Design	Associated Program	UI/UX: User Interface/User Experience Design
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
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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	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G7B - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G7B - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G7B - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G7B - Approved.	-	No value
System/Institution	De Anza GE														
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-	No value														
System/Institution	De Anza GE														
Area(s)	2G7B - Approved.														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	3	3
	Lecture Hours - Out of Class	6	6
	Laboratory Hours - In Class	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	144	144
	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	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4

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

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

Specifications			

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Face to face lecture, online web sites, and Canvas using visual aids. Discussion and in class problem solving. In-class exploration of specific art and design websites. Homework and extended projects. Lecture and visual aids. Quiz and examination review performed in class. Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises.

Methods of Instruction Methods of Instruction

Changed	Field	Current Version	Proposed Version
			Methods of Instruction Lectures with visual aids and software demonstrations will introduce digital imaging concepts, design principles, terminology, and professional practices through guided presentations and real-world examples. Discussion of assigned readings and visual materials will reinforce key concepts and encourage students to analyze and evaluate digital imaging theory, contemporary practices, and the work of designers and image-makers. Review of quizzes, exercises, and course materials will be conducted to clarify concepts, reinforce learning outcomes, and address student questions through guided feedback and discussion. Assignments and extended design projects will provide opportunities for students to apply course concepts through practical digital imaging exercises, including compositing, collage, and narrative illustration, supporting portfolio-oriented development. In-class and/or online discussions and collaborative problem-solving activities will engage students in analyzing design challenges, evaluating visual solutions, and considering multiple approaches to visual communication. Laboratory instruction sessions will provide guided, hands-on experience with raster-

Changed **Field**

Current Version

Proposed Version

based software, where students complete structured exercises in image editing, compositing, and digital illustration, supported by ongoing feedback and periodic assessments.

Demonstrations and guided activities will introduce artificial intelligence tools and emerging Creative Cloud features, allowing students to explore generative imaging workflows and reflect on their role in contemporary digital imaging practice.

Changed	Field	Current Version	Proposed Version
!	Assignments	1. Reading: Glossary of computer graphics terminology (on-line) and recommended texts and references. 2. Tutorials 1. Photoshop Tutorials: Colorizing a B/W image; Compositing images; Advanced Compositing; Healing a degraded image; Creating a believable reflection. 2. After Effects Tutorials: Importing media, Animating and Key framing objects, Masking, Output to video based media. 3. Photoshop Project: Digital editorial collage. 4. Photoshop Project: Digital self portrait. 5. Photoshop Project: Narrative digital illustration. 6. After Effects Project: Time based graphics and effects.	1. Students will read assigned materials, including a glossary of computer graphics terminology and selected texts, and complete exercises that require them to identify, define, and apply key digital imaging concepts and vocabulary. 2. Students will complete guided tutorials designed to develop technical proficiency in digital imaging software, including colorizing black-and-white images, compositing, advanced layering, image restoration, and creating realistic reflections. These tutorials are reinforced through short, applied assignments that allow students to demonstrate proficiency through hands-on practice. 3. Students will complete digital imaging assignments focused on image manipulation and visual storytelling, including digital collage, photo compositing, and narrative illustration, requiring them to analyze, synthesize, and create original visual solutions. Select assignments invite students to explore subject matter connected to their own interests, perspectives, and lived experiences when appropriate. Some homework assignments and exercises are exploratory and function as part of an iterative design process that leads into more formal project outcomes. This approach reflects the design process and supports multiple pathways and heuristic strategies for developing effective visual solutions. 4. Students will explore artificial intelligence tools (e.g., Adobe Firefly or similar platforms) to generate, refine, and integrate AI-assisted imagery into compositions, while evaluating authorship, ethics, and the role of AI in contemporary visual communication. 5. Students will develop comprehensive design projects, such as a digital editorial collage, digital self-portrait, and narrative illustration, demonstrating research, conceptual development, composition, visual hierarchy, and technical proficiency. These projects synthesize prior exploratory work and allow for multiple forms of visual and

conceptual expression. Select projects invite students to explore subject matter connected to their own interests, perspectives, and lived experiences when appropriate.

6. Students will prepare, format, and export digital files for multiple output contexts, producing work in formats such as JPG, PNG, TIFF, PSD, and PDF, and applying appropriate resolution, color modes (RGB/CMYK), and file organization for print and digital distribution.
7. Participation in project discussions, critiques, and presentations, including midterm and final reviews, will be evaluated based on the ability to analyze and evaluate visual work, articulate design decisions, and incorporate feedback into revisions during the development process. Students engage in constructive peer feedback and are encouraged to reflect on successful outcomes and consider how these experiences will inform future design work.

**Methods of
Evaluation****Methods
of
Evaluation****Methods
of
Evaluation**

1. Written quizzes to assess student comprehension of procedures, concepts and terminology presented in reading, tutorials, and lectures.
2. Hard and soft copy output and digital files of all projects will be evaluated by instructor's judgment for software proficiency, creativity/originality and problem solving.
3. Participation in final project development, presentation, and critique where conceptual meaning, software proficiency, structure, and organization as covered in class materials is demonstrated.
4. Participation in midterm project development, critiques and presentations where conceptual meaning, software proficiency, structure, and organization as covered in class materials is demonstrated.

**Methods
of
Evaluation****Methods of Evaluation**

Changed	Field	Current Version	Proposed Version
			Methods of Evaluation 1. Written and/or online quizzes will assess the student's ability to identify, explain, and analyze procedures, concepts, and terminology presented in readings, tutorials, and lectures related to digital imaging and visual communication. 2. Homework assignments and tutorial-based exercises will be evaluated to assess the student's ability to apply digital imaging techniques, demonstrate technical proficiency, and solve visual problems using raster-based software. Evaluation criteria include accuracy, execution, and application of design principles. Assignments are supported by clear written outlines, visual demonstrations, and examples of successful student work and real-world outcomes to guide skill development and clarify expectations. 3. Digital imaging assignments, including compositing, digital collage, and narrative illustration, will be evaluated based on the student's ability to analyze, synthesize, and create effective

Changed	Field	Current Version	Proposed Version
			visual solutions. Criteria include composition, visual hierarchy, technical skill, and conceptual development. These assignments are scaffolded and often include examples of exploratory and iterative exercises that illustrate how ideas develop into more refined outcomes. 4. Assignments utilizing artificial intelligence tools will be evaluated on the student's ability to generate, refine, and integrate AI-assisted imagery into compositions, as well as evaluate ethical considerations and the role of AI in the design process. 5. Comprehensive design projects, including a digital editorial collage, digital self-portrait, and narrative illustration, will be evaluated through digital and/or printed outputs based on software proficiency, creativity/originality, problem-solving, conceptual meaning, structure, and organization. Projects are aligned with examples of successful student work and professional design outcomes, and are supported by written guidelines and visual demonstrations that model both process and final results.

6. Student work will be evaluated on the ability to prepare, format, and export digital files in multiple formats (e.g., JPG, PNG, TIFF, PSD, PDF), demonstrating appropriate resolution, color modes (RGB/CMYK), and professional file organization for print and digital distribution.
7. Participation in project development, critiques, and presentations, including midterm and final reviews, will be evaluated based on the ability to analyze and evaluate visual work, articulate design decisions using appropriate terminology, and incorporate feedback into revisions during the development process. These activities also include opportunities for reflection on outcomes and the application of feedback to future work.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: - Flash memory drive or cloud based digital storage for file backup - Notebook Essential College Facilities: - Adobe Creative Cloud Software - Adobe Photoshop - Adobe After Effects 30 station smart classroom - Digital drawing tablets - Laser Writer and inkjet printers - Video projection monitor - Digital camera - Security storage cabinet	Essential Student Materials - Removable or cloud-based digital storage device for saving and transporting digital files Essential College Facilities - Computer workstations capable of running current graphic design software - Adobe Creative Cloud software suite, including: - Adobe Illustrator - Adobe InDesign - Adobe Photoshop - Adobe Acrobat - Adobe Firefly - Adobe Express - Digital drawing tablets for illustration and design input - Video projection monitor for demonstrations and instruction - Color and monochromatic laser printers for proofing and production output - Color inkjet printer for high-quality color printing - Scanners for digitizing images and artwork - Removable drive access and file transfer capability - Secure storage cabinet for equipment and instructional materials - Computer / Workstation

**Examples of
Primary Texts and
References**

Title	No value
Author	Elaine Weinmann, Peter Lourekas. "Photoshop CC: Visual QuickStart Guide (2015 release)". Peachpit Press; 1 edition (September 21, 2015) ISBN-13: 978-0134308890
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Lisa Fridsma, Brie Gyncild "Adobe After Effects CC Classroom in a Book (2019 Release) " Adobe Press; 1 edition (December 31, 2018) ISBN-13: 978-0135298640
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Andrew Faulkner, Conrad Chavez Adobe Photoshop CC Classroom in a Book (2019 Release) Adobe Press; 1 edition (December 6, 2018) ISBN-10: 0135261783
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Adobe Photoshop Classroom in a Book 2026 Release
Author	Conrad Chavez
Publisher	Adobe Press
Date/Edition	1st, 2026
ISBN	978-0135495001

Title	Adobe Creative Cloud Classroom in a Book: Design Software Foundations with Adobe Creative Cloud
Author	Joseph Labrecque
Publisher	Adobe Press
Date/Edition	1st, 2022
ISBN	978-0137914708

Changed	Field	Current Version	Proposed Version
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Suggested Reading List

Reading List Mark Christiansen "Adobe After Effects CC Visual Effects and Compositing Studio Techniques" Adobe Press; 1 edition (July 31, 2013) ISBN: 978-0321934697

May include, but are not limited to No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
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Course Objectives

- Demonstrate a knowledge of graphic design software and digital file operations: File and folder management; use of input and output devices to produce projects on digital and hardcopy for evaluation; use of graphic design software for image making including fine art and design.
- Discuss the basic vocabulary of graphic design software, graphic design digital file formats and graphic art digital technology, and the changing role of artists and designers brought about by the use of digital technology.
- Demonstrate an understanding of art making as a process involving idea (planning, invention, technique), skill (craftsmanship, execution) and evaluation (critique).

- Identify, apply, and evaluate graphic design software and digital file operations used in digital imaging and visual communication
- Identify, analyze, and apply vocabulary and concepts related to digital imaging, graphic design software, and evolving technologies
- Analyze, apply, and evaluate the digital imaging design process as it relates to idea development, technical execution, and critique
- Create and synthesize digital imaging projects that demonstrate technical skill, conceptual development, and visual communication

Changed	Field	Current Version	Proposed Version
!	CSLOs	CSLOs Develop an awareness of graphic design software, new media tools, and digital imaging as an effective and important mode of graphic design visual communication used by artists and designers today. Expected SLO Performance 0.0	CSLOs Evaluate and synthesize the use of graphic design software, new media tools, artificial intelligence technologies, and digital imaging techniques to produce effective visual communication solutions in contemporary design contexts. Expected SLO Performance 0.0
		CSLOs Demonstrate the creative potential of art and design software through directed laboratory exercises. Expected SLO Performance 0.0	CSLOs Create and evaluate original visual solutions using digital imaging and design software through directed laboratory exercises and guided projects. Expected SLO Performance 0.0

Course Outline



Course Content

1. Demonstrate a knowledge of graphic design software and digital file operations: File and folder management; use of input and output devices to produce projects on digital and hardcopy for evaluation; use of graphic design software for image making including fine art and design.
 1. File and folder management, saving and retrieving information
 2. Vocabulary of graphic design terminology and digital file types
 3. Bit-mapping (paint and other bit-mapped graphics programs)
 4. Review concepts for creating digital art, relationships of various hardware and software, and overview vocabulary related to the artistic use of digital technology.
2. Discuss the basic vocabulary of graphic design software, graphic design digital file formats and graphic art digital technology, and the changing role of artists and designers brought about by the use of digital technology.
 1. Concept (planning an idea)
 2. Skill (craftsmanship, execution)
 3. Evaluation (critique)
3. Demonstrate an understanding of art making as a process involving idea (planning, invention, technique), skill (craftsmanship, execution) and evaluation (critique).
 1. Colorized portrait
 2. 3 part advanced selecting
 3. Healing an image
 4. Image juxtaposition

1. Identify, apply, and evaluate graphic design software and digital file operations used in digital imaging and visual communication
 1. File and folder management, including organizing, saving, retrieving, and archiving digital assets
 2. Use of input and output devices to produce and present digital and printed work for evaluation
 3. Application of raster-based software tools for image creation, manipulation, and compositing
 4. Digital workflows, including non-destructive editing, layering, and asset management
 5. Preparation and export of files in multiple formats (JPG, PNG, TIFF, PSD, PDF) with appropriate resolution and color modes (RGB/CMYK)
2. Identify, analyze, and apply vocabulary and concepts related to digital imaging, graphic design software, and evolving technologies
 1. Terminology of digital imaging, including raster graphics, resolution, file types, and compression
 2. Bitmapped image processes and applications using paint and image-editing software
 3. Overview of hardware and software relationships in digital imaging workflows
 4. Role of digital technology in shaping contemporary art and design practices
 5. Introduction to artificial intelligence and emerging tools in image-making and their impact on creative practice
3. Analyze, apply, and evaluate the digital imaging design process as it relates to idea development, technical execution, and critique
 1. Concept development, including planning, ideation, and visual research
 2. Skill development, including craftsmanship, technical execution, and software proficiency

Changed	Field	Current Version	Proposed Version
			3. Evaluation processes, including critique, revision, and refinement of digital work 4. Application of design principles, composition, and visual hierarchy in digital imaging projects 5. Integration of AI-assisted processes within the design workflow and evaluation of outcomes
			4. Create and synthesize digital imaging projects that demonstrate technical skill, conceptual development, and visual communication 1. Colorizing black-and-white images, including tonal adjustment and color application 2. Advanced selection techniques and image isolation for compositing 3. Image restoration and healing techniques for damaged or degraded images 4. Image juxtaposition and compositing to create cohesive digital collages and narratives 5. Development of projects such as digital editorial collage, self-portrait, and narrative illustration 6. Integration of multiple image sources and AI-generated content into unified compositions 7. Preparation, refinement, and presentation of digital work for critique and portfolio development 8. Exploration of global topics and the integration of personal experiences to inform project development, conceptual exploration, and visual narrative
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
!	Lab Outline	1. Raster collage 2. Raster illustration 3. Digital motion graphics animation 4. Production quality prints for portfolio development	1. Create and manipulate raster images using digital imaging software, including color correction, colorizing black-and-white images, image restoration, and non-destructive editing techniques. 2. Develop composite images through layering, masking, and blending techniques to produce cohesive digital collages and visual compositions. 3. Apply digital illustration and image-making techniques to create narrative imagery, including editorial collage, self-portrait, and concept-driven compositions. 4. Generate and refine imagery using artificial intelligence tools and integrate AI-assisted content into digital compositions. 5. Prepare, format, and export digital files for multiple outputs (JPG, PNG, TIFF, PSD, PDF), applying appropriate resolution, color modes (RGB/CMYK), and file organization for print and digital distribution. 6. Analyze and evaluate visual work through individual and group critiques, incorporating feedback into revisions and demonstrating the use of appropriate design terminology.

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

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

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 ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H 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):	(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

A-Matrix Form

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

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

B-Matrix Form

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

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	Assignments: Students will read assigned materials, including a glossary of computer graphics terminology and selected texts, and complete exercises that require them to identify, define, and apply key digital imaging concepts and vocabulary.
	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	Assignments: Participation in project discussion, critiques, and presentations, including midterm and final reviews, will be evaluated based on the ability to analyze and evaluate visual work, articulate design decisions, and incorporate feedback into revisions. Students will also participate in discussion activities that survey and reflect on emerging Creative Cloud tools and features, including Adobe Acrobat, Adobe Express and Adobe Fonts.
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

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

F-Matrix Form

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

No Value

No Value

If the requisite
does not fall
under an A-F
Matrix and is
being
retained/added,
download the
Content Review
Matrix G from the
Reference
Materials, and
follow the
remaining
instructions on
the form.
Reminder that:
an “OR”
conjunction
statement
requires ONE
representative G-
Matrix; an “AND”
conjunction
statement
requires a
separate G-Matrix
for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	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	Assignments A. Students will read assigned materials, including a glossary of computer graphics terminology and selected texts, and complete exercises that require them to identify, define, and apply key digital imaging concepts and vocabulary. B. Students will complete guided tutorials designed to develop technical proficiency in digital imaging software, including colorizing black-and-white images, compositing, advanced layering, image restoration, and creating realistic reflections. These tutorials are reinforced through short, applied assignments that allow students to demonstrate proficiency through hands-on practice.
!	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	Assignments G. Participation in project discussions, critiques, and presentations, including midterm and final reviews, will be evaluated based on the ability to analyze and evaluate visual work, articulate design decisions, and incorporate feedback into revisions during the development process. Students engage in constructive peer feedback and are encouraged to reflect on successful outcomes and consider how these experiences will inform future design work.

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	Methods of Evaluation C. Digital imaging assignments, including compositing, digital collage, and narrative illustration, will be evaluated based on the student's ability to analyze, synthesize, and create effective visual solutions. Criteria include composition, visual hierarchy, technical skill, and conceptual development. These assignments are scaffolded and often include examples of exploratory and iterative exercises that illustrate how ideas develop into more refined outcomes. E. Comprehensive design projects, including a digital editorial collage, digital self-portrait, and narrative illustration, will be evaluated through digital and/or printed outputs based on software proficiency, creativity/originality, problem-solving, conceptual meaning, structure, and organization. Projects are aligned with examples of successful student work and professional design outcomes, and are supported by written guidelines and visual demonstrations that model both process and final results.
!	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline D. Create and synthesize digital imaging projects that demonstrate technical skill, conceptual development, and visual communication 8. Exploration of global topics and the integration of personal experiences to inform project development, conceptual exploration, and visual narrative Assignments E. Students will develop comprehensive design projects, such as a digital editorial collage, digital self-portrait, and narrative illustration, demonstrating research, conceptual development, composition, visual hierarchy, and technical proficiency. These projects synthesize prior exploratory work and allow for multiple forms of visual and conceptual expression. Select projects invite students to explore subject matter connected to their own interests, perspectives, and lived experiences when appropriate.

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	Course Outline D. Create and synthesize digital imaging projects that demonstrate technical skill, conceptual development, and visual communication 8. Exploration of global topics and the integration of personal experiences to inform project development, conceptual exploration, and visual narrative Assignments E. Students will develop comprehensive design projects, such as a digital editorial collage, digital self-portrait, and narrative illustration, demonstrating research, conceptual development, composition, visual hierarchy, and technical proficiency. These projects synthesize prior exploratory work and allow for multiple forms of visual and conceptual expression. Select projects invite students to explore subject matter connected to their own interests, perspectives, and lived experiences when appropriate.

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	Assignments A. Students will complete guided tutorials designed to develop technical proficiency in digital imaging software, including colorizing black-and-white images, compositing, advanced layering, image restoration, and creating realistic reflections. These tutorials are reinforced through short, applied assignments that allow students to demonstrate proficiency through hands-on practice. B. Students will complete digital imaging assignments focused on image manipulation and visual storytelling, including digital collage, photo compositing, and narrative illustration, requiring them to analyze, synthesize, and create original visual solutions. Select assignments invite students to explore subject matter connected to their own interests, perspectives, and lived experiences when appropriate. Some homework assignments and exercises are exploratory and function as part of an iterative design process that leads into more formal project outcomes. This approach reflects the design process and supports multiple pathways and heuristic strategies for developing effective visual solutions. C. Students will explore artificial intelligence tools (e.g., Adobe Firefly or similar platforms) to generate, refine, and integrate AI-assisted imagery into compositions, while evaluating authorship, ethics, and the role of AI in contemporary visual communication. E. Students will develop comprehensive design projects, such as a digital editorial collage, digital self-portrait, and narrative illustration, demonstrating research, conceptual development, composition, visual hierarchy, and technical proficiency. These projects synthesize prior exploratory work and allow for multiple forms of visual and conceptual expression. Select projects invite students to explore subject matter connected to their own interests, perspectives, and lived experiences when appropriate.

Comments

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

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

Changed	Questions	Current Version	Proposed Version
		3/26/2026	Specifications Examples of Suggested Primary Texts and References Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Y: The books on record are industry standard learning materials. The <i>Classroom in a Book</i> series by Adobe provides structured, step-by-step instructional content that supports accessibility at a foundational level. The texts use clear, direct language, define technical terminology within context, and present content through a combination of written instruction and visual examples (e.g., annotated screenshots and guided exercises). This supports readability and comprehension for a range of learners, particularly those new to design software. However, the series is primarily designed as a technical training resource rather than a fully developed Universal Design for Learning (UDL)

		Current	
Changed	Questions	Version	Proposed Version

or DEI-centered text. While it demonstrates some alignment with accessibility principles (clarity of instruction, scaffolded learning, multimodal support through visuals), it does not explicitly incorporate multiple pathways for engagement or expression, nor does it consistently foreground diverse authorship, cultural perspectives, or critical discourse within the field. To address these gaps, course instruction supplements the textbook with additional materials and activities that reflect diverse voices, perspectives, and contemporary issues in design practice, as well as multiple modes of learning and engagement. These include lectures, discussions, critiques, and project-based assignments

that encourage students to interpret, apply, and contextualize technical skills within broader social, cultural, and professional frameworks. This combined approach supports alignment with Universal Design principles as outlined by CAST and advances the college's DEI goals.

Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3)

Y: I updated the assignments, please refer to the updated DEI summary.

3/26/2026 Specifications Assignments Suggested

Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. **If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.**

Changed	Questions	Current Version	Proposed Version				
							For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for allY: I updated students when the MOE, possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box. The DEI statement mentions the following: " The course outline also introduces topics that examine professional practices, global workforce considerations, and cultural perspectives within the design industry. Consider minor revisions to clarify/emphasize this. If not appropriate, let me know in the initiator response box.
		3/26/2026	Specifications	Methods of Evaluation	Suggested		Y: I updated the DEI summary. Better aligned the language.
		3/26/2026	Outline	Course Outline	Suggested		
	Stage 4: Articulation Officer	No Value	No Value				
!	Stage 5: De Anza General Education	No Value	Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
		4/8/26	De Anza GE Form	Criteria 1-6	Required	Please provide responses for criteria 1-6 of the De Anza GE Matrix	Y

Changed	Questions	Current Version	Proposed Version
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ARTS 054	ARTS 054
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	02/11/2020	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	- Confirmed removal of Hybrid appr. 2/11/20 (effect. F20).-mkct - Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -sw - Added DAGE appr. 6/17/25 (effect. F26).-mkct	- Confirmed removal of Hybrid appr. 2/11/20 (effect. F20).-mkct - Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -sw - Added DAGE appr. 6/17/25 (effect. F26).-mkct

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ARTSD054.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Jun 17, 2025 12:00:00 AM
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000565013

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
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	Course Objectives
Learning Outcomes	CSLOs
Course Outline	Lab Outline
Req/Adv	Advisory(ies) - Other:
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Shameka Walker	• Marco Marquez

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	ARTSD063.	ARTSD063.
	Course Control Number	CCC000565205	CCC000565205
	Course Title (CB02)	Graphic Design: Portfolio and Business Practices	Graphic Design: Portfolio and Business Practices
	Short Course Title	GRAPH DES: PORTFOL/BUS PRACT	GRAPH DES: PORTFOL/BUS PRACT
	TOP Code (CB03)	1030.00	1030.00 Graphic Art and Design
	CIP Code	Graphic Design	50.0409 Graphic Design
	Department	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This course is an introduction to the range of business practices used by artists and designers in the visual communications industry, with an emphasis on legal rights and issues as they relate to the professional artist/client relationship. Topics will include pricing and marketing, salaries and trade customs, standard contracts, and current art and design technology issues. Students will create portfolio materials for self promotion.	This course introduces students to the professional and business practices used by graphic designers in the visual communications industry. Students explore career pathways in graphic design, professional expectations, and different ways designers work, including in-house positions, design studios, and freelance practice. The course also examines how designers collaborate with clients and navigate topics such as pricing, contracts, copyright, and other professional standards. Students develop their own professional identity through personal branding, resume and cover letter design, and the creation and organization of portfolio materials. Through a sequence of scaffolded assignments and projects, students engage in an iterative design process that supports the development and refinement of professional work. Course activities include critique and discussion, where students analyze design outcomes, articulate design decisions, and reflect on their work to support continued growth and future application of skills. Select assignments allow students to explore subject matter connected to their own interests and experiences when appropriate. Additional topics include internships, job expectations, salary considerations, and professional networking resources, providing students with an understanding of expectations within the broader design workforce. Through guided assignments and portfolio-focused projects, students create self-promotion materials and design work that support internships, employment opportunities, or transfer into advanced graphic design and visual communication educational programs.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	• Art	• Art
	Discipline 2	• - AND - • Graphic Arts (Desktop publishing)	• - AND - • Graphic Arts (Desktop publishing)
	Discipline 3	No value	No value
	FSA	• FHDA FSA - ART	• FHDA FSA - ART

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

Course Justification			

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a part of the required courses for the AA degree in Graphic Design. This course is CSU transferable. This course introduces students to the range of business practices used by artists and designers in the visual communications industry.	This course is a part of <u>transferable to the required courses for</u> <u>California State University (CSU) system. It belongs on the AA degree in Graphic Design. This course is CSU transferable. This</u> <u>Design AA degree. It supports both transfer and Career Technical Education (CTE) pathways by providing foundational knowledge of professional and business practices within the graphic design and visual communications industry. The course introduces students to career pathways, professional expectations, and the range of organizational structures in which designers work, including in-house, agency, and freelance environments. Students analyze client-designer relationships, legal and ethical considerations, and business practices used by artists such as pricing, contracts, and designers intellectual property. Through this framework, students develop an understanding of the professional context in which visual communication operates. Students apply these concepts through the development of professional materials, including personal branding, resume and cover letter design, and portfolio organization. Project-based assignments and a final portfolio presentation emphasize visual communications industry: communication, typographic organization, and conceptual storytelling aligned with industry standards. Collaborative and research-based projects, such as infographic design, further support the development of analytical and communication skills relevant to both academic and professional settings. This course supports multiple degree and certificate pathways, including Graphic Design, Illustration, Studio Arts for Transfer, UI/UX Design, and related visual arts disciplines. By integrating conceptual knowledge with applied practice, the course prepares students for upper-division coursework in CSU programs and for entry-level opportunities, internships, and professional development within the creative industries.</u>

Stand-Alone Statement

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

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

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

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

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

Cross-listed Course			

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

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

DEI Review			

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	The Course Outline of Record incorporates DEI considerations across several areas of the course. The course description uses clear, student-friendly language to communicate expectations and learning opportunities in an accessible way for students from a variety of educational backgrounds. The methods of instruction include multiple teaching formats such as lectures, readings, guided discussions, visual demonstrations, and video tutorials to support different learning approaches. Instruction focuses on how professionals in the graphic design industry develop and present their work, helping students understand contemporary practices and expectations within the field. Assignments in this course are designed to support multiple pathways for learning, engagement, and assessment. Students complete a range of project types, including exploratory exercises and scaffolded design projects that build toward professional outcomes. These assignments encourage both analytical and creative engagement, and, when appropriate, allow students to incorporate their own interests, experiences, and perspectives into their work. The course emphasizes an iterative design process. Students develop and refine work through guided exercises, project development, and critique-based activities. Peer discussion and critique support constructive feedback and reflection, encouraging students to evaluate their outcomes and apply insights to future work. Evaluation methods use varied assessment strategies, including projects, presentations, quizzes, and discussions, to support a holistic approach to measuring student learning outcomes. Assignments are supported by clear guidelines, visual demonstrations, and examples of successful student work and professional outcomes, helping to clarify expectations and provide accessible pathways to success. Examples often reflect a range of approaches, reinforcing that multiple valid solutions are possible. The course also introduces students to expectations within the broader design workforce, providing awareness of professional standards, workflows, and communication practices relevant to contemporary design careers. Cultural perspectives are primarily explored through

assignment content and project development, where students engage with diverse topics, visual approaches, and global contexts. Course content also includes the analysis of professional designers and their work, examining a range of perspectives, practices, and career pathways within graphic design. Students engage with historical and cultural perspectives in visual communication through the study of design movements, periods, and practices from different regions of the world, cultures, and eras. This approach supports a broader understanding of how visual communication is shaped by diverse social, cultural, and historical contexts. Primary course texts, including the Graphic Artists Guild Handbook of Pricing and Ethical Guidelines and The AIGA Guide to Careers in Graphic and Communication Design, provide foundational knowledge of professional practices and career pathways within the field. While these texts offer clear explanations of terminology and industry standards, they are not specifically designed using Universal Design for Learning (UDL) principles or multimodal instructional approaches. To support inclusive learning, course instruction supplements these materials with lectures, discussions, critiques, and project-based assignments that provide multiple pathways for engagement and incorporate diverse perspectives and contemporary issues in design practice. At this time, while OER resources exist for general graphic design topics, they do not adequately address the specialized professional practices covered in this course. Instructional materials are therefore provided through curated resources, demonstrations, and instructor-developed content aligned with current industry practices. Together, course materials, assignments, and evaluation methods are designed to support accessible, inclusive, and equitable learning by providing clear expectations, multiple pathways for engagement and expression, and opportunities for iterative development.

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

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	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	

Changed	Field	Current Version	Proposed Version
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No	No

Associated Programs

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

Transferability & Gen. Ed. Options

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

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	3	3
	Lecture Hours - Out of Class	6	6
	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	144	144
	Lecture Hours - Course In-Class (Contact) per Term	36	36

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	72	72
	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)	☐	☐
	Variable Credit Course	☐	☐

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	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
 Quiz and examination review performed in class
 Homework and extended projects
 Guest speakers
 Discussion and problem solving performed in class
 Laboratory discussion sessions and quizzes that evaluate the proceedings
 weekly laboratory exercises

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lectures with visual aids and demonstrations used to introduce course concepts, design principles, and professional practices. Discussion of assigned readings to reinforce key concepts and encourage critical analysis of graphic design theory and industry practices.

In-class review of quizzes and examinations to clarify concepts, reinforce learning outcomes, and address student questions. Assignments and extended design projects that allow students to apply course concepts through practical design exercises and portfolio-oriented work.

Guest speakers from the graphic design industry who provide insight into professional practice, career pathways, and current industry standards. In-class discussions and collaborative problem-solving activities that engage students in analyzing design challenges and evaluating potential solutions.

Laboratory instruction sessions where students complete guided exercises using digital design tools and software, accompanied by discussions and periodic quizzes that assess weekly laboratory work and technical skill development.

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
	Assignments	1. Develop and prepare a design presentation showcasing relevant graphic design work and experiences for employment. 2. Develop a graphic design resume, cover letter and personal brand for self promotion. 3. Develop a graphic design portfolio for self promotion.	1. Design Projects: Students will complete a sequence of applied design projects focused on professional development and self-promotion materials. These projects encourage students to synthesize conceptual development, visual design principles, and professional standards. Some projects invite students to incorporate personal interests, experiences, and perspectives into their work when appropriate. Projects may include: 1. Designing a personal brand and identity kit (e.g., logo, visual identity elements, and basic brand applications) 2. Creating a graphic design resume using appropriate typographic hierarchy and layout structure 3. Designing a professional cover letter tailored for a graphic design position. 2. Collaborative Infographic Project: Students will collaborate on the design of a historical or culturally focused narrative infographic that visually communicates research through typography, imagery, and data visualization techniques. The project emphasizes research, visual storytelling, and collaborative design processes. Students are encouraged to explore design movements, periods, and practices from different parts of the world, supporting a global perspective and exposing them to a diverse range of designers, cultural contexts, and visual traditions. 3. Online Quizzes: Online quizzes require students to identify, summarize, and/or analyze key concepts, terminology, and professional practices discussed in lectures and course materials. 4. Graded Discussion Activities: Students will participate in summative discussion assignments in which they evaluate, summarize, and analyze concepts related to graphic design practice, professional development, and visual communication strategies introduced throughout the course.

Changed	Field	Current Version	Proposed Version
			Project discussions include constructive peer feedback and encourage students to reflect on successful applications, outcomes, and how these experiences will inform future design work. 5. Final Project: Students will create a set of self-promotion materials and portfolio components demonstrating the integration of form, aesthetics, and conceptual development while following professional visual communication standards. These projects synthesize prior exploratory work and reflect the iterative development of ideas over time. 6. Final Presentation: Students will present their completed self-promotion materials and selected portfolio work as if preparing for a graphic design job interview. The presentation will include a graphic design resume, cover letter, and portfolio materials that demonstrate the concepts and professional practices studied throughout the course. Students are expected to articulate design decisions, reflect on their process and outcomes, and respond to feedback as part of their continued professional development.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- 1. Final Presentation: Hypothetical graphic design job interview for a hypothetical employer applying concepts introduced and studied through class.
- 2. Online quizzes requiring students to summarize and/or analyze concepts covered throughout the course
- 3. Self-promotion new media materials and portfolio demonstrating a combination of form, aesthetics, and concepts studied in class, which follow visual communication professional standards.

Methods of Evaluation

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			Methods of Evaluation 1. Design Projects: Students will develop and create design solutions including a personal brand and identity kit, graphic design resume, and professional cover letter. Work will be evaluated on the student's ability to apply design principles, organize typographic information, and demonstrate effective visual communication and technical execution consistent with professional graphic design standards. Projects are supported by clear written guidelines, visual demonstrations, and examples of successful student work and professional outcomes to clarify expectations. Some projects allow students to incorporate personal perspectives and experiences when appropriate, supporting relevance and individual engagement. 2. Collaborative Infographic Project: Students will research, analyze, and synthesize historical or cultural information in order to create a narrative infographic. Evaluation will

Changed	Field	Current Version	Proposed Version
			consider the student's ability to organize and visually communicate information through typography, imagery, and layout while demonstrating effective collaboration. The project emphasizes investigation of design movements and practices from different global contexts, supporting awareness of diverse cultural perspectives. Students are evaluated on both the effectiveness of visual communication and their ability to synthesize research into a cohesive narrative. 3. Online Quizzes: Students will identify, explain, and analyze key concepts, terminology, and professional practices presented in lectures and assigned course materials. 4. Graded Discussion Activities: Students will summarize, analyze, and evaluate graphic design concepts and professional practices through written discussion responses that demonstrate understanding of course topics. Discussions include

Changed	Field	Current Version	Proposed Version
			opportunities for constructive peer engagement and reflection on concepts, supporting the ability to connect course content to practice and future application. 5. Final Project: Students will create and refine a set of self-promotion materials and portfolio components that integrate and apply design principles, visual hierarchy, and conceptual development while evaluating their work against professional visual communication standards. This project reflects an iterative process in which students develop and refine work over time, incorporating feedback and prior exploratory exercises to produce cohesive and professionally oriented outcomes. 6. Final Presentation: Students will present and evaluate their completed portfolio and self-promotion materials in a simulated job interview context. Students will demonstrate and explain their design decisions, professional preparation materials, and conceptual

Changed	Field	Current Version	Proposed Version
			approach. Students are also expected to reflect on their process and outcomes, articulating how feedback and prior experiences informed their final work and how these skills will apply to future professional practice.
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: • Removable storage device • Presentation Board • Velum • Metal Edge Ruler • Exacto Knife • Portfolio Binder Essential College Facilities: • Adobe Creative Cloud Software • Adobe Illustrator • Adobe InDesign • Adobe Photoshop • Color and Monochromatic Laser printers • Scanners and removable drives • Security storage cabinet • Color Ink Jet printer • Video projection monitor • Digital drawing tablets	Essential Student Materials • Removable or cloud-based digital storage device for saving and transporting digital files Essential College Facilities • Computer workstations capable of running current graphic design software • Adobe Creative Cloud software suite, including: ◦ Adobe Illustrator ◦ Adobe InDesign ◦ Adobe Photoshop • Digital drawing tablets for illustration and design input • Video projection monitor for demonstrations and instruction • Color and monochromatic laser printers for proofing and production output • Color inkjet printer for high-quality color printing • Scanners for digitizing images and artwork • Removable drive access and file transfer capability • Secure storage cabinet for equipment and instructional materials • Computer / Workstation

**Examples of
Primary Texts and
References**

Title	No value
Author	Neil Leonard. "Becoming a Successful Graphic Designer (Creative Careers)" Fairchild Books (March 24, 2016) ISBN-13: 978-1472591197
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Juliette Cezzar. "The AIGA Guide to Careers in Graphic and Communication Design." Bloomsbury Academic (October 5, 2017) ISBN-13: 978-1501323683
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Artists Guild Graphic. "Graphic Artists Guild Handbook: Pricing & Ethical Guidelines, 15th Edition" Graphic Artists Guild; 15 edition (April 3, 2018) ISBN-13: 978-1507206683
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Graphic Artists Guild Handbook, 17th Edition: Pricing & Ethical Guidelines (Graphic Artists Guild Handbook Of Pricing and Ethical Guidelines)
Author	The Graphic Artists Guild
Publisher	The MIT Press
Date/Edition	November 4, 2025 Edition : 17th
ISBN	978-0262551830

Title	The AIGA Guide to Careers in Graphic and Communication Design
Author	Juliette Cezzar
Publisher	Bloomsbury Academic
Date/Edition	October 5, 2017
ISBN	978-1501323683

Changed Field

Current Version

Proposed Version



**Suggested
Reading List**

No value

Reading List Rossol, Monona. The Artist's Complete Health and Safety Guide. New York: Allworth Press, 2002

May include, but are not limited to No value

Reading List Crawford, Tad. Legal Guide for the Visual Artist (Fifth Edition). New York: Allworth Press. 2010

May include, but are not limited to No value

Reading List Goldfarb, Roz. Careers by Design: A headhunter's Secrets for Success and Survival in Graphic Design. New York: Allworth Press, 2000

May include, but are not limited to No value

Reading List Grant, Dan. The Business of Being an Artist. New York: Allworth Press, 2010

May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Develop an understanding of the artist/client professional relationship • Analyze the legal rights and issues of the professional artist • Analyze and compare traditional and new technology issues • Research the pricing and marketing of design artwork • Develop an understanding of salaries and trade customs in field • Recognize standard contracts and business tools used in the field	• Analyze career pathways and professional expectations within the visual communications industry • Analyze the professional relationship between designers and clients • Analyze legal, ethical, and contractual practices in professional design • Evaluate pricing, marketing, and business practices for design work • Develop professional identity and personal branding • Evaluate portfolio development and presentation strategies • Apply professional communication strategies for career preparation • Apply visual communication strategies in professional design contexts



CSLOs

CSLOs Understand the range of business practices used by artists and designers in the visual communications industry today.

Expected SLO Performance 0.0

CSLOs Analyze and apply common business practices used by artists and designers within the contemporary visual communications industry.

Expected SLO Performance 0.0

CSLOs Demonstrate through directed laboratory exercises, recognize pricing and marketing, salaries and trade customs, standard contracts, and new technology issues.

Expected SLO Performance 0.0

CSLOs Apply industry practices related to pricing, marketing, salary standards, trade customs, standard contracts, and emerging technologies through directed laboratory exercises.

Expected SLO Performance 0.0

Course Outline



Course Content

1. Develop an understanding of the artist/client professional relationship
 1. How artwork is commissioned
 2. The artists representative
 3. Subcontracting and source of talent
 4. Employment agencies and online marketing
 5. Multicultural infusion and ethical standards such as the hiring of design and technical talent from abroad
2. Analyze the legal rights and issues of the professional artist
 1. Copyright and the rights of celebrity, privacy including moral rights
 2. Work for hire, sales tax, resale royalties and deductibility of artwork
 3. Fair practices and employment concerns
 4. Trademarks
3. Analyze and compare traditional and new technology issues
 1. New technology practices for artists
 2. Pricing considerations for new media artists
 3. Legal and ethical issues when things go wrong
 4. The labor situation and health issues
4. Research the pricing and marketing of design artwork
 1. Preparation
 2. Negotiation
 3. Keeping track
 4. Collecting
 5. Reuse and other markets
5. Develop an understanding of salaries and trade customs in field
 1. Employment conditions
 2. Starting salaries
 3. Selected job categories
 4. Multicultural infusion and the job market such as pricing guidelines used by design and technical talent from abroad
6. Recognize standard contracts and business tools used in the field
 1. Writing the design proposal
 2. Contracts and terms

1. Analyze career pathways and professional expectations within the visual communications industry
 1. Graphic design disciplines and employment pathways
 2. Educational preparation, degrees, and professional experience expectations
 3. Design thinking and the professional design process
 4. Employment structures (in-house, agency, freelance/consulting, startups)
 5. Internships, entry-level positions, and job hierarchy within design organizations
 6. Salary expectations and global workforce considerations
2. Analyze the professional relationship between designers and clients
 1. Commissioning creative work and project initiation
 2. The role of artist representatives and subcontracted creative talent
 3. Employment agencies, consulting networks, and online marketing platforms
 4. Professional ethics and client communication practices
3. Analyze legal, ethical, and contractual practices in professional design
 1. Copyright, privacy, publicity, and moral rights
 2. Trademark protection and intellectual property considerations
 3. Work-for-hire agreements and ownership of creative work
 4. Fair labor practices and employment concerns
 5. Professional contracts, proposals, purchase orders, and invoicing
4. Evaluate pricing, marketing, and business practices for design work
 1. Pricing structures and estimating creative work
 2. Negotiation strategies and project management practices
 3. Record keeping, payment collection, and reuse of creative work

Changed	Field	Current Version	Proposed Version
		3. Purchase orders and holding forms 4. Artist-agent agreement 5. The artist and designers invoice	4. Marketing and self-promotion strategies for designers 5. Develop professional identity and personal branding 1. Personal design narratives and professional identity development 2. Personal branding strategies and identity systems 3. Logo design and identity applications for self-promotion 6. Evaluate portfolio development and presentation strategies 1. Characteristics of effective design portfolios 2. Portfolio organization including hierarchy, emphasis, and visual consistency 3. Case-study storytelling and presentation of design work 4. Portfolio layout considerations and presentation formats 5. Review of professional and student portfolio examples 7. Apply professional communication strategies for career preparation 1. Development of self-promotion materials 2. Professional resume and cover letter preparation 3. Career preparation resources and professional networking tools 8. Apply visual communication strategies in professional design contexts 1. Visual storytelling and narrative communication 2. Data visualization and infographic design 3. Historical and cultural perspectives in visual communication, including the study of design movements, periods, and practices from different regions of the world, cultures, and eras 4. Analysis of professional designers and their work, examining diverse perspectives, approaches, and pathways within the field of graphic design
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Personal Marketing Material Production 2. Digital portfolio production 3. Printed portfolio production and presentation	1. Personal branding and marketing material production 2. Resume and cover letter layout and production 3. Digital portfolio design and development 4. Printed portfolio preparation and presentation 5. Visual storytelling and infographic production 6. Portfolio refinement and professional presentation techniques

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	ARTS D053.	ARTS D053.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	ARTS D054.	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value

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

A-Matrix Form

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

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

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Assignments: Graded Discussion Activities Summative discussion assignments in which students evaluate, summarize, and analyze concepts related to graphic design practice, professional development, and visual communication strategies introduced throughout the course.
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

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 Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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

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

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

Changed	Questions	Current Version	Proposed Version
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ARTS 063	ARTS 063
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	- Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -sw	- Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

Changed	Questions	Current Version	Proposed Version
		3/26/2026	Specifications Examples of Suggested Primary Texts and References Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Y; The primary texts used in this course, including the <i>Graphic Artists Guild Handbook of Pricing and Ethical Guidelines</i> by Graphic Artists Guild and <i>The AIGA Guide to Careers in Graphic and Communication Design</i> by Juliette Cezzar, provide valuable insight into professional practices, career pathways, and ethical considerations within the graphic design field. These texts present industry-relevant content using clear and professional language and include explanations of key terminology and concepts appropriate to the discipline. They also introduce students to a range of perspectives on professional practice, including freelance, studio, and in-house work, and address topics such as pricing,

		Current	
Changed	Questions	Version	Proposed Version

contracts, and career development. However, these texts are not specifically designed around Universal Design for Learning (UDL) principles and do not consistently provide multiple pathways for engagement or expression. While they offer useful professional frameworks and guidance, they function primarily as reference and informational resources rather than fully inclusive or multimodal learning systems. To address these limitations, course instruction supplements the texts with lectures, guided discussions, critiques, and project-based assignments that support multiple modes of learning and engagement. These activities also introduce diverse perspectives, contemporary issues, and opportunities for students to

connect course content to their own experiences and professional goals.

3/26/2026	Specifications	Assignments	Suggested	Do assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box. For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.	Y: I updated the assignments, please refer to the updated DEI summary.
	Specifications	Methods of Evaluation	Suggested		Y: I updated the MOE, please refer to the updated DEI summary.

Changed	Questions	Current Version	Proposed Version				
			3/26/2026	Outline	Course Outline	Suggested	The DEI statement mentions the following: " The course outline also introduces topics that examine professional practices, global workforce considerations, and cultural perspectives within the design industry. Consider minor revisions to clarify/emphasize this. If not appropriate, let me know in the initiator response box. Y: I updated the DEI summary. Better aligned the language.
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				
!	Stage 6: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			4/21/26		Matrix G	Required	The knowledge/skills listed in the left-hand column should come only from the course objectives, not from the expanded outline content Y
	Stage 7: Dean of Online Learning	No Value	No Value				
	Stage 8: SLO Coordinator	No Value	No Value				

Changed	Questions	Current Version	Proposed Version
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	Stage 10: 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	ARTSD063.
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
--	------------------------------------	--

	Time to Next Review	Sep 1, 2025 12:00:00 AM
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	External Review Approval Date	Sep 1, 2020 12:00:00 AM
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	Course Control Number	CCC000565205
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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
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	Bill Wishart	Mi Chang
	Course ID (CB01A and CB01B)	AUTOD051A	AUTOD051A
	Course Control Number	CCC000556824	CCC000556824
	Course Title (CB02)	Introduction to Automotive Principles - Chassis Systems	Introduction to Automotive Principles - Chassis Systems
	Short Course Title	INTRO AUTO PRIN-CHASSIS	INTRO AUTO PRIN-CHASSIS
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology

Changed	Field	Current Version	Proposed Version
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
❗	Effective Term	Fall 2026	Fall 2026 <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
❗	Course Description	This course is a selective study of the automobile's chassis and drive line systems. Students will gain knowledge and skills necessary for basic repair, maintenance, and troubleshooting of today's chassis and drive line systems.	This course is a selective study of the automobile's chassis and drive line systems. Students will gain knowledge and skills necessary for basic repair, maintenance, and troubleshooting of today's chassis and driveline systems.
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	In person ONLY	In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	Automotive Technology	Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	FHDA FSA - AUTO TECH	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 CSU transferable CTE course is intended as an introduction to automotive systems and to better prepare students to enter the Day and Evening Programs. It belongs on the General Service Technician Certificate of Achievement. The course will inform students of vehicle repair safety and the importance of properly maintained vehicles in a theory-based lecture with an emphasis on undercar concepts.	This CSU transferable CTE course is intended as an introduction to automotive systems and to better prepare students to enter the Day and Evening Programs. It belongs on the General Service Technician Certificate of Achievement. The course will inform students of vehicle repair safety and the importance of properly maintained vehicles in a theory-based lecture with an emphasis on undercar concepts.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
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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?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course
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Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No	No
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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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DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course supports diversity, equity, and inclusion by providing students with equitable access to technical knowledge and hands-on learning opportunities in automotive chassis systems. Instruction incorporates multiple learning modalities, including lecture, discussion, visual demonstrations, and collaborative exercises, to support diverse learning styles and educational backgrounds. Students engage in problem solving and applied technical analysis while working collaboratively with peers, fostering an inclusive learning environment that values different perspectives and experiences. Course activities emphasize safe and responsible automotive practices and encourage equitable participation in technical skill development for students preparing for careers in the automotive industry. Primary Text meets universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students.</u>
!	Please check all areas in the COR that address DEI.	No value	Basic Course Information - Course Description

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	- Letter Grade - Pass/No Pass	- Letter Grade - Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	Will the course be UC transferable?	No	No
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program Automotive General Service Technician	Associated Program Automotive General Service Technician
		Award Type Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)

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

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

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	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

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

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

Specifications			

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

Methods of Instruction

Methods of Instruction

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

Methods of Instruction

Methods of Instruction

Methods of Instruction

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

**Assignments**

1. Required reading from text and syllabus
2. Required worksheets from syllabus
3. Multiple choice quizzes
4. Final Exam

1. Required reading from text and syllabus
2. Required worksheets from syllabus
3. Multiple choice quizzes
4. Discussion Question
Assignment: Encourage students to connect course content to their own life, background, and experiences.
5. Final Exam

**Methods of
Evaluation****Methods
of
Evaluation**Methods of
Evaluation**Methods
of
Evaluation**

1. The number of correctly answered questions on worksheets, quizzes and comprehensive final exam that require the students to understand tires, brakes, suspensions.
2. Final exam consisting of multiple-choice questions that require that the student understand drive line theory, clutch and transmission service and diagnosis.

**Methods
of
Evaluation**Methods of
Evaluation**Methods
of
Evaluation**

1. The number of correctly answered questions on worksheets, quizzes and comprehensive final exam that require the students to understand tires, brakes, suspensions.
2. Final exam consisting of multiple-choice questions that require that the student understand drive line theory, clutch and transmission service and diagnosis.
3. Discussion Question Assignment: Written evaluation
4. Instructor provides examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate.

Changed	Field	Current Version	Proposed Version																				
	Essential Student Materials/Essential College Facilities	Essential Student Materials: - Safety glasses for laboratory demonstrations Essential College Facilities: - Automotive technology laboratory with "Alldata" and "Mitchell on-demand" electronic information systems	Essential Student Materials: - Safety glasses for laboratory demonstrations Essential College Facilities: - Automotive technology laboratory with "Alldata" and "Mitchell on-demand" electronic information systems																				
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>"Automotive Service"</td></tr><tr><td>Author</td><td>Gilles, Tim</td></tr><tr><td>Publisher</td><td>Thomson/Delmar</td></tr><tr><td>Date/Edition</td><td>2020/6th Edition</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	"Automotive Service"	Author	Gilles, Tim	Publisher	Thomson/Delmar	Date/Edition	2020/6th Edition	ISBN	No value	<table><tr><td>Title</td><td>Automotive Service</td></tr><tr><td>Author</td><td>Gilles, Tim</td></tr><tr><td>Publisher</td><td>Thomson/Delmar</td></tr><tr><td>Date/Edition</td><td>6th Edition, 2020</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Automotive Service	Author	Gilles, Tim	Publisher	Thomson/Delmar	Date/Edition	6th Edition, 2020	ISBN	No value
Title	"Automotive Service"																						
Author	Gilles, Tim																						
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Date/Edition	2020/6th Edition																						
ISBN	No value																						
Title	Automotive Service																						
Author	Gilles, Tim																						
Publisher	Thomson/Delmar																						
Date/Edition	6th Edition, 2020																						
ISBN	No value																						
	Suggested Reading List	No value	No value																				

Learning Outcomes

Changed Field

Current Version

Proposed Version



Course Objectives

- | | |
|---|---|
| <ul style="list-style-type: none">• Identify the different types, construction, and rating for today's automotive tires• Explain the different types of suspension systems• Differentiate the different types of steering and suspension systems• Explain the different front end alignment angles and how they affect tire wear• Calculate common gear ratios and explain manual and automatic transmission operation• Explain automotive clutch operation and construction• Identify the different types and constructions for drive axles and differentials• Demonstrate the use of various automotive measuring tools and calculate various readings• Explain operation and construction of drum and disc brake systems | <ul style="list-style-type: none">• Identify the different types, construction, and rating for today's automotive tires.• Explain the different types of suspension systems• Differentiate the different types of steering and suspension systems.• Explain the different front end alignment angles and how they affect tire wear.• Calculate common gear ratios and explain manual and automatic transmission operation.• Explain automotive clutch operation and construction.• Identify the different types and constructions for drive axles and differentials.• Demonstrate the use of various automotive measuring tools and calculate various readings.• Explain operation and construction of drum and disc brake systems. |
|---|---|

CSLOs

CSLOs

Demonstrate knowledge of drive line theory, clutch and transmission service and diagnosis.

Expected SLO Performance

0.0

CSLOs

Demonstrate knowledge of drive line theory, clutch and transmission service and diagnosis.

Expected SLO Performance

0.0

Course Outline

**Course
Content**

1. Identify the different types, construction, and rating for today's automotive tires.
 1. Rim nomenclature and types
 2. Rim measurements
 3. Tire construction and materials
 4. Tire design, sizes and ratings
 5. Experimental tires
 6. Tire services
 7. Bearing types and construction
 8. Bearing wear and service
2. Explain the different types of suspension systems
 1. Frame types and design
 2. Spring types and ratings
 3. Shock absorbers operation and designs
 4. Front suspension designs
 5. Ball joint types and construction
 6. Rear suspension designs
 7. Suspension-related characteristics
 8. Effects of scrub radius
3. Differentiate the different types of steering and suspension systems.
 1. Types of systems
 2. Construction - parallelogram
 3. Construction - rack-pinion
 4. Steering gear designs and types
 5. Power steering designs
 6. Steering columns
 7. Electronic steering systems
4. Explain the different front end alignment angles and how they affect tire wear.
 1. Steering geometry and adjustment
 2. Wheel alignments effect on steering and tire wear
5. Calculate common gear ratios and explain manual and automatic transmission operation.
 1. Gear terminology

1. Identify the different types, construction, and rating for today's automotive tires.
 1. Rim nomenclature and types
 2. Rim measurements
 3. Tire construction and materials
 4. Tire design, sizes and ratings
 5. Experimental tires
 6. Tire services
 7. Bearing types and construction
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 1. Frame types and design
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 4. Front suspension designs
 5. Ball joint types and construction
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 2. Construction - parallelogram
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5. Calculate common gear ratios and explain manual and automatic transmission operation.
 1. Gear terminology

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

-
- | | |
|---|---|
| <ul style="list-style-type: none">2. Gear spacing and ratios3. Manual transmission construction and operation4. Synchronizer operation5. Manual transaxle construction and operation6. Four wheel drive types and construction6. Explain automotive clutch operation and construction.<ul style="list-style-type: none">1. Clutch designs and capacity2. Clutch construction and controls3. Clutch service and diagnosis7. Identify the different types and constructions for drive axles and differentials.<ul style="list-style-type: none">1. Front wheel drive axles construction and operation2. Universal joint types and construction3. Rear wheel drive shaft and axles4. Drive axle diagnosis and inspection5. Final drive construction and operation in varying modes6. Types of axle housing designs7. Differential gear nomenclature8. Limited slip differentials construction and operation9. Differential lubrication requirements10. Differential service and adjustments8. Demonstrate the use of various automotive measuring tools and calculate various readings.<ul style="list-style-type: none">1. Reason for accurate measurements2. Measuring terminology3. English and metric units of measurement4. Methods of measuring5. Using common measuring instruments | <ul style="list-style-type: none">2. Gear spacing and ratios3. Manual transmission construction and operation4. Synchronizer operation5. Manual transaxle construction and operation6. Four wheel drive types and construction6. Explain automotive clutch operation and construction.<ul style="list-style-type: none">1. Clutch designs and capacity2. Clutch construction and controls3. Clutch service and diagnosis7. Identify the different types and constructions for drive axles and differentials.<ul style="list-style-type: none">1. Front wheel drive axles construction and operation2. Universal joint types and construction3. Rear wheel drive shaft and axles4. Drive axle diagnosis and inspection5. Final drive construction and operation in varying modes6. Types of axle housing designs7. Differential gear nomenclature8. Limited slip differentials construction and operation9. Differential lubrication requirements10. Differential service and adjustments8. Demonstrate the use of various automotive measuring tools and calculate various readings.<ul style="list-style-type: none">1. Reason for accurate measurements2. Measuring terminology3. English and metric units of measurement4. Methods of measuring5. Using common measuring instruments |
|---|---|

Changed	Field	Current Version	Proposed Version
		6. Types of threaded fasteners 7. Thread terminology and identification 8. Factors affecting the strength of fasteners 9. Reasons for proper torquing 10. Proper removal of broken fasteners 11. Lock devices and liquids 9. Explain operation and construction of drum and disc brake systems. 1. Brake fluid types and characteristics 2. Brake bleeding and flushing 3. Hydraulic principles and calculation of hydraulic pressure 4. Brake lining materials and their coefficient of friction 5. Master cylinder designs and operation 6. Wheel cylinder and calipers 7. Drum brakes types and construction 8. Disc brakes types and construction 9. Brake lines, switches, and valves 10. Parking brakes operation 11. Power brakes operation and types 12. Anti-skid control systems 13. Electric and air brake systems	6. Types of threaded fasteners 7. Thread terminology and identification 8. Factors affecting the strength of fasteners 9. Reasons for proper torquing 10. Proper removal of broken fasteners 11. Lock devices and liquids 9. Explain operation and construction of drum and disc brake systems. 1. Brake fluid types and characteristics 2. Brake bleeding and flushing 3. Hydraulic principles and calculation of hydraulic pressure 4. Brake lining materials and their coefficient of friction 5. Master cylinder designs and operation 6. Wheel cylinder and calipers 7. Drum brakes types and construction 8. Disc brakes types and construction 9. Brake lines, switches, and valves 10. Parking brakes operation 11. Power brakes operation and types 12. Anti-skid control systems 13. Electric and air brake systems
	Lab Component in this Course	No	No
	Lab Outline	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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	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

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

Changed	Questions	Current Version	Proposed Version
	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.	This course does not require any in class or take-home assignments that satisfy any objectives listed below. The English advisory is not justified based on the current course outline, methods of evaluation, or course objectives.	This course does not require any in class or take-home assignments that satisfy any objectives listed below. The English advisory is not justified based on the current course outline, methods of evaluation, or course objectives.
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	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.	This course does not require any in class or take-home assignments that satisfy any objectives listed below. The math advisory is not justified based on the current course outline, methods of evaluation, or course objectives.	This course does not require any in class or take-home assignments that satisfy any objectives listed below. The math advisory is not justified based on the current course outline, methods of evaluation, or course objectives.
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
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	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value
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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 Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

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

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

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

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: Dean of Online Learning	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	AUTO 051A	AUTO 051A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	- changed code to stand-alone (effect. F14) - changed code to program applicable (effect. F18).-mkct - Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -mc	- changed code to stand-alone (effect. F14) - changed code to program applicable (effect. F18).-mkct - Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments			
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: DEI	No Value	No Value
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: 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	AUTOD051A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 18, 2025 12:00:00 AM
	Time to Next Review	Sep 1, 2031 12:00:00 AM
	External Review Approval Date	Sep 1, 2026 12:00:00 AM
	Course Control Number	CCC000556824

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
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Comments	Stage 5: SLO Coordinator
Comments	Stage 8: Dean of Online Learning
Comments	Stage 13: Curriculum Committee
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	Bill Wishart	Mi Chang
	Course ID (CB01A and CB01B)	APRND051A	APRND051A
	Course Control Number	CCC000282804	CCC000282804
	Course Title (CB02)	Introduction to Automotive Principles - Chassis Systems	Introduction to Automotive Principles - Chassis Systems

Changed	Field	Current Version	Proposed Version
	Short Course Title	INTRO AUTO PRIN-CHASSIS	INTRO AUTO PRIN-CHASSIS
	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 2026	Fall 2026 <u>2027</u>
	SAM Priority Code (CB09)	A - Apprenticeship	A - Apprenticeship
!	Course Description	This course is a selective study of the automobile's chassis and drive line systems. Students will gain knowledge and skills necessary for basic repair, maintenance, and troubleshooting of today's chassis and drive line systems.	This course is a selective study of the automobile's chassis and drive line systems. Students will gain knowledge and skills necessary for basic repair, maintenance, and troubleshooting of today's chassis and driveline systems.
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	In person ONLY	In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	Automotive Technology	Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	FHDA FSA - AUTO TECH	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 stand-alone CTE, CSU transferable course is an apprenticeship course offered only to a target population of students approved for the Automotive Technologies Apprenticeship Program. It is also intended as an introduction to automotive systems and to better prepare students to enter the Day and Evening Programs, as advised by our industry advisory committee. The course will inform students of vehicle repair safety and the importance of properly maintained vehicles in a theory-based lecture with an emphasis on undercar concepts.	This stand-alone CTE, CSU transferable course is an apprenticeship course offered only to a target population of students approved for the Automotive Technologies Apprenticeship Program. It is also intended as an introduction to automotive systems and to better prepare students to enter the Day and Evening Programs, as advised by our industry advisory committee. The course will inform students of vehicle repair safety and the importance of properly maintained vehicles in a theory-based lecture with an emphasis on undercar concepts.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	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. This course will be in a certificate and degree program in the future. All of the courses have been submitted that will be utilized in the certificate and degree and the Auto Tech department will be working on the final draft and all required forms.	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. This course will be in a certificate and degree program in the future. All of the courses have been submitted that will be utilized in the certificate and degree and the Auto Tech department will be working on the final draft and all required forms.

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

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

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

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

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

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course supports diversity, equity, and inclusion by providing students with equitable access to technical knowledge and hands-on learning opportunities in automotive chassis systems. Instruction incorporates multiple learning modalities, including lecture, discussion, visual demonstrations, and collaborative exercises, to support diverse learning styles and educational backgrounds. Students engage in problem solving and applied technical analysis while working collaboratively with peers, fostering an inclusive learning environment that values different perspectives and experiences. Course activities emphasize safe and responsible automotive practices and encourage equitable participation in technical skill development for students preparing for careers in the automotive industry. Primary Text meets universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students.</u>

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	Basic Course Information - Course Description

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	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	Will the course be UC transferable?	No	No

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	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	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.

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

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises
!	Assignments	1. Required reading from text and syllabus 2. Required worksheets from syllabus 3. Multiple choice quizzes 4. Final Exam	1. Required reading from text and syllabus 2. Required worksheets from syllabus 3. Multiple choice quizzes 4. Discussion Question Assignment: Encourage students to connect course content to their own life, background, and experiences. 5. Final Exam

**Methods of Evaluation****Methods of Evaluation**

Methods of Evaluation

Methods of Evaluation

1. The number of correctly answered questions on worksheets, quizzes and comprehensive final exam that require the students to understand tires, brakes, suspensions.
2. Final exam consisting of multiple-choice questions that require that the student understand drive line theory, clutch and transmission service and diagnosis.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. The number of correctly answered questions on worksheets, quizzes and comprehensive final exam that require the students to understand tires, brakes, suspensions.
2. Final exam consisting of multiple-choice questions that require that the student understand drive line theory, clutch and transmission service and diagnosis.
3. Discussion Question Assignment: Written evaluation
4. Instructor provides examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate.

Changed	Field	Current Version	Proposed Version																				
	Essential Student Materials/Essential College Facilities	Essential Student Materials: - Safety glasses for laboratory demonstrations Essential College Facilities: - Automotive technology laboratory with "Alldata" and "Mitchell on-demand" electronic information systems	Essential Student Materials: - Safety glasses for laboratory demonstrations Essential College Facilities: - Automotive technology laboratory with "Alldata" and "Mitchell on-demand" electronic information systems																				
	Examples of Primary Texts and References	<table><tr><td>Title</td><td>"Automotive Service"</td></tr><tr><td>Author</td><td>Gilles, Tim</td></tr><tr><td>Publisher</td><td>Thomson/Delmar</td></tr><tr><td>Date/Edition</td><td>2020/6th Edition</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	"Automotive Service"	Author	Gilles, Tim	Publisher	Thomson/Delmar	Date/Edition	2020/6th Edition	ISBN	No value	<table><tr><td>Title</td><td>Automotive Service</td></tr><tr><td>Author</td><td>Gilles, Tim</td></tr><tr><td>Publisher</td><td>Thomson/Delmar</td></tr><tr><td>Date/Edition</td><td>6th Edition, 2020</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Automotive Service	Author	Gilles, Tim	Publisher	Thomson/Delmar	Date/Edition	6th Edition, 2020	ISBN	No value
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Publisher	Thomson/Delmar																						
Date/Edition	6th Edition, 2020																						
ISBN	No value																						
	Suggested Reading List	No value	No value																				

Learning Outcomes

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

- Identify the different types, construction, and rating for today's automotive tires
- Explain the different types of suspension systems
- Differentiate the different types of steering and suspension systems
- Explain the different front end alignment angles and how they affect tire wear
- Calculate common gear ratios and explain manual and automatic transmission operation
- Explain automotive clutch operation and construction
- Identify the different types and constructions for drive axles and differentials
- Demonstrate the use of various automotive measuring tools and calculate various readings
- Explain operation and construction of drum and disc brake systems

- Identify the different types, construction, and rating for today's automotive tires.
- Explain the different types of suspension systems
- Differentiate the different types of steering and suspension systems.
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- Calculate common gear ratios and explain manual and automatic transmission operation.
- Explain automotive clutch operation and construction.
- Identify the different types and constructions for drive axles and differentials.
- Demonstrate the use of various automotive measuring tools and calculate various readings.
- Explain operation and construction of drum and disc brake systems.

**CSLOs**

CSLOs Demonstrate understanding of drive line theory, clutch and transmission service and diagnosis.

Expected SLO Performance 0.0

CSLOs Demonstrate knowledge of driveline theory, clutch and transmission service and diagnosis

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Identify the different types, construction, and rating for today's automotive tires. 1. Rim nomenclature and types 2. Rim measurements 3. Tire construction and materials 4. Tire design, sizes and ratings 5. Experimental tires 6. Tire services 7. Bearing types and construction 8. Bearing wear and service 2. Explain the different types of suspension systems 1. Frame types and design 2. Spring types and ratings 3. Shock absorbers operation and designs 4. Front suspension designs 5. Ball joint types and construction 6. Rear suspension designs 7. Suspension-related characteristics 8. Effects of scrub radius 3. Differentiate the different types of steering and suspension systems. 1. Types of systems 2. Construction - parallelogram 3. Construction - rack-pinion 4. Steering gear designs and types 5. Power steering designs 6. Steering columns 7. Electronic steering systems 4. Explain the different front end alignment angles and how they affect tire wear. 1. Steering geometry and adjustment 2. Wheel alignments effect on steering and tire wear 5. Calculate common gear ratios and explain manual and automatic transmission operation. 1. Gear terminology 2. Gear spacing and ratios 3. Manual transmission construction and operation	1. Identify the different types, construction, and rating for today's automotive tires. 1. Rim nomenclature and types 2. Rim measurements 3. Tire construction and materials 4. Tire design, sizes and ratings 5. Experimental tires 6. Tire services 7. Bearing types and construction 8. Bearing wear and service 2. Explain the different types of suspension systems 1. Frame types and design 2. Spring types and ratings 3. Shock absorbers operation and designs 4. Front suspension designs 5. Ball joint types and construction 6. Rear suspension designs 7. Suspension-related characteristics 8. Effects of scrub radius 3. Differentiate the different types of steering and suspension systems. 1. Types of systems 2. Construction - parallelogram 3. Construction - rack-pinion 4. Steering gear designs and types 5. Power steering designs 6. Steering columns 7. Electronic steering systems 4. Explain the different front end alignment angles and how they affect tire wear. 1. Steering geometry and adjustment 2. Wheel alignments effect on steering and tire wear 5. Calculate common gear ratios and explain manual and automatic transmission operation. 1. Gear terminology 2. Gear spacing and ratios 3. Manual transmission construction and operation

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

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- | | |
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| <ul style="list-style-type: none">4. Synchronizer operation5. Manual transaxle construction and operation6. Four wheel drive types and construction6. Explain automotive clutch operation and construction.<ul style="list-style-type: none">1. Clutch designs and capacity2. Clutch construction and controls3. Clutch service and diagnosis7. Identify the different types and constructions for drive axles and differentials.<ul style="list-style-type: none">1. Front wheel drive axles construction and operation2. Universal joint types and construction3. Rear wheel drive shaft and axles4. Drive axle diagnosis and inspection5. Final drive construction and operation in varying modes6. Types of axle housing designs7. Differential gear nomenclature8. Limited slip differentials construction and operation9. Differential lubrication requirements10. Differential service and adjustments8. Demonstrate the use of various automotive measuring tools and calculate various readings.<ul style="list-style-type: none">1. Reason for accurate measurements2. Measuring terminology3. English and metric units of measurement4. Methods of measuring5. Using common measuring instruments6. Types of threaded fasteners7. Thread terminology and identification8. Factors affecting the strength of fasteners9. Reasons for proper torquing | <ul style="list-style-type: none">4. Synchronizer operation5. Manual transaxle construction and operation6. Four wheel drive types and construction6. Explain automotive clutch operation and construction.<ul style="list-style-type: none">1. Clutch designs and capacity2. Clutch construction and controls3. Clutch service and diagnosis7. Identify the different types and constructions for drive axles and differentials.<ul style="list-style-type: none">1. Front wheel drive axles construction and operation2. Universal joint types and construction3. Rear wheel drive shaft and axles4. Drive axle diagnosis and inspection5. Final drive construction and operation in varying modes6. Types of axle housing designs7. Differential gear nomenclature8. Limited slip differentials construction and operation9. Differential lubrication requirements10. Differential service and adjustments8. Demonstrate the use of various automotive measuring tools and calculate various readings.<ul style="list-style-type: none">1. Reason for accurate measurements2. Measuring terminology3. English and metric units of measurement4. Methods of measuring5. Using common measuring instruments6. Types of threaded fasteners7. Thread terminology and identification8. Factors affecting the strength of fasteners9. Reasons for proper torquing |
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Changed	Field	Current Version	Proposed Version
		10. Proper removal of broken fasteners 11. Lock devices and liquids 9. Explain operation and construction of drum and disc brake systems. 1. Brake fluid types and characteristics 2. Brake bleeding and flushing 3. Hydraulic principles and calculation of hydraulic pressure 4. Brake lining materials and their coefficient of friction 5. Master cylinder designs and operation 6. Wheel cylinder and calipers 7. Drum brakes types and construction 8. Disc brakes types and construction 9. Brake lines, switches, and valves 10. Parking brakes operation 11. Power brakes operation and types 12. Anti-skid control systems 13. Electric and air brake systems	10. Proper removal of broken fasteners 11. Lock devices and liquids 9. Explain operation and construction of drum and disc brake systems. 1. Brake fluid types and characteristics 2. Brake bleeding and flushing 3. Hydraulic principles and calculation of hydraulic pressure 4. Brake lining materials and their coefficient of friction 5. Master cylinder designs and operation 6. Wheel cylinder and calipers 7. Drum brakes types and construction 8. Disc brakes types and construction 9. Brake lines, switches, and valves 10. Parking brakes operation 11. Power brakes operation and types 12. Anti-skid control systems 13. Electric and air brake systems
	Lab Component in this Course	No	No
	Lab Outline	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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(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).)
	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

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

Changed	Questions	Current Version	Proposed Version
	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.	This course does not require any in class or take-home assignments that satisfy any objectives listed below. The English advisory is not justified based on the current course outline, methods of evaluation, or course objectives.	This course does not require any in class or take-home assignments that satisfy any objectives listed below. The English advisory is not justified based on the current course outline, methods of evaluation, or course objectives.
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	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
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	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
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	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
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	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
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	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
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	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.	This course does not require any in class or take-home assignments that satisfy any objectives listed below. The math advisory is not justified based on the current course outline, methods of evaluation, or course objectives.	This course does not require any in class or take-home assignments that satisfy any objectives listed below. The math advisory is not justified based on the current course outline, methods of evaluation, or course objectives.
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	For students employed by the Local 1101 Union or the City of San Jose.	For students 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 Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

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

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

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

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

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/21/2025	Learning Outcomes	CSLO	Required	"Answer correctly, selected questions on the final exam concerning drive line theory, clutch and transmission service and diagnosis." This is combination of assessment method with the desired outcome. Reword stating only the outcome. Suggestion: Demonstrate understanding of drive line theory, clutch and transmission service and diagnosis..	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/8/2025	Learning Outcomes	CSLO	Required	The new CSLO separates the method of assessment from the student learning outcome. Just delete first CSLO and keep the new one.	

Stage 7:
Content
Review Matrix
Liaison

No Value

No Value

**Proposed
Version**

Changed

Questions

Current Version



**Stage 8: Dean
of Online
Learning**

Date

**Name - Role
OR Tab**

Part - Field

**Type of
Edit**

Edit

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

No Value

**Gabriela
Nocito on
5/20/25behalf of
COOL
Members**

**Basic
Information
- Modality**

Required

Please
indicate the
course
modality as
currently
none is
selected.

**Stage 9:
Articulation
Officer**

No Value

No Value

**Stage 10: De
Anza General
Education**

No Value

No Value



**Stage 13:
Curriculum
Committee**

Your course was reviewed by the Curriculum Committee. Scroll down to see the required/recommended changes.

No Value

Remember that required changes must be completed and recommended changes are made at your discretion.

The deadline to complete all tasks is 11/11/25.

If you have any questions or concerns about the Curriculum Committee's required and/or recommended changes, please contact your Division Curriculum Rep **first** (list found here (<https://www.deanza.edu/curriculum/curriculumcommittee/members/index.html>) in committee information). If you do not receive a response within 48 hours, then please reach out to the Curriculum Co-Chair, Sukhjit (Bob) Singh.

Area	Edit Type	Edit	Initiator - Indicate "Y" When Completed
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process. Ensure edits match between AUTOD051A and APRND051A	y

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	APRN 051A	APRN 051A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	changed code to stand-alone (effect. F14).	changed code to stand-alone (effect. F14).

Comments			
Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: DEI	No Value	No Value
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: 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	APRND051A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 18, 2025 12:00:00 AM
	Time to Next Review	Sep 1, 2031 12:00:00 AM
	External Review Approval Date	Sep 1, 2026 12:00:00 AM
	Course Control Number	CCC000282804

Articulation

Changed	Field	Current Version
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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
More Options	Grade Options
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Req/Adv	Advisory(ies):
A-Matrix Form	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.
E-Matrix Form	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.
CO	Curriculum Office Notes
Comments	Stage 3: DEI
Course Justification	Course Justification
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Mi Chang	• Bill Wishart
	Course ID (CB01A and CB01B)	AUTOD351A	AUTOD351A
	Course Control Number	CCC000608403	CCC000608403
	Course Title (CB02)	Introduction to Automotive Principles - Chassis Systems	Introduction to Automotive Principles - Chassis Systems
	Short Course Title	INTRO AUTO PRIN-CHASSIS	INTRO AUTO PRIN-CHASSIS
	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 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
❗	Course Description	A selective study of the automobile's chassis and drive line systems. Knowledge and skills necessary for basic repair, maintenance, and troubleshooting of today's chassis and drive line systems. Can be used to fulfill the prerequisite to the Automotive Technology Program.	This course is a selective study of the automobile's chassis and drive line systems. Students will gain knowledge and skills necessary for basic repair, maintenance, and troubleshooting of today's chassis and driveline systems.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	Mode of Delivery	No value	• In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	• Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	FSA	No value	• 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 a noncredit CTE course that is included in the General Service Technician Certificate of Completion. It is intended as an introduction to automotive systems and to better prepare students to enter the Day and Evening Programs as advised by our industry advisory committee. This course will inform students of vehicle repair safety and the importance of properly maintained vehicles in a theory based lecture with an emphasis on under car concepts.	This is a noncredit <u>enhanced</u> CTE course that is included in the General Service Technician Certificate of Completion. It is intended as an introduction to automotive systems and to better prepare students to enter the Day and Evening Programs as advised by our industry advisory committee. <u>Programs.</u> This course will inform students of vehicle repair safety and the importance of properly maintained vehicles in a theory based lecture with an emphasis on under car concepts.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	Basic Course Information - Course Description

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course supports diversity, equity, and inclusion by providing students with equitable access to technical knowledge and hands-on learning opportunities in automotive chassis systems. Instruction incorporates multiple learning modalities, including lecture, discussion, visual demonstrations, and collaborative exercises, to support diverse learning styles and educational backgrounds. Students engage in problem solving and applied technical analysis while working collaboratively with peers, fostering an inclusive learning environment that values different perspectives and experiences. Course activities emphasize safe and responsible automotive practices and encourage equitable participation in technical skill development for students preparing for careers in the automotive industry. Primary Text meets universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students.</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
!	Grade Options	Pass/No Pass	- Letter Grade - Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No	No
	If yes, identify the lower-division UC course and campus.	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program General Service Technician	Associated Program General Service Technician
		Award Type Certificate of Completion	Award Type Certificate of Completion
		Associated Program General Service Technician	Associated Program General Service Technician
		Award Type Certificate of Completion	Award Type Certificate of Completion

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable

Changed	Field	Current Version	Proposed Version
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

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

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

Specifications			

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction

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

Methods of Instruction

Methods of Instruction

Methods of Instruction

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



Assignments

1. Required reading from text and syllabus
2. Required worksheets from syllabus
3. Multiple choice quizzes
4. Final Exam

1. Required reading from text and syllabus
2. Required worksheets from syllabus
3. Multiple choice quizzes
4. Discussion Question
Assignment: Encourage students to connect course content to their own life, background, and experiences.
5. Final Exam



Methods of Evaluation

Methods of Evaluation

- Methods of Evaluation**
1. The number of correctly answered questions on worksheets, quizzes and comprehensive final exam that require the students to understand tires, brakes, suspensions.
 2. Final exam consisting of multiple-choice questions that require that the student understand drive line theory, clutch and transmission service and diagnosis.

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 2. Final exam consisting of multiple-choice questions that require that the student understand drive line theory, clutch and transmission service and diagnosis.
 3. Discussion Question Assignment: Written evaluation
 4. Instructor provides examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Safety glasses for laboratory demonstrations

Essential College Facilities:

- Automotive technology laboratory with "Alldata" and "Mitchell on-demand" electronic information systems

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- Safety glasses for laboratory demonstrations

Essential College Facilities:

- Automotive technology laboratory with "Alldata" and "Mitchell on-demand" electronic information systems



Examples of Primary Texts and References

Title	No value
Author	Gilles, Tim. "Automotive Service". 5th Edition, Thomson/Delmar 2016. Albany, New York.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Automotive Service
Author	Gilles, Tim
Publisher	, Thomson/Delmar
Date/Edition	6th Edition, 2020
ISBN	No value

Changed	Field	Current Version	Proposed Version
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Suggested Reading List

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

Learning Outcomes

Changed	Field	Current Version	Proposed Version
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Course Objectives

- Identify the different types, construction, and rating for today's automotive tires.
- Explain the different types of suspension systems
- Differentiate the different types of steering and suspension systems.
- Explain the different front end alignment angles and how they affect tire wear.
- Calculate common gear ratios and explain manual and automatic transmission operation.
- Explain automotive clutch operation and construction.
- Identify the different types and constructions for drive axles and differentials.
- Demonstrate the use of various automotive measuring tools and calculate various readings.
- Explain operation and construction of drum and disc brake systems.

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Changed	Field	Current Version	Proposed Version								
!	CSLOs	<table><tr><td>CSLOs</td><td>Answer correctly, selected questions on the final exam concerning drive line theory, clutch and transmission service and diagnosis.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Answer correctly, selected questions on the final exam concerning drive line theory, clutch and transmission service and diagnosis.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Answer correctly, selected questions on the final exam concerning drive line theory, clutch and transmission service and diagnosis.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Answer correctly, selected questions on the final exam concerning drive line theory, clutch and transmission service and diagnosis.	Expected SLO Performance	0.0
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	<table><tr><td>CSLOs</td><td>Demonstrate knowledge of driveline theory, clutch and transmission service and diagnosis</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Demonstrate knowledge of driveline theory, clutch and transmission service and diagnosis	Expected SLO Performance	0.0						
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Expected SLO Performance	0.0										

Course Outline

Course Content

- | | | |
|---|---|---|
| <p>1. Identify the different types, construction, and rating for today's automotive tires.</p> <ol style="list-style-type: none"> 1. Rim nomenclature and types 2. Rim measurements 3. Tire construction and materials 4. Tire design, sizes and ratings 5. Experimental tires 6. Tire services 7. Bearing types and construction 8. Bearing wear and service <p>2. Explain the different types of suspension systems</p> <ol style="list-style-type: none"> 1. Frame types and design 2. Spring types and ratings 3. Shock absorbers operation and designs 4. Front suspension designs 5. Ball joint types and construction 6. Rear suspension designs 7. Suspension-related characteristics 8. Effects of scrub radius <p>3. Differentiate the different types of steering and suspension systems.</p> <ol style="list-style-type: none"> 1. Types of systems 2. Construction - parallelogram 3. Construction - rack-pinion 4. Steering gear designs and types 5. Power steering designs 6. Steering columns 7. Electronic steering systems <p>4. Explain the different front end alignment angles and how they affect tire wear.</p> <ol style="list-style-type: none"> 1. Steering geometry and adjustment 2. Wheel alignments effect on steering and tire wear <p>5. Calculate common gear ratios and explain manual and automatic transmission operation.</p> <ol style="list-style-type: none"> 1. Gear terminology 2. Gear spacing and ratios 3. Manual transmission construction and operation 4. Synchronizer operation 5. Manual transaxle construction and operation 6. Four wheel drive types and construction <p>6. Explain automotive clutch operation and construction.</p> <ol style="list-style-type: none"> 1. Clutch designs and capacity 2. Clutch construction and controls 3. Clutch service and diagnosis <p>7. Identify the different types and constructions for drive axles and differentials.</p> <ol style="list-style-type: none"> 1. Front wheel drive axles construction and operation | <p>1. Identify the different types, construction, and rating for today's automotive tires.</p> <ol style="list-style-type: none"> 1. Rim nomenclature and types 2. Rim measurements 3. Tire construction and materials 4. Tire design, sizes and ratings 5. Experimental tires 6. Tire services 7. Bearing types and construction 8. Bearing wear and service <p>2. Explain the different types of suspension systems</p> <ol style="list-style-type: none"> 1. Frame types and design 2. Spring types and ratings 3. Shock absorbers operation and designs 4. Front suspension designs 5. Ball joint types and construction 6. Rear suspension designs 7. Suspension-related characteristics 8. Effects of scrub radius <p>3. Differentiate the different types of steering and suspension systems.</p> <ol style="list-style-type: none"> 1. Types of systems 2. Construction - parallelogram 3. Construction - rack-pinion 4. Steering gear designs and types 5. Power steering designs 6. Steering columns 7. 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|---|---|---|

- | | |
|--|--|
| <ul style="list-style-type: none"> 2. Universal joint types and construction 3. Rear wheel drive shaft and axles 4. Drive axle diagnosis and inspection 5. Final drive construction and operation in varying modes 6. Types of axle housing designs 7. Differential gear nomenclature 8. Limited slip differentials construction and operation 9. Differential lubrication requirements 10. Differential service and adjustments 8. Demonstrate the use of various automotive measuring tools and calculate various readings. <ul style="list-style-type: none"> 1. Reason for accurate measurements 2. Measuring terminology 3. English and metric units of measurement 4. Methods of measuring 5. Using common measuring instruments 6. Types of threaded fasteners 7. Thread terminology and identification 8. Factors affecting the strength of fasteners 9. Reasons for proper torquing 10. Proper removal of broken fasteners 11. Lock devices and liquids 9. Explain operation and construction of drum and disc brake systems. <ul style="list-style-type: none"> 1. Brake fluid types and characteristics 2. Brake bleeding and flushing 3. Hydraulic principles and calculation of hydraulic pressure 4. Brake lining materials and their coefficient of friction 5. Master cylinder designs and operation 6. Wheel cylinder and calipers 7. Drum brakes types and construction 8. Disc brakes types and construction 9. Brake lines, switches, and valves 10. Parking brakes operation 11. Power brakes operation and types 12. Anti-skid control systems 13. Electric and air brake systems | <ul style="list-style-type: none"> 2. Universal joint types and construction 3. Rear wheel drive shaft and axles 4. Drive axle diagnosis and inspection 5. Final drive construction and operation in varying modes 6. Types of axle housing designs 7. Differential gear nomenclature 8. Limited slip differentials construction and operation 9. Differential lubrication requirements 10. Differential service and adjustments 8. Demonstrate the use of various automotive measuring tools and calculate various readings. <ul style="list-style-type: none"> 1. Reason for accurate measurements 2. Measuring terminology 3. English and metric units of measurement 4. Methods of measuring 5. Using common measuring instruments 6. Types of threaded fasteners 7. Thread terminology and identification 8. Factors affecting the strength of fasteners 9. Reasons for proper torquing 10. Proper removal of broken fasteners 11. Lock devices and liquids 9. Explain operation and construction of drum and disc brake systems. <ul style="list-style-type: none"> 1. Brake fluid types and characteristics 2. Brake bleeding and flushing 3. Hydraulic principles and calculation of hydraulic pressure 4. Brake lining materials and their coefficient of friction 5. Master cylinder designs and operation 6. Wheel cylinder and calipers 7. Drum brakes types and construction 8. Disc brakes types and construction 9. Brake lines, switches, and valves 10. Parking brakes operation 11. Power brakes operation and types 12. Anti-skid control systems 13. Electric and air brake systems |
|--|--|

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

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 ENGL C1000 or ENGL C1000H or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	General Course Statement(s) - Other:	No Value	No Value

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	This course does not require any in class or take-home assignments that satisfy any objectives listed below. The English advisory is not justified based on the current course outline, methods of evaluation, or course objectives.
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value

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

No Value

Objective 9:
Demonstrate
appropriate
grammar usage and
mechanics.

No Value

No Value

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

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

No Value

No Value

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

No Value

No Value

Objective 9:
Develop quadratic
function models
to solve problems.

No Value

No Value

Objective 10:
Investigate the
characteristics of
rational
expressions.

No Value

No Value

Objective 11:
Develop skills to
work with radical
expressions.

No Value

No Value

E-Matrix Form

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

No Value

This course does not require any in class or take-home assignments that satisfy any objectives listed below. The math advisory is not justified based on the current course outline, methods of evaluation, or course objectives.

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

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

No Value

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	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 is being removed, provide an explanation as to why.	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 is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form.
Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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 Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

No Value

De Anza GE Form

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

No Value

No Value

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

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

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: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	AUTO 351A	AUTO 351A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE Noncredit Enhanced	CTE Noncredit Enhanced
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	- Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -mc	- Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -mc - Changed 5-year revision to match credit course – ace

Comments

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

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
!	Stage 3: DEI	No Value	3/23/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit. Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	No OER option. The class is built around the required textbook. The text book is not considered low cost.
							Examples of Primary Texts and References	Yes text meets universal design course standards. Will add to DEI statement

			Thanks for this list of assignments. Consider listing any other assignments (if applicable) that are not based in reading/quiz answering -- if there are any hands-on assignments, for example. Also, do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) yes. (2) with discussion assignment. Will include in assignments.
3/23/2026	Specifications	Assignments	Suggested Encourage students to connect course content to their own life, background, and experiences; (3) One or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box. Consider revisions to include any evaluation methods (if appropriate) that are not based in quizzes/worksheets/exams (written). In class participation for example -- but If not appropriate, let me know in the Initiator response box. Discussion question assignment: written evaluation.
3/23/2026	Specifications	Methods of Evaluation	Suggested Also, for any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box. There is an example of appropriate Discussion question assignment answer provided. (I added C to methods of evaluation)

Changed	Questions	Current Version	Proposed Version
		3/23/2026	Outline Course Outline Suggested
			Consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, let me know in the initiator response box.
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: 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	AUTOD351A
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000608403

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
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Bill Wishart	• Mi Chang
	Course ID (CB01A and CB01B)	AUTOD051B	AUTOD051B
	Course Control Number	CCC000556823	CCC000556823
	Course Title (CB02)	Applications of Automotive Principles - Chassis Systems	Applications of Automotive Principles - Chassis Systems
	Short Course Title	APPLC AUTO PRIN-CHASSIS	APPLC AUTO PRIN-CHASSIS
	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 2026	Fall 2026 <u>2027</u>

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
	Course Description	This course focuses on basic experiences in automotive repair and maintenance as related to suspension, steering, braking, and drive line components.	This course focuses on basic hands on experiences in automotive repair and maintenance as related to suspension, steering, braking, and drive line components.
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	In person ONLY	In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	Automotive Technology	Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	FHDA FSA - AUTO TECH	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 is intended as an introduction to automotive systems and to better prepare students to enter the Day and Evening Programs. It belongs on the General Service Technician Certificate of Achievement. The course will inform students of vehicle repair safety and the importance of properly maintained vehicles in a practical lab experience with an emphasis on undercar concepts.	This CTE, CSU transferable course is intended as an introduction to automotive systems and to better prepare students to enter the Day and Evening Programs. It belongs on the General Service Technician Certificate of Achievement. The course will inform students of vehicle repair safety and the importance of properly maintained vehicles in a practical lab experience with an emphasis on undercar concepts.

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

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

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

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course supports diversity, equity, and inclusion by providing students with equitable access to hands-on automotive learning experiences focused on chassis systems. Instruction incorporates lectures, demonstrations, collaborative learning, and laboratory activities that support diverse learning styles and levels of prior technical experience. Students work individually and in teams to perform inspection, maintenance, and repair procedures on automotive systems, encouraging inclusive participation and peer learning. The course emphasizes safe work practices, technical problem solving, and practical skill development to prepare students from diverse educational and career backgrounds for entry-level positions in the automotive industry. Primary Text meets universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students.</u>
	Please check all areas in the COR that address DEI.	No value	Basic Course Information - Course Description

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	- Letter Grade - Pass/No Pass	- Letter Grade - Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement			
Changed	Field	Current Version	Proposed Version
	Will the course be UC transferable?	No	No
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table><tr><td>Associated Program</td><td>Automotive General Service Technician</td></tr><tr><td>Award Type</td><td>Certificate of Achievement (COA)</td></tr></table>	Associated Program	Automotive General Service Technician	Award Type	Certificate of Achievement (COA)	<table><tr><td>Associated Program</td><td>Automotive General Service Technician</td></tr><tr><td>Award Type</td><td>Certificate of Achievement (COA)</td></tr></table>	Associated Program	Automotive General Service Technician	Award Type	Certificate of Achievement (COA)
Associated Program	Automotive General Service Technician										
Award Type	Certificate of Achievement (COA)										
Associated Program	Automotive General Service 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	1.5	1.5
	Lecture Hours - Out of Class	3	3
	Laboratory Hours - In Class	2.5	2.5
	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	84	84

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	18	18
	Lecture Hours - Course Out-of-Class per Term	36	36
	Laboratory Hours - Course In-Class (Contact) per Term	30	30
	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	36	36
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	4.5	4.5
	Total Laboratory Hours per Term	2.5	2.5
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	Methods of Instruction Methods of Instruction 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 Laboratory experience which involve students in formal exercises of data collection and analysis	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises Laboratory experience which involve students in formal exercises of data collection and analysis
	Assignments	1. Required reading from text and syllabus 2. Required lab assignments/worksheets including tire service, balancing, disc and drum brake service, and front and rear suspension service. 3. Required worksheets from syllabus	1. Required reading from text and syllabus 2. Required lab assignments/worksheets including tire service, balancing, disc and drum brake service, and front and rear suspension service. 3. Required worksheets from syllabus



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Written laboratory reports on each required laboratory assignment/worksheet per rubric.
2. Final exam consisting of multiple-choice questions that require the student to understand tire service, disc and drum brake service, and front and rear suspension service.
3. Performance final exam including tire service, balancing, disc and drum brake service, and front and rear suspension service.
4. Multiple-choice quizzes that require the student to understand tire service including balancing, disc and drum brake service, and front and rear suspension service.

Methods of Evaluation

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1. Written laboratory reports on each required laboratory assignment/worksheet per rubric.
2. Final exam consisting of multiple-choice questions that require the student to understand tire service, disc and drum brake service, and front and rear suspension service.
3. Performance final exam including tire service, balancing, disc and drum brake service, and front and rear suspension service.
4. Multiple-choice quizzes that require the student to understand tire service including balancing, disc and drum brake service, and front and rear suspension service.
5. Demonstration will be given on how to appropriately complete each hands on lab assignment.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Safety glasses for lab assignments/worksheets

Essential College Facilities:

- Automotive technology laboratory with "Alldata" and "Mitchell on-demand" electronic information systems

Essential Student Materials:

- Safety glasses for lab assignments/worksheets

Essential College Facilities:

- Automotive technology laboratory with "Alldata" and "Mitchell on-demand" electronic information systems

Changed Field

Current Version

Proposed Version



**Examples of
Primary Texts and
References**

Title	"Automotive Service"
Author	Gilles, Tim
Publisher	Thomson/Delmar
Date/Edition	2020/6th Edition
ISBN	No value

Title	Automotive Service
Author	Gilles, Tim
Publisher	Thomson/Delmar
Date/Edition	2020/6th Edition
ISBN	No value

**Suggested
Reading List**

No value

No value

Learning Outcomes

Changed Field

Current Version

Proposed Version



**Course
Objectives**

- Inspect tires for improper wear and list causes and corrections
- Demonstrate the proper procedures for tire, wheel bearing, and wheel service
- Inspect steering, suspension and brake systems for wear
- Demonstrate the proper procedures to service the various shock absorber systems.
- Explain proper clutch, transmission and drive line service
- Apply proper use of various automotive measuring tools
- Demonstrate proper inspection and service procedures for drum and disc brake systems

- Inspect tires for improper wear and list causes and corrections.
- Demonstrate the proper procedures for tire, wheel bearing, and wheel service.
- Inspect steering, suspension and brake systems for wear.
- Demonstrate the proper procedures to service the various shock absorber systems.
- Explain proper clutch, transmission and drive line service.
- Apply proper use of various automotive measuring tools.
- Demonstrate proper inspection and service procedures for drum and disc brake systems.

CSLOs

CSLOs	Demonstrate knowledge of tire service including balancing, disc and drum brake service, and front and rear suspension service.
Expected SLO Performance	0.0

CSLOs	Demonstrate knowledge of tire service including balancing, disc and drum brake service, and front and rear suspension service.
Expected SLO Performance	0.0

Changed	Field	Current Version	Proposed Version
	Course Content	1. Inspect tires for improper wear and list causes and corrections. 1. Proper tire inspection and service 2. Tire balance procedures 3. Tire repair procedures 2. Demonstrate the proper procedures for tire, wheel bearing, and wheel service. 1. Proper wheel bearing service 2. Rear axle removal and replacement 3. Inspect steering, suspension and brake systems for wear. 1. Inspection of steering system 2. Steering box overhaul 3. Rack and pinion overhaul 4. Demonstrate the proper procedures to service the various shock absorber systems. 1. Shock absorber types and service 2. Strut service 3. Inspection suspension system 5. Explain proper clutch, transmission and drive line service. 1. Clutch adjustment 2. Clutch service - hydraulic 3. Checking fluid levels 4. Manual transmission overhaul 5. Automatic transmission service 6. Drive shaft inspection and service 7. U-joints inspection and replacement 8. Constant velocity joint inspection and service 6. Apply proper use of various automotive measuring tools. 1. Proper use of the more common measuring tools used in the automotive profession 2. Common fastener identification 3. Repair to broken fasteners 7. Demonstrate proper inspection and service procedures for drum and disc brake systems. 1. Proper inspection procedures 2. Proper drum brake service 3. Proper disc brake service 4. Proper overhaul of brake hydraulic units	1. Inspect tires for improper wear and list causes and corrections. 1. Proper tire inspection and service 2. Tire balance procedures 3. Tire repair procedures 2. Demonstrate the proper procedures for tire, wheel bearing, and wheel service. 1. Proper wheel bearing service 2. Rear axle removal and replacement 3. Inspect steering, suspension and brake systems for wear. 1. Inspection of steering system 2. Steering box overhaul 3. Rack and pinion overhaul 4. Demonstrate the proper procedures to service the various shock absorber systems. 1. Shock absorber types and service 2. Strut service 3. Inspection suspension system 5. Explain proper clutch, transmission and drive line service. 1. Clutch adjustment 2. Clutch service - hydraulic 3. Checking fluid levels 4. Manual transmission overhaul 5. Automatic transmission service 6. Drive shaft inspection and service 7. U-joints inspection and replacement 8. Constant velocity joint inspection and service 6. Apply proper use of various automotive measuring tools. 1. Proper use of the more common measuring tools used in the automotive profession 2. Common fastener identification 3. Repair to broken fasteners 7. Demonstrate proper inspection and service procedures for drum and disc brake systems. 1. Proper inspection procedures 2. Proper drum brake service 3. Proper disc brake service 4. Proper overhaul of brake hydraulic units

Changed	Field	Current Version	Proposed Version
		5. Proper bleeding and flushing procedures	5. Proper bleeding and flushing procedures
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Diagnose tire wear 2. Demonstrate tire, wheel bearing, and wheel service. 3. Explore steering, suspension and brake systems 4. Explore shock absorber systems. 5. Explore clutch, transmission and drive systems 6. Explore measuring tools 7. Explore drum and disc brake systems	1. Diagnose tire wear 2. Demonstrate tire, wheel bearing, and wheel service. 3. Explore steering, suspension and brake systems 4. Explore shock absorber systems. 5. Explore clutch, transmission and drive systems 6. Explore measuring tools 7. Explore drum and disc brake systems

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

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 ENGL C1000 or ENGL C1000H 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 ENGL C1000 or ENGL C1000H or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	AUTO D051A (may be taken concurrently)	AUTO D051A (may be taken concurrently)
	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

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

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
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	From course outline E. Explain proper clutch, Transmission, and drive line service 3. Checking fluid levels	From course outline E. Explain proper clutch, Transmission, and drive line service 3. Checking fluid levels

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

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

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

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.	From Course outline F. Apply proper use of various automotive measuring tools 1. Proper use of the more common measuring tools used in the automotive profession	From Course outline F. Apply proper use of various automotive measuring tools 1. Proper use of the more common measuring tools used in the automotive profession
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	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

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: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	AUTO 051B	AUTO 051B
	Course Status	Non-substantial	Non-substantial
	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
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	- changed code to stand-alone (effect. F14) - Course hours change to remove lec-lab appr. 12/1/15 (effect. F16).-mkct - changed code to program applicable (effect. F18).-mkct - Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -mc	- changed code to stand-alone (effect. F14) - Course hours change to remove lec-lab appr. 12/1/15 (effect. F16).-mkct - changed code to program applicable (effect. F18).-mkct - Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: DEI	No Value	No Value
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: 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	AUTOD051B	
	Distance Education Approved	No	
	Board of Trustees Approval Date		
	Curriculum Committee Approval Date	Nov 18, 2025 12:00:00 AM	
	Time to Next Review	Sep 1, 2031 12:00:00 AM	
	External Review Approval Date	Sep 1, 2026 12:00:00 AM	
	Course Control Number	CCC000556823	

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
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Bill Wishart	• Mi Chang
	Course ID (CB01A and CB01B)	APRND051B	APRND051B
	Course Control Number	CCC000096474	CCC000096474
	Course Title (CB02)	Applications of Automotive Principles - Chassis Systems	Applications of Automotive Principles - Chassis Systems
	Short Course Title	APPLC AUTO PRIN-CHASSIS	APPLC AUTO PRIN-CHASSIS
	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 2026	Fall 2026 <u>2027</u>

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	A - Apprenticeship	A - Apprenticeship
	Course Description	This course focuses on basic experiences in automotive repair and maintenance as related to suspension, steering, braking, and drive line components.	This course focuses on basic hands on experiences in automotive repair and maintenance as related to suspension, steering, braking, and drive line components.
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	In person ONLY	In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	Automotive Technology	Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	FHDA FSA - AUTO TECH	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 is an apprenticeship course offered only to students approved for the Automotive Technologies Apprenticeship Program. It is also intended as an introduction to automotive systems and to better prepare students to enter the Day and Evening Programs. The course will inform students of vehicle repair safety and the importance of properly maintained vehicles in a practical lab experience with an emphasis on undercar concepts. This is a stand-alone course.	This CTE, CSU transferable course is an apprenticeship course offered only to students approved for the Automotive Technologies Apprenticeship Program. It is also intended as an introduction to automotive systems and to better prepare students to enter the Day and Evening Programs. The course will inform students of vehicle repair safety and the importance of properly maintained vehicles in a practical lab experience with an emphasis on undercar concepts. This is a stand-alone course.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	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. This course will be in a certificate and degree program in the future. All of the courses have been submitted that will be utilized in the certificate and degree and the Auto Tech department will be working on the final draft and all required forms.	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. This course will be in a certificate and degree program in the future. All of the courses have been submitted that will be utilized in the certificate and degree and the Auto Tech department will be working on the final draft and all required forms.

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

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

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

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

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course supports diversity, equity, and inclusion by providing students with equitable access to hands-on automotive learning experiences focused on chassis systems. Instruction incorporates lectures, demonstrations, collaborative learning, and laboratory activities that support diverse learning styles and levels of prior technical experience. Students work individually and in teams to perform inspection, maintenance, and repair procedures on automotive systems, encouraging inclusive participation and peer learning. The course emphasizes safe work practices, technical problem solving, and practical skill development to prepare students from diverse educational and career backgrounds for entry-level positions in the automotive industry. Primary Text meets universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students.</u>
	Please check all areas in the COR that address DEI.	No value	Basic Course Information - Course Description

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	- Letter Grade - Pass/No Pass	- Letter Grade - Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No	No

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	1.5	1.5
	Lecture Hours - Out of Class	3	3
	Laboratory Hours - In Class	2.5	2.5
	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	84	84

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	18	18
	Lecture Hours - Course Out-of-Class per Term	36	36
	Laboratory Hours - Course In-Class (Contact) per Term	30	30
	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	36	36
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	4.5	4.5
	Total Laboratory Hours per Term	2.5	2.5
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	Methods of Instruction Methods of Instruction 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 Laboratory experience which involve students in formal exercises of data collection and analysis	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises Laboratory experience which involve students in formal exercises of data collection and analysis
	Assignments	1. Required reading from text and syllabus 2. Required lab assignments/worksheets including tire service, balancing, disc and drum brake service, and front and rear suspension service. 3. Required worksheets from syllabus	1. Required reading from text and syllabus 2. Required lab assignments/worksheets including tire service, balancing, disc and drum brake service, and front and rear suspension service. 3. Required worksheets from syllabus



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Written laboratory reports on each required laboratory assignment/worksheet per rubric.
2. Final exam consisting of multiple-choice questions that require the student to understand tire service, disc and drum brake service, and front and rear suspension service.
3. Performance final exam including tire service, balancing, disc and drum brake service, and front and rear suspension service.
4. Multiple-choice quizzes that require the student to understand tire service including balancing, disc and drum brake service, and front and rear suspension service.

Methods of Evaluation

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1. Written laboratory reports on each required laboratory assignment/worksheet per rubric.
2. Final exam consisting of multiple-choice questions that require the student to understand tire service, disc and drum brake service, and front and rear suspension service.
3. Performance final exam including tire service, balancing, disc and drum brake service, and front and rear suspension service.
4. Multiple-choice quizzes that require the student to understand tire service including balancing, disc and drum brake service, and front and rear suspension service.
5. Demonstration will be given on how to appropriately complete each hands on lab assignment.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Safety glasses for lab assignments/worksheets

Essential College Facilities:

- Automotive technology laboratory with "Alldata" and "Mitchell on-demand" electronic information systems

Essential Student Materials:

- Safety glasses for lab assignments/worksheets

Essential College Facilities:

- Automotive technology laboratory with "Alldata" and "Mitchell on-demand" electronic information systems

Changed Field

Current Version

Proposed Version



**Examples of
Primary Texts and
References**

Title	"Automotive Service"
Author	Gilles, Tim
Publisher	Thomson/Delmar
Date/Edition	2020/6th Edition
ISBN	No value

Title	Automotive Service
Author	Gilles, Tim
Publisher	Thomson/Delmar
Date/Edition	2020/6th Edition
ISBN	No value

**Suggested
Reading List**

No value

No value

Learning Outcomes

Changed Field

Current Version

Proposed Version



**Course
Objectives**

- Inspect tires for improper wear and list causes and corrections
- Demonstrate the proper procedures for tire, wheel bearing, and wheel service
- Inspect steering, suspension and brake systems for wear
- Demonstrate the proper procedures to service the various shock absorber systems
- Explain proper clutch, transmission and drive line service
- Apply proper use of various automotive measuring tools
- Demonstrate proper inspection and service procedures for drum and disc brake systems

- Inspect tires for improper wear and list causes and corrections.
- Demonstrate the proper procedures for tire, wheel bearing, and wheel service.
- Inspect steering, suspension and brake systems for wear.
- Demonstrate the proper procedures to service the various shock absorber systems.
- Explain proper clutch, transmission and drive line service.
- Apply proper use of various automotive measuring tools.
- Demonstrate proper inspection and service procedures for drum and disc brake systems.

CSLOs

CSLOs	Demonstrate knowledge of tire service including balancing, disc and drum brake service, and front and rear suspension service.
Expected SLO Performance	0.0

CSLOs	Demonstrate knowledge of tire service including balancing, disc and drum brake service, and front and rear suspension service.
Expected SLO Performance	0.0

Changed	Field	Current Version	Proposed Version
	Course Content	1. Inspect tires for improper wear and list causes and corrections. 1. Proper tire inspection and service 2. Tire balance procedures 3. Tire repair procedures 2. Demonstrate the proper procedures for tire, wheel bearing, and wheel service. 1. Proper wheel bearing service 2. Rear axle removal and replacement 3. Inspect steering, suspension and brake systems for wear. 1. Inspection of steering system 2. Steering box overhaul 3. Rack and pinion overhaul 4. Demonstrate the proper procedures to service the various shock absorber systems. 1. Shock absorber types and service 2. Strut service 3. Inspection suspension system 5. Explain proper clutch, transmission and drive line service. 1. Clutch adjustment 2. Clutch service - hydraulic 3. Checking fluid levels 4. Manual transmission overhaul 5. Automatic transmission service 6. Drive shaft inspection and service 7. U-joints inspection and replacement 8. Constant velocity joint inspection and service 6. Apply proper use of various automotive measuring tools. 1. Proper use of the more common measuring tools used in the automotive profession 2. Common fastener identification 3. Repair to broken fasteners 7. Demonstrate proper inspection and service procedures for drum and disc brake systems. 1. Proper inspection procedures 2. Proper drum brake service 3. Proper disc brake service 4. Proper overhaul of brake hydraulic units	1. Inspect tires for improper wear and list causes and corrections. 1. Proper tire inspection and service 2. Tire balance procedures 3. Tire repair procedures 2. Demonstrate the proper procedures for tire, wheel bearing, and wheel service. 1. Proper wheel bearing service 2. Rear axle removal and replacement 3. Inspect steering, suspension and brake systems for wear. 1. Inspection of steering system 2. Steering box overhaul 3. Rack and pinion overhaul 4. Demonstrate the proper procedures to service the various shock absorber systems. 1. Shock absorber types and service 2. Strut service 3. Inspection suspension system 5. Explain proper clutch, transmission and drive line service. 1. Clutch adjustment 2. Clutch service - hydraulic 3. Checking fluid levels 4. Manual transmission overhaul 5. Automatic transmission service 6. Drive shaft inspection and service 7. U-joints inspection and replacement 8. Constant velocity joint inspection and service 6. Apply proper use of various automotive measuring tools. 1. Proper use of the more common measuring tools used in the automotive profession 2. Common fastener identification 3. Repair to broken fasteners 7. Demonstrate proper inspection and service procedures for drum and disc brake systems. 1. Proper inspection procedures 2. Proper drum brake service 3. Proper disc brake service 4. Proper overhaul of brake hydraulic units

Changed	Field	Current Version	Proposed Version
		5. Proper bleeding and flushing procedures	5. Proper bleeding and flushing procedures
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Diagnose tire wear 2. Demonstrate tire, wheel bearing, and wheel service. 3. Explore steering, suspension and brake systems 4. Explore shock absorber systems. 5. Explore clutch, transmission and drive systems 6. Explore measuring tools 7. Explore drum and disc brake systems	1. Diagnose tire wear 2. Demonstrate tire, wheel bearing, and wheel service. 3. Explore steering, suspension and brake systems 4. Explore shock absorber systems. 5. Explore clutch, transmission and drive systems 6. Explore measuring tools 7. Explore drum and disc brake systems

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

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 ENGL C1000 or ENGL C1000H 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 ENGL C1000 or ENGL C1000H or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	APRN D051A (may be taken concurrently)	APRN D051A (may be taken concurrently)
	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

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

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
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	From Outline E. Explain proper clutch, transmission and drive line service 3. Checking fluid levels	From Outline E. Explain proper clutch, transmission and drive line service 3. Checking fluid levels

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

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

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

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.	From course outline: F. Apply proper use of various automotive measuring tools. 1. Proper use of the more common measuring tools used in the automotive profession	From course outline: F. Apply proper use of various automotive measuring tools. 1. Proper use of the more common measuring tools used in the automotive profession
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	Open only to apprentices employed by the Local 1101 Union, or the city of San Jose	Open only to apprentices employed by the Local 1101 Union, or the city of San Jose

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	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

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: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	APRN 051B	APRN 051B
	Course Status	Non-substantial	Non-substantial
	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
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	- changed code to stand-alone (effect. F14) - Course hours change to remove lec-lab appr. 12/1/15 (effect. F16).-mkct	- changed code to stand-alone (effect. F14) - Course hours change to remove lec-lab appr. 12/1/15 (effect. F16).-mkct

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: DEI	No Value	No Value
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: 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	APRND051B
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 18, 2025 12:00:00 AM
	Time to Next Review	Sep 1, 2031 12:00:00 AM
	External Review Approval Date	Sep 1, 2026 12:00:00 AM
	Course Control Number	CCC000096474

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
More Options	Grade Options
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
Course Outline	Lab Outline
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
C-Matrix Form	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.
E-Matrix Form	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.
E-Matrix Form	Objective 4: Develop linear function models to solve problems.
G-Matrix Form	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.
CO	Curriculum Office Notes

Section	Changed field
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information			
Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Mi Chang	• Bill Wishart
	Course ID (CB01A and CB01B)	AUTOD351B	AUTOD351B
	Course Control Number	CCC000608404	CCC000608404
	Course Title (CB02)	Applications of Automotive Principles - Chassis Systems	Applications of Automotive Principles - Chassis Systems
	Short Course Title	APPLC AUTO PRIN-CHASSIS	APPLC AUTO PRIN-CHASSIS
	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 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
❗	Course Description	Basic experiences in automotive repair and maintenance as related to suspension, steering, braking, and drive line components.	This course focuses on basic hands on experiences in automotive repair and maintenance as related to suspension, steering, braking, and drive line components.
	Course Type (CB27)	• Lower Division	• Lower Division

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	No value	In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	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 a noncredit CTE course that is included in the General Service Technician Certificate of Completion. It is intended as an introduction to automotive systems and to better prepare students to enter the Day and Evening Programs as advised by our industry advisory committee. This course will inform students of vehicle repair safety and the importance of properly maintained vehicles in a practical lab experience with an emphasis on under car concepts.	This is a <u>an enhanced</u> noncredit CTE course that is included in the General Service Technician Certificate of Completion. It is intended as an introduction to automotive systems and to better prepare students to enter the Day and Evening Programs as advised by our industry advisory committee. <u>Programs.</u> This course will inform students of vehicle repair safety and the importance of properly maintained vehicles in a practical lab experience with an emphasis on under car concepts.

Stand-Alone Statement

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

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

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

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

Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course			

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course supports diversity, equity, and inclusion by providing students with equitable access to hands-on automotive learning experiences focused on chassis systems. Instruction incorporates lectures, demonstrations, collaborative learning, and laboratory activities that support diverse learning styles and levels of prior technical experience. Students work individually and in teams to perform inspection, maintenance, and repair procedures on automotive systems, encouraging inclusive participation and peer learning. The course emphasizes safe work practices, technical problem solving, and practical skill development to prepare students from diverse educational and career backgrounds for entry-level positions in the automotive industry. Primary Text meets universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students.</u>

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	Basic Course Information - Course Description

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	99	99
	Grade Options	Pass/No Pass	- Letter Grade - Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	

Changed	Field	Current Version	Proposed Version
	Will the course be UC transferable?	No	No
	If yes, identify the lower-division UC course and campus.	No value	

Associated Programs			
Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program General Service Technician	Associated Program General Service Technician
		Award Type Certificate of Completion	Award Type Certificate of Completion
		Associated Program General Service Technician	Associated Program General Service Technician
		Award Type Certificate of Completion	Award Type Certificate of Completion

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1.5	1.5
	Lecture Hours - Out of Class	3	3
	Laboratory Hours - In Class	2.5	2.5
	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	48	48
	Lecture Hours - Course In-Class (Contact) per Term	18	18
	Lecture Hours - Course Out-of-Class per Term	36	36
	Laboratory Hours - Course In-Class (Contact) per Term	30	30
	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	36	36
	Total Credit Units - Minimum Credit Units	0	0
	Total Credit Units - Maximum Credit Units	0	0

Speciality Hours

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

Credit / Non-Credit Options

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

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

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	18	18
	Total Laboratory Hours per Term	30	30
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

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

Specifications			

Changed	Field	Current Version	Proposed Version
!	Methods of Instruction	Methods of Instruction	Methods of Instruction
		Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises Laboratory experience which involve students in formal exercises of data collection and analysis	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 Laboratory experience which involve students in formal exercises of data collection and analysis
	Assignments	1. Required reading from text and syllabus 2. Required lab assignments/worksheets including tire service, balancing, disc and drum brake service, and front and rear suspension service. 3. Required worksheets from syllabus	1. Required reading from text and syllabus 2. Required lab assignments/worksheets including tire service, balancing, disc and drum brake service, and front and rear suspension service. 3. Required worksheets from syllabus



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Written laboratory reports on each required laboratory assignment/worksheet per rubric.
2. Final exam consisting of multiple-choice questions that require the student to understand tire service, disc and drum brake service, and front and rear suspension service.
3. Performance final exam including tire service, balancing, disc and drum brake service, and front and rear suspension service.
4. Multiple-choice quizzes that require the student to understand tire service including balancing, disc and drum brake service, and front and rear suspension service.

Methods of Evaluation

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1. Written laboratory reports on each required laboratory assignment/worksheet per rubric.
2. Final exam consisting of multiple-choice questions that require the student to understand tire service, disc and drum brake service, and front and rear suspension service.
3. Performance final exam including tire service, balancing, disc and drum brake service, and front and rear suspension service.
4. Multiple-choice quizzes that require the student to understand tire service including balancing, disc and drum brake service, and front and rear suspension service.
5. Demonstration will be given on how to appropriately complete each hands on lab assignment.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Safety glasses for lab assignments/worksheets

Essential College Facilities:

- Automotive technology laboratory with "Alldata" and "Mitchell on-demand" electronic information systems

Essential Student Materials:

- Safety glasses for lab assignments/worksheets

Essential College Facilities:

- Automotive technology laboratory with "Alldata" and "Mitchell on-demand" electronic information systems

Changed Field

Current Version

Proposed Version



**Examples of
Primary Texts and
References**

Title	No value
Author	Gilles, Tim. "Automotive Service". 5th Edition, Thomson/Delmar 2016. Albany, New York.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Automotive Service
Author	Gilles, Tim
Publisher	Thomson/Delmar
Date/Edition	2020/6th Edition
ISBN	No value



**Suggested
Reading List**

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

May include, but are not limited to

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

May include, but are not limited to

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Inspect tires for improper wear and list causes and corrections. - Demonstrate the proper procedures for tire, wheel bearing, and wheel service. - Inspect steering, suspension and brake systems for wear. - Demonstrate the proper procedures to service the various shock absorber systems. - Explain proper clutch, transmission and drive line service. - Apply proper use of various automotive measuring tools. - Demonstrate proper inspection and service procedures for drum and disc brake systems.	- Inspect tires for improper wear and list causes and corrections. - Demonstrate the proper procedures for tire, wheel bearing, and wheel service. - Inspect steering, suspension and brake systems for wear. - Demonstrate the proper procedures to service the various shock absorber systems. - Explain proper clutch, transmission and drive line service. - Apply proper use of various automotive measuring tools. - Demonstrate proper inspection and service procedures for drum and disc brake systems.



CSLOs

CSLOs Answer correctly, selected questions on the final exam concerning tire service including balancing, disc and drum brake service, and front and rear suspension service.

Expected SLO Performance 0.0

CSLOs Answer correctly, selected questions on the final exam concerning tire service including balancing, disc and drum brake service, and front and rear suspension service.

Expected SLO Performance 0.0

CSLOs Demonstrate knowledge of tire service including balancing, disc and drum brake service, and front and rear suspension service.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Inspect tires for improper wear and list causes and corrections. 1. Proper tire inspection and service 2. Tire balance procedures 3. Tire repair procedures 2. Demonstrate the proper procedures for tire, wheel bearing, and wheel service. 1. Proper wheel bearing service 2. Rear axle removal and replacement 3. Inspect steering, suspension and brake systems for wear. 1. Inspection of steering system 2. Steering box overhaul 3. Rack and pinion overhaul 4. Demonstrate the proper procedures to service the various shock absorber systems. 1. Shock absorber types and service 2. Strut service 3. Inspection suspension system 5. Explain proper clutch, transmission and drive line service. 1. Clutch adjustment 2. Clutch service - hydraulic 3. Checking fluid levels 4. Manual transmission overhaul 5. Automatic transmission service 6. Drive shaft inspection and service 7. U-joints inspection and replacement 8. Constant velocity joint inspection and service 6. Apply proper use of various automotive measuring tools. 1. Proper use of the more common measuring tools used in the automotive profession 2. Common fastener identification 3. Repair to broken fasteners 7. Demonstrate proper inspection and service procedures for drum and disc brake systems. 1. Proper inspection procedures 2. Proper drum brake service 3. Proper disc brake service 4. Proper overhaul of brake hydraulic units	1. Inspect tires for improper wear and list causes and corrections. 1. Proper tire inspection and service 2. Tire balance procedures 3. Tire repair procedures 2. Demonstrate the proper procedures for tire, wheel bearing, and wheel service. 1. Proper wheel bearing service 2. Rear axle removal and replacement 3. Inspect steering, suspension and brake systems for wear. 1. Inspection of steering system 2. Steering box overhaul 3. Rack and pinion overhaul 4. Demonstrate the proper procedures to service the various shock absorber systems. 1. Shock absorber types and service 2. Strut service 3. Inspection suspension system 5. Explain proper clutch, transmission and drive line service. 1. Clutch adjustment 2. Clutch service - hydraulic 3. Checking fluid levels 4. Manual transmission overhaul 5. Automatic transmission service 6. Drive shaft inspection and service 7. U-joints inspection and replacement 8. Constant velocity joint inspection and service 6. Apply proper use of various automotive measuring tools. 1. Proper use of the more common measuring tools used in the automotive profession 2. Common fastener identification 3. Repair to broken fasteners 7. Demonstrate proper inspection and service procedures for drum and disc brake systems. 1. Proper inspection procedures 2. Proper drum brake service 3. Proper disc brake service 4. Proper overhaul of brake hydraulic units

Changed	Field	Current Version	Proposed Version
		5. Proper bleeding and flushing procedures	5. Proper bleeding and flushing procedures
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Tire wear 2. Tire, wheel bearing, and wheel service. 3. Steering, suspension and brake systems 4. Shock absorber systems. 5. Clutch, transmission and drive 6. Measuring tools 7. Drum and disc brake systems	1. Diagnose tire wear 2. Demonstrate tire, wheel bearing, and wheel service. 3. Explore steering, suspension and brake systems 4. Explore shock absorber systems. 5. Explore clutch, transmission and drive systems 6. Explore measuring tools 7. Explore drum and disc brake systems

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

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 ENGL C1000 or ENGL C1000H 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 ENGL C1000 or ENGL C1000H or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	AUTO D351A (may be taken concurrently)	AUTO D351A (may be taken concurrently)
	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):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE course.)
	General Course Statement(s) - Other:	No Value	No Value

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

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
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	From course outline E. Explain proper clutch, Transmission, and drive line service 3. Checking fluid levels

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	This course does not require any in class or take-home assignments that satisfy any objectives listed below. The English advisory is not justified based on the current course outline, methods of evaluation, or course objectives.
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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	This course does not require any in class or take-home assignments that satisfy any objectives listed below. The Math advisory is not justified based on the current course outline, methods of evaluation, or course objectives.

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	From Course outline F. Apply proper use of various automotive measuring tools 1. Proper use of the more common measuring tools used in the automotive profession
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	There is a current advisory for 351A, however, none of our other afternoon or evening section offerings require a prerequisite or advisory from other AUTO specific courses. We will remove the advisory from these sections to open enrollment for all students.
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	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

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: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	AUTO 351B	AUTO 351B
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE Noncredit Enhanced	CTE Noncredit Enhanced
	Cross- Listed/Related Course Information	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -mc • Changed 5-year revision to match credit course – ACE

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

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value						Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
			03/23/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	edited course discription.

Changed	Questions	Current Version	Proposed Version
		3/23/2026	Specifications Examples of Required Primary Texts and References Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required No OER option. class is designed around noted text book. text book is not low cost.

component of this edit.

Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.)

3/23/2026	Specifications	Examples of Primary Texts and References	Suggested	and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	yes, added to DEI statement
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Changed	Questions	Current Version	Proposed Version
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Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) One or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.

1-no
2-no
3-no
This class focuses on completing hands on automotive repair tasks.

3/23/2026 SpecificationsAssignmentsSuggested

Changed	Questions	Current Version	Proposed Version	
				For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box. Consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, let me know in the initiator response box. yes--added "E" to methonds of evaluation.
		3/23/2026	Specifications	Methods of Evaluation Suggested
		3/23/2026	Outline	Course Outline Suggested not appropriate. Class focuses on completing hands on automotive repair tasks.
	Stage 4: Articulation Officer	No Value	No Value	
	Stage 5: De Anza General Education	No Value	No Value	

Changed	Questions	Current Version	Proposed Version			
!	Stage 6: Content Review Matrix Liaison	No Value	Date	Tab	Part - Type of Field Edit	Initiator - Indicate "Y" When Completed or Initiator's Response Y, after considering all other AUTO afternoon and evening sections, we will be removing advisories from this course sequence. Y, after considering all other AUTO afternoon and evening sections, we will be removing advisories from this course sequence.
	Stage 7: Dean of Online Learning	No Value	No Value			
	Stage 8: SLO Coordinator	No Value	No Value			
	Stage 10: 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	AUTOD351B

Changed	Field	Current Version
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000608404

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