

Course Outline of Record Report

05/28/2026

ARTSD004C : Life Drawing

General Information

Faculty Initiator:	- Julie Hughes - Huang, Meiru
Attachments:	ReqAdv_G_ARTS_4C_2027F.pdf Online_ARTS_4C_2027F.pdf Hybrid_ARTS_4C_2027F.pdf
Course ID (CB01A and CB01B) :	ARTSD004C
Short Course Title:	LIFE DRAWING
Course Title (CB02) :	Life Drawing
Department:	ARTS - Visual Arts and Design
Effective Term:	Fall 2027
TOP Code (CB03) :	(1002.10) Painting and Drawing
CIP Code:	(50.0705) Drawing
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000565016
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	FD - Figure

Faculty Requirements

Discipline 1:	Art
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - ART

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

Yes

Foothill Faculty Consultation Name

No Value

Foothill Course ID

ART F004D

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|---|---|
| ☒ Basic Course Information - Course Description | ☒ Specifications - Methods of Instruction |
| ☒ Specifications - Assignments | ☒ Specifications - Methods of Evaluation |
| ☒ Specifications - Examples of Primary Texts and References | ☒ Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

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.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program	Award Type	Active
Art History	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Art History	Associate in Arts (A.A.) Degree	Fall 2026
Art History	Certificate of Achievement-Advanced (COA-A)	Fall 2025 to Fall 2026
Art History	Certificate of Achievement-Advanced (COA-A)	Fall 2026
Art History for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
Art History for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Film/TV: Animation	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Film/TV: Animation	Associate in Arts (A.A.) Degree	Fall 2026
Illustration	Associate in Arts (A.A.) Degree	Fall 2025
Illustration	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026

Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026
Painting	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Painting	Associate in Arts (A.A.) Degree	Fall 2026
Studio Arts for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025 to Fall 2026
Studio Arts for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status
(CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

C-ID	Area(s)	Status	Approval Date	End Date	-
ARTS	Studio Arts	Approved	No value	No value	C-ID ARTS 200

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	72
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ Variable Credit Course

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	36
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

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

- A. 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.
- B. 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.
- C. 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.
- D. 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
- E. Assigned class readings

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

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

- D. 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.

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:

- 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

Author	Title	Publisher	Date/Edition	ISBN
Winslow, Valerie	Classic Human Anatomy in Motion: The Artist's Guide to the Dynamics of Figure Drawing	Watson Gupstill Publishers	2015	978-0770434144
Bridgman, George B.	Bridgman's Complete Guide to Drawing from Life	Union Square & Co	2017 / Fifth Edition	978-1454926535
Lauricella, Michel	Morpho: Simplified Forms: Anatomy for Artists	Rocky Nook	2023	978-1681984506

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

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.

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

Create drawings that show an understanding of basic human anatomy and proportion.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. 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.
- B. 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.
- C. 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.
- D. 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.
- E. Explore the creative process through planning, developing, and analyzing original drawings of the human figure.
 1. Plan drawings with thumbnail sketches and mock-ups.
 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.
- F. 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 Outline

- A. Identify and apply gesture drawing techniques in sketching the human body
- B. Identify and apply general proportions for the human body
- C. Identify and apply basic human skeletal anatomy
- D. Identify and apply basic human muscular anatomy
- E. Identify and apply general proportions for the head and face
- F. Identify and apply general proportions for the hands and feet
- G. Identify and apply light-and-shadow patterns in rendering the human body
- H. Analyze historical and contemporary master drawings of the human body

Blue Form

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

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

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

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

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

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

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

No Value

Req/Adv**Prerequisite(s):**

ARTS D004A

Corequisite(s):

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.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

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.

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

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

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

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

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.

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

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

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

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

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

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.

No Value

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

No Value

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

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

Objective 4: Develop linear function models to solve problems.

No Value

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

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

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

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

Comments																	
Stage 2: Department Chair No Value																	
Stage 3: DEI <table> <tr> <th>Date</th><th>Tab</th><th>Part - Field</th><th>Type of Edit</th><th>Edit</th><th>Initiator - Indicate "Y" When Completed or Initiator's Response</th></tr> <tr> <td>03/05/2026</td><td>Specifications</td><td>Examples of Primary Texts and References</td><td>Required</td><td> 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 component of this edit. </td><td> There is no representative OER textbook. Students are NOT required to buy text books for this course. </td></tr> </table>						Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	03/05/2026	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 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 component of this edit.	There is no representative OER textbook. Students are NOT required to buy text books for this course.
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response												
03/05/2026	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 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 component of this edit.	There is no representative OER textbook. Students are NOT required to buy text books for this course.												

03/05/2026	Specifications	Examples of Primary Texts and References	Suggested	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.
03/05/2026	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

Stage 4: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

ARTS 004C

Course Status

Non-substantial
Course Characteristics • NA
Cross-Listed/Related Course Information • NA
Cross-Listed/Related Course ID's No Value
DL Approval Date (MM/DD/YYYY) No Value
Hybrid Approval Date (MM/DD/YYYY) 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

ARTSD008. : Two-Dimensional Design

General Information

Faculty Initiator:	- Julie Hughes - Huang, Meiru
Attachments:	Online_ARTS_8_2027F.pdf Hybrid_ARTS_8_2027F.pdf
Course ID (CB01A and CB01B) :	ARTSD008.
Short Course Title:	TWO-DIMENSIONAL DESIGN
Course Title (CB02) :	Two-Dimensional Design
Department:	ARTS - Visual Arts and Design
Effective Term:	Fall 2027
TOP Code (CB03) :	(1009.00) Applied Design
CIP Code:	(50.0401) Design and Visual Communications, General
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000565015
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Art
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - ART

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This CTE 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

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

Yes

Foothill Faculty Consultation Name

No Value

Foothill Course ID

ART F005A

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|---|---|
| ☒ Basic Course Information - Course Description | ☒ Specifications - Methods of Instruction |
| ☒ Specifications - Assignments | ☒ Specifications - Methods of Evaluation |
| ☒ Specifications - Examples of Primary Texts and References | ☒ Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
Art History	Certificate of Achievement-Advanced (COA-A)	Fall 2025 to Fall 2026
Art History	Certificate of Achievement-Advanced (COA-A)	Fall 2026
Art History	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Art History	Associate in Arts (A.A.) Degree	Fall 2026
Art History for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025
Art History for Transfer (In Development)	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
Ceramics	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Ceramics	Associate in Arts (A.A.) Degree	Fall 2026
Film/TV: Animation	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Film/TV: Animation	Associate in Arts (A.A.) Degree	Fall 2026
Graphic Design	Associate in Arts (A.A.) Degree	Fall 2025
Graphic Design	Certificate of Achievement (COA)	Fall 2024

Graphic Design	Certificate of Achievement-Advanced (COA-A)	Fall 2024
Illustration	Associate in Arts (A.A.) Degree	Fall 2025
Illustration	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026
Painting	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Painting	Associate in Arts (A.A.) Degree	Fall 2026
Photographic Arts (Film and Digital)	Associate in Arts (A.A.) Degree	Fall 2025
Sculpture	Associate in Arts (A.A.) Degree	Fall 2025
Spatial Art	Associate in Arts (A.A.) Degree	Fall 2025
Studio Arts for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025 to Fall 2026
Studio Arts for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
UI/UX: User Interface/User Experience Design	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
UI/UX: User Interface/User Experience Design	Associate in Arts (A.A.) Degree	Fall 2026
UI/UX: User Interface/User Experience Design	Certificate of Achievement-Advanced (COA-A)	Fall 2025 to Fall 2026

UI/UX: User Interface/User Experience
Design

Certificate of Achievement-Advanced (COA-
A)

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

C-ID	Area(s)	Status	Approval Date	End Date	-
ARTS	Studio Arts	Approved	No value	No value	C-ID ARTS 100

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	72
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	36
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications	
Methods of Instruction	
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

A. 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.

B. 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.

C. 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.

D. 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.
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.

E. Assigned class readings

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

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

Essential Student Materials/Essential College Facilities

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				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
Stewart, Mary	Launching the Imagination, A Comprehensive Guide to Basic Design - 6th Edition	McGraw-Hill	2018 / 6th Edition	978-1260154436
Hooks, Bell	Art on My Mind: Visual Politics	The New Press	2025	978-1620979266
Suggested Reading List				
No Value				

Learning Outcomes
Course Objectives
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.

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

Outline

Course Outline

- A. 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.
- B. 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.
- C.
 - 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.
- D. 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.
- E. 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.
 - 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.
- F. 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.

Lab Outline

- A. Practice techniques for marker, pen and ink
- B. Practice techniques for gouache and acrylic paint
- C. Practice techniques for collage
- D. Practice creating thumbnail sketches
- E. Practice creative problem-solving strategies, such as journaling, brainstorming, and list-making
- F. Create a visual library of photo references

Blue Form

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

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

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

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

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

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

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

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

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.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

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.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

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.

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

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

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

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

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

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

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

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

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

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.

No Value

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

No Value

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

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

Objective 4: Develop linear function models to solve problems.

No Value

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

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

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

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

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

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

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

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

Comments

Stage 2: Department Chair						
No Value						
Stage 3: DEI						
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						
Stage 5: De Anza General Education						
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	
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						
Stage 7: Dean of Online Learning						
No Value						
Stage 8: SLO Coordinator						
No Value						
Stage 10: Curriculum Committee						
No Value						

CO
Sort ID (00 < 10; 0 < 100)
ARTS 008

Course Status

Non-substantial

Course Characteristics

- NA

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

Course Outline of Record Report

05/28/2026

ARTSD012. : Design and Color

General Information

Faculty Initiator:	- Julie Hughes - Huang, Meiru
Attachments:	Online_ARTS_12_2027F.pdf Hybrid_ARTS_12_2027F.pdf ReqAdv_G_ARTS_12_2027F.pdf
Course ID (CB01A and CB01B) :	ARTSD012.
Short Course Title:	DESIGN AND COLOR
Course Title (CB02) :	Design and Color
Department:	ARTS - Visual Arts and Design
Effective Term:	Fall 2027
TOP Code (CB03) :	(1002.00) Art (Painting, Drawing, and Sculpture)
CIP Code:	(50.0701) Art/Art Studies, General
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000562965
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:

- Art

Discipline 2: No value

Discipline 3: No value

FSA:

- FHDA FSA - ART

Formerly Statement

Formerly Statement
No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement
No Value

Course Philosophy

Course Philosophy
No Value

CTE Course

Is this a CTE (Career Technical Education) course?
No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

Yes

Foothill Faculty Consultation Name

No Value

Foothill Course ID

ART F020A

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|---|---|
| ☒ Basic Course Information - Course Description | ☒ Specifications - Methods of Instruction |
| ☒ Specifications - Assignments | ☒ Specifications - Methods of Evaluation |
| ☒ Specifications - Examples of Primary Texts and References | ☒ Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

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.

Course Development Options		
Basic Skill Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options - Letter Grade - Pass/No Pass
Repeat Limit 0	Course Prior To College Level Not applicable.	Repeatability Statement No value
Course Support Status (CB26) Course is not a support course		

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
Art History	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Art History	Associate in Arts (A.A.) Degree	Fall 2026
Art History	Certificate of Achievement-Advanced (COA-A)	Fall 2025 to Fall 2026
Art History	Certificate of Achievement-Advanced (COA-A)	Fall 2026
Film/TV: Animation	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Film/TV: Animation	Associate in Arts (A.A.) Degree	Fall 2026
Graphic Design	Certificate of Achievement (COA)	Fall 2024
Graphic Design	Certificate of Achievement-Advanced (COA-A)	Fall 2024
Graphic Design	Associate in Arts (A.A.) Degree	Fall 2025

Illustration	Associate in Arts (A.A.) Degree	Fall 2025
Illustration	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026
Painting	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Painting	Associate in Arts (A.A.) Degree	Fall 2026
Studio Arts for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025 to Fall 2026
Studio Arts for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
UI/UX: User Interface/User Experience Design	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
UI/UX: User Interface/User Experience Design	Associate in Arts (A.A.) Degree	Fall 2026
UI/UX: User Interface/User Experience Design	Certificate of Achievement-Advanced (COA-A)	Fall 2025 to Fall 2026
UI/UX: User Interface/User Experience Design	Certificate of Achievement-Advanced (COA-A)	Fall 2026

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status

Transferable to both UC and CSU			Approved		
C-ID	Area(s)	Status	Approval Date	End Date	-
ARTS	Studio Arts	Approved	No value	No value	C-ID ARTS 270

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?
Yes

If yes, identify the lower-division UC course and campus.
No Value

Will the course fulfill a UC/CSU lower-division major requirement?
No

If yes, identify the UC/CSU campus, course and major.
No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	72
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04) Credit - Degree Applicable	Course Non Credit Category (CB22) Credit Course.
Course Classification Code (CB11) Credit Course. ☐ Variable Credit Course	Funding Agency Category (CB23) Not Applicable. ☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours	Course Student Hours
In Class	Course Duration (Weeks)
Out of Class	12

Lecture Hours	3	6	Hours per unit divisor	36
Laboratory Hours	3	0	Course In-Class (Contact) Hours	
NA Hours	0	0	Lecture	36
			Laboratory	36
			NA	0
			Total	72
			Course Out-of-Class Hours	
			Lecture	72
			Laboratory	0
			NA	0
			Total	72

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications
Methods of Instruction Methods of InstructionMethods of Instruction Methods of InstructionLecture 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 A. 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

- B. 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
- C. 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.
- D. 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
 - 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
- E. Assigned class readings

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. 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.

B. 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.

C. 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 creativity in meeting the criteria. Examples of successful outcomes as well as rubrics with clear evaluation are provided to students.

D. 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.

Essential Student Materials/Essential College Facilities

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 studenst, 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

Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

Albers, Josef	The Interaction of Color	Yale University Press	2025 / Digital Edition	
Hooks, Bell	Art on My Mind: Visual Politics	The New Press	2025	978-1620979266
Suggested Reading List				
No Value				

Learning Outcomes
Course Objectives
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
Explore the formal, conceptual, and emotional qualities of color as they relate to the elements and principles of design.
Expected SLO Performance: 0.0

Outline
Course Outline
A. 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 B. 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
- C. 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
- D. 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.
 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.
- E. 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 Outline

- A. Explore the ways in which color is relative: hue, temperature, value, saturation, intensity
- B. Practice additive color mixing
- C. Practice subtractive color mixing
- D. Practice color pencil techniques
- E. Practice color pastel techniques
- F. Practice gouache paint techniques
- G. Practice acrylic paint techniques
- H. Practice watercolor paint techniques
- I. Practice collage techniques
- J. Practice creative problem-solving strategies, such as journaling, brainstorming, and list-making

Blue Form

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

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

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

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

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

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

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

No Value

Req/Adv**Prerequisite(s):**

ARTS D008.

Corequisite(s):

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.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

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.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

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.

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

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

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

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

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

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

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

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

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.

No Value

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

No Value

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

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

Objective 4: Develop linear function models to solve problems.

No Value

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

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

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

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

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

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

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

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
03/26/26	Specifications	Suggested Reading	Required	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!	Y
Stage 5: De Anza General Education					
No Value					
Stage 6: Content Review Matrix Liaison					
No Value					
Stage 7: Dean of Online Learning					
No Value					
Stage 8: SLO Coordinator					
No Value					
Stage 10: Curriculum Committee					
No Value					

CO
Sort ID (00 < 10; 0 < 100)
ARTS 012
Course Status
Non-substantial
Course Characteristics
NA
Cross-Listed/Related Course Information
NA
Cross-Listed/Related Course ID's
No Value
DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Requisite change appr. 1/17/23 (effect. F23).-cc
- CCN requisite changes appr. 9/23/24 (effect. F25). -sw

ARTSD053. : Introduction to Graphic Design: Vector Illustration**General Information**

Faculty Initiator:	Marco Marquez
Attachments:	Online_ARTS_53_2027F.pdf Hybrid_ARTS_53_2027F.pdf
Course ID (CB01A and CB01B) :	ARTSD053.
Short Course Title:	INTRO GRAPHIC DESIGN: VECTOR
Course Title (CB02) :	Introduction to Graphic Design: Vector Illustration
Department:	ARTS - Visual Arts and Design
Effective Term:	Fall 2027
TOP Code (CB03) :	(1030.00) Graphic Art and Design
CIP Code:	(50.0409) Graphic Design
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000565014
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

- Discipline 1:**
- Art
- Discipline 2:**
- - AND -
 - Graphic Arts (Desktop publishing)
- Discipline 3:** No value
- FSA:**
- FHDA FSA - ART

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This CTE course fulfills De Anza College's General Education requirements and is a required course for the Associate of Arts degree in Graphic Design within the Career Technical Education (CTE) program. It is transferable to the California State University (CSU) system. The course provides foundational instruction in vector-based digital illustration, emphasizing the tools, processes, and practices used by contemporary artists, illustrators, and 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 image-making competencies applicable across fine arts, design, media, and communication-focused pathways.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|--|---|
| ☒ Basic Course Information - Course Description | ☒ Specifications - Methods of Instruction |
| ☒ Specifications - Assignments | ☒ Specifications - Methods of Evaluation |
| ☐ Specifications - Examples of Primary Texts and References | ☒ Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

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 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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

**Course General Education Status
(CB25)**

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G7B	De Anza GE Area 7B - Personal Development	Approved	No value	No value	No - defined.

C-ID	Area(s)	Status	Approval Date	End Date	-
ARTS	Studio Arts	Approved	No value	No value	C-ID ARTS 250

UC Transferable and/or Lower-Division Major Requirement**Will the course be UC transferable?**

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

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours**Summary**

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	72
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	36
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
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, 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 quizzes, exercises, and project work will be conducted to clarify concepts and reinforce learning outcomes. In online and hybrid formats, this may include recorded feedback, written commentary, virtual office hours, and review modules designed to support ongoing learning.

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.
- 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.
- C. **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.
- 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.
- E. **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.

- F. 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.

Methods of Evaluation

Methods of Evaluation

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.
- 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.
- D. Quizzes: Written and/or online quizzes will assess the student's ability to identify, explain, and analyze key concepts, terminology, tools, and processes presented in readings, lectures, and demonstrations.
- E. 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 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

Author	Title	Publisher	Date/Edition	ISBN
Brian Wood	Adobe Illustrator Classroom in a Book 2026 Release	Adobe Press	1st, 2026	978-0135496107
Kelly Anton, Tina DeJarld	Adobe InDesign Classroom in a Book 2026 Release	Adobe Press	1st, 2026	978-0135495360

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

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

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

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

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

Outline

Course Outline

- A. 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
- B. 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)
- C. Identify, analyze, and apply terminology and concepts related to vector illustration and digital imaging
 - 1. Vector versus raster graphics and their applications
 - 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
- D. 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
- E. 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
 - 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 Outline

- A. Create and refine vector illustrations using industry-standard software, including shape construction, path development, and digital painting techniques.
- B. Develop vector-based diagrams and visual assets that communicate information through form, structure, and hierarchy.
- C. Design and produce layouts that integrate vector illustrations, typography, and image elements in projects such as designer portraits and posters.

- D. 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.
- E. Analyze and evaluate visual work through individual and group critiques, articulating design decisions and incorporating feedback into revisions.

Blue Form

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

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

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

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

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

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

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

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

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.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

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.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

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

No Value

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

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.

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

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.

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

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

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

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

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

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

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. No Value
Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods. No Value
Objective 2: Explore the function concept algebraically, numerically, verbally and graphically. 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
Objective 4: Develop linear function models to solve problems.

No Value

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

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

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

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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.)

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.

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

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.

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.)

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.)

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 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.)

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

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
					Y: The books on record are industry standard learning materials.
3/26/2026	Specifications	Examples of Primary Texts and References	Suggested	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.	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 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.
3/26/2026	Specifications	Assignments	Suggested	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.	Y: Modifications made to assignments, Please see the DEI Summary for more
3/26/2026	Specifications	Methods of Evaluation	Suggested	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: Modifications made to MOE, Please see the DEI Summary for more

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

Date	Tab	Part - Field	Type of Edit	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

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

ARTS 053

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

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

ARTSD054. : Introduction to Graphic Design: Digital Imaging

General Information	
Faculty Initiator:	Marco Marquez
Attachments:	Online_ARTS_54_2027F.pdf Hybrid_ARTS_54_2027F.pdf
Course ID (CB01A and CB01B) :	ARTSD054.
Short Course Title:	INTRO GRAPHIC DES: DESIGN IMAG
Course Title (CB02) :	Introduction to Graphic Design: Digital Imaging
Department:	ARTS - Visual Arts and Design
Effective Term:	Fall 2027
TOP Code (CB03) :	(1030.00) Graphic Art and Design
CIP Code:	(50.0409) Graphic Design
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000565013
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	Online Hybrid

Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Art
Discipline 2:	• - AND - • Graphic Arts (Desktop publishing)
Discipline 3:	No value
FSA:	• FHDA FSA - ART

Formerly Statement

Formerly Statement
No Value

Course Justification

Course Justification

This CTE course fulfills De Anza College's General Education requirements and is transferable to the California State University (CSU) system. It is a required course for the Associate of Arts degree in Graphic Design and supports both transfer and Career Technical Education (CTE) pathways. The course provides foundational instruction in digital imaging, emphasizing the tools, processes, and practices used by contemporary artists and designers in visual communication. Students 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. The course also introduces emerging technologies, including artificial intelligence tools, to reflect current and evolving practices in the field. This course 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. It also contributes to interdisciplinary programs including Illustration and Liberal Arts (Arts and Letters). By developing both technical and conceptual skills in digital imaging, the course prepares students for upper-division coursework and continued study in visual arts and design fields.

Stand-Alone Statement

Stand-Alone Statement
No Value

Course Philosophy

Course Philosophy
No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|--|---|
| ☒ Basic Course Information - Course Description | ☒ Specifications - Methods of Instruction |
| ☒ Specifications - Assignments | ☒ Specifications - Methods of Evaluation |
| ☐ Specifications - Examples of Primary Texts and References | ☒ Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

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 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 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 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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

Film/TV: Animation	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Film/TV: Animation	Associate in Arts (A.A.) Degree	Fall 2026
Graphic Design	Certificate of Achievement (COA)	Fall 2024
Graphic Design	Certificate of Achievement-Advanced (COA-A)	Fall 2024
Graphic Design	Associate in Arts (A.A.) Degree	Fall 2025
Illustration	Associate in Arts (A.A.) Degree	Fall 2025
Illustration	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026
Photographic Arts (Film and Digital)	Associate in Arts (A.A.) Degree	Fall 2025
Studio Arts for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2025 to Fall 2026
Studio Arts for Transfer	Associate in Arts for Transfer (A.A.-T.) Degree	Fall 2026
UI/UX: User Interface/User Experience Design	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
UI/UX: User Interface/User Experience Design	Associate in Arts (A.A.) Degree	Fall 2026
UI/UX: User Interface/User Experience Design	Certificate of Achievement-Advanced (COA-A)	Fall 2025 to Fall 2026

UI/UX: User Interface/User Experience
Design

Certificate of Achievement-Advanced (COA-
A)

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Approved

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G7B	De Anza GE Area 7B - Personal Development	Approved	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

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

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	72
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	36
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
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-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.

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.
- C. 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.
- D. 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.
- F. 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.
- 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.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. 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.
- B. 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.
- 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.

- D. 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.
- 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.
- F. 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.
- G. 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.

Essential Student Materials/Essential College Facilities

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

Author	Title	Publisher	Date/Edition	ISBN
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Conrad Chavez	Adobe Photoshop Classroom in a Book 2026 Release	Adobe Press	1st, 2026	978-0135495001
Joseph Labrecque	Adobe Creative Cloud Classroom in a Book: Design Software Foundations with Adobe Creative Cloud	Adobe Press	1st, 2022	978-0137914708
Suggested Reading List				
No Value				

Learning Outcomes
Course Objectives
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
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
Create and evaluate original visual solutions using digital imaging and design software through directed laboratory exercises and guided projects. Expected SLO Performance: 0.0

Outline
Course Outline
A. 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)

- B. 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
- C. 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
 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
- D. 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 Outline

- A. Create and manipulate raster images using digital imaging software, including color correction, colorizing black-and-white images, image restoration, and non-destructive editing techniques.
- B. Develop composite images through layering, masking, and blending techniques to produce cohesive digital collages and visual compositions.
- C. Apply digital illustration and image-making techniques to create narrative imagery, including editorial collage, self-portrait, and concept-driven compositions.
- D. Generate and refine imagery using artificial intelligence tools and integrate AI-assisted content into digital compositions.
- E. 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.
- F. Analyze and evaluate visual work through individual and group critiques, incorporating feedback into revisions and demonstrating the use of appropriate design terminology.

Blue Form

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

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

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

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

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

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

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

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

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.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

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.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

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

Objective 3: Compose and support thesis statements for analytical essays.

No Value

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

No Value

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

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

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

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.

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

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

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

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

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

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.

No Value

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

No Value

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

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

Objective 4: Develop linear function models to solve problems.

No Value

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

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

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

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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.)

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.

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

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.)

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.

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

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.

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.)

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

Stage 2: Department Chair

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
				Y: The books on record are industry standard learning materials.
3/26/2026	Specifications	Examples of Primary Texts and References	Suggested	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. 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 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.
3/26/2026	Specifications	Assignments	Suggested	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. Y: I updated the assignments, please refer to the updated DEI summary.
3/26/2026	Specifications	Methods of Evaluation	Suggested	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 MOE, please refer to the updated DEI summary.

CO

Sort ID (00 < 10; 0 < 100)

ARTS 054

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

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

ARTSD063. : Graphic Design: Portfolio and Business Practices

General Information

Faculty Initiator:	Marco Marquez
Attachments:	ReqAdv_G_ARTS_63_2027F_1.pdf Online_ARTS_63_2027F.pdf Hybrid_ARTS_63_2027F.pdf
Course ID (CB01A and CB01B) :	ARTSD063.
Short Course Title:	GRAPH DES: PORTFOL/BUS PRACT
Course Title (CB02) :	Graphic Design: Portfolio and Business Practices
Department:	ARTS - Visual Arts and Design
Effective Term:	Fall 2027
TOP Code (CB03) :	(1030.00) Graphic Art and Design
CIP Code:	(50.0409) Graphic Design
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000565205
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	- Online - Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

- Discipline 1:**
- Art
- Discipline 2:**
- - AND -
 - Graphic Arts (Desktop publishing)
- Discipline 3:** No value
- FSA:**
- FHDA FSA - ART

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is transferable to the California State University (CSU) system. It belongs on the Graphic 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 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 such as pricing, contracts, and 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 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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|--|---|
| ☒ Basic Course Information - Course Description | ☒ Specifications - Methods of Instruction |
| ☒ Specifications - Assignments | ☒ Specifications - Methods of Evaluation |
| ☐ Specifications - Examples of Primary Texts and References | ☒ Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

Graphic Design

Certificate of Achievement-Advanced (COA-A)

Fall 2024

Graphic Design	Associate in Arts (A.A.) Degree	Fall 2025
Illustration	Certificate of Achievement-Advanced (COA-A)	Fall 2025
Illustration	Associate in Arts (A.A.) Degree	Fall 2025
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2025 to Fall 2026
Liberal Arts (Arts and Letters Emphasis)	Associate in Arts (A.A.) Degree	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Approved

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

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

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units

4

Maximum Credit Units	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	72
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ Variable Credit Course

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	36
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications

Methods of Instruction

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.

Assignments

- A. 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.
- B. 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.
- C. Online Quizzes: Online quizzes require students to identify, summarize, and/or analyze key concepts, terminology, and professional practices discussed in lectures and course materials.
- D. 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. Project discussions include constructive peer feedback and encourage students to reflect on successful applications, outcomes, and how these experiences will inform future design work.
- E. 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.
- F. 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

- A. 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.

- B. Collaborative Infographic Project: Students will research, analyze, and synthesize historical or cultural information in order to create a narrative infographic. Evaluation will 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.
- C. Online Quizzes: Students will identify, explain, and analyze key concepts, terminology, and professional practices presented in lectures and assigned course materials.
- D. 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 opportunities for constructive peer engagement and reflection on concepts, supporting the ability to connect course content to practice and future application.
- E. 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.
- F. 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 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 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				
Author	Title	Publisher	Date/Edition	ISBN
The Graphic Artists Guild	Graphic Artists Guild Handbook, 17th Edition: Pricing & Ethical Guidelines (Graphic Artists Guild Handbook Of Pricing and Ethical Guidelines)	The MIT Press	November 4, 2025 Edition : 17th	978-0262551830
Juliette Cezzar	The AIGA Guide to Careers in Graphic and Communication Design	Bloomsbury Academic	October 5, 2017	978-1501323683
Suggested Reading List				
No Value				

Learning Outcomes

Course Objectives

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

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

Expected SLO Performance: 0.0

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

Outline

Course Outline

- A. 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
- B. 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
- C. 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
- D. 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
 4. Marketing and self-promotion strategies for designers
- E. 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
- F. 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
- G. 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
- H. 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 Outline

- A. Personal branding and marketing material production
- B. Resume and cover letter layout and production
- C. Digital portfolio design and development
- D. Printed portfolio preparation and presentation
- E. Visual storytelling and infographic production
- F. Portfolio refinement and professional presentation techniques

Blue Form

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

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

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

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

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

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

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

No Value

Req/Adv

Prerequisite(s):

ARTS D053.

Corequisite(s):

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.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

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.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

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

No Value

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

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

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

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.

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

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

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

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

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

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.

No Value

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

No Value

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

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

Objective 4: Develop linear function models to solve problems.

No Value

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

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

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

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

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

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
				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, 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	Examples of Primary Texts and References	Suggested	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.
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.
3/26/2026	Specifications	Methods of Evaluation	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 MOE, please refer to the updated DEI summary.
3/26/2026	Outline	Course Outline	Suggested	Y: I updated the DEI summary. Better aligned the language.
Stage 4: Articulation Officer				
No Value				

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	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

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

ARTS 063

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- Requisite change appr. 1/17/23 (effect. F23).-cc
- CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Outline of Record Report

06/01/2026

AUTOD051A : Introduction to Automotive Principles - Chassis Systems

General Information

Faculty Initiator:	Mi Chang
Course ID (CB01A and CB01B) :	AUTOD051A
Short Course Title:	INTRO AUTO PRIN-CHASSIS
Course Title (CB02) :	Introduction to Automotive Principles - Chassis Systems
Department:	AUTO - Automotive Technology
Effective Term:	Fall 2027
TOP Code (CB03) :	(0948.00) Automotive Technology
CIP Code:	(47.0604) Automobile/Automotive Mechanics Technology/Technician
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	No
Course Control Number:	CCC000556824
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
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 driveline systems.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Automotive Technology
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - AUTO TECH

Formerly Statement

Formerly Statement

No Value

Course Justification**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.

Stand-Alone Statement**Stand-Alone Statement**

No Value

Course Philosophy**Course Philosophy**

No Value

CTE Course**Is this a CTE (Career Technical Education) course?**

Yes

Honors/Non-honors Course**Is this an honors/non-honors course?**

No

Mirrored Credit/Noncredit Course**Is this a mirrored credit/noncredit course?**

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|--|--|
| ☒ Basic Course Information - Course Description | ☐ Specifications - Methods of Instruction |
| ☐ Specifications - Assignments | ☐ Specifications - Methods of Evaluation |
| ☐ Specifications - Examples of Primary Texts and References | ☐ Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program**Award Type****Active**

Automotive General Service Technician

Certificate of Achievement (COA)

Fall 2022

Transferability & Gen. Ed. Options**Course General Education Status (CB25)**

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Approved

UC Transferable and/or Lower-Division Major Requirement**Will the course be UC transferable?**

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

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units

4

Maximum Credit Units

4

Total Course In-Class (Contact) Hours

48

Total Course Out-of-Class Hours

96

Total Student Learning Hours

144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

☐

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications

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

Assignments

- A. Required reading from text and syllabus
- B. Required worksheets from syllabus
- C. Multiple choice quizzes
- D. Discussion Question Assignment: Encourage students to connect course content to their own life, background, and experiences.
- E. Final Exam

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. The number of correctly answered questions on worksheets, quizzes and comprehensive final exam that require the students to understand tires, brakes, suspensions.
- B. Final exam consisting of multiple-choice questions that require that the student understand drive line theory, clutch and transmission service and diagnosis.
- C. Discussion Question Assignment: Written evaluation
- D. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Gilles, Tim	Automotive Service	Thomson/Delmar	6th Edition, 2020	

Suggested Reading List

No Value

Learning Outcomes

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.

CSLOs

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

Expected SLO Performance: 0.0

Outline

Course Outline

- A. 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
- B. 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
- C. 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
- D. 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
- E. 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
 4. Synchronizer operation
 5. Manual transaxle construction and operation
 6. Four wheel drive types and construction
- F. Explain automotive clutch operation and construction.
 1. Clutch designs and capacity
 2. Clutch construction and controls
 3. Clutch service and diagnosis
- G. Identify the different types and constructions for drive axles and differentials.
 1. Front wheel drive axles construction and operation
 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
- H. Demonstrate the use of various automotive measuring tools and calculate various readings.
 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
- I. 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

Blue Form

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

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

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

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

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

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

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

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value
Advisory(ies) - Other: No Value
Limitation(s) on Enrollment: No Value
Limitation(s) on Enrollment - Other: No Value
Entrance Skills(s): No Value
Entrance Skill(s) - Other: No Value
General Course Statement(s): No Value
General Course Statement(s) - Other: No Value

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. No Value
Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse. No Value
Objective 2: Compose essays drawn from personal experience and assigned texts. No Value
Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. No Value
Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

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

No Value

B-Matrix Form

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

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

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

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.

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

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

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

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

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

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

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

Objective 4: Develop linear function models to solve problems.

No Value

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

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

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

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

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

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

No Value

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

AUTO 051A

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

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

Course Outline of Record Report

06/01/2026

APRND051A : Introduction to Automotive Principles - Chassis Systems

General Information

Faculty Initiator:	Mi Chang
Course ID (CB01A and CB01B) :	APRND051A
Short Course Title:	INTRO AUTO PRIN-CHASSIS
Course Title (CB02) :	Introduction to Automotive Principles - Chassis Systems
Department:	APRN - Auto. Apprenticeship
Effective Term:	Fall 2027
TOP Code (CB03) :	(0948.00) Automotive Technology
CIP Code:	(47.0604) Automobile/Automotive Mechanics Technology/Technician
SAM Priority Code (CB09) :	A - Apprenticeship
Distance Education Approved:	No
Course Control Number:	CCC000282804
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
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 driveline systems.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Automotive Technology
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - AUTO TECH

Formerly Statement

Formerly Statement

No Value

Course Justification**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.

Stand-Alone Statement**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.

Course Philosophy**Course Philosophy**

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|--|--|
| ☒ Basic Course Information - Course Description | ☐ Specifications - Methods of Instruction |
| ☐ Specifications - Assignments | ☐ Specifications - Methods of Evaluation |
| ☐ Specifications - Examples of Primary Texts and References | ☐ Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active**Transferability & Gen. Ed. Options****Course General Education Status (CB25)**

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Approved

UC Transferable and/or Lower-Division Major Requirement**Will the course be UC transferable?**

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

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours**Summary**

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48

Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ Variable Credit Course

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications

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			
Assignments				
A. Required reading from text and syllabus B. Required worksheets from syllabus C. Multiple choice quizzes D. Discussion Question Assignment: Encourage students to connect course content to their own life, background, and experiences. E. Final Exam				
Methods of Evaluation				
Methods of Evaluation	Methods of Evaluation			
	A. The number of correctly answered questions on worksheets, quizzes and comprehensive final exam that require the students to understand tires, brakes, suspensions. B. Final exam consisting of multiple-choice questions that require that the student understand drive line theory, clutch and transmission service and diagnosis. C. Discussion Question Assignment: Written evaluation D. 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				
Examples of Primary Texts and References				
Author	Title	Publisher	Date/Edition	ISBN
Gilles, Tim	Automotive Service	Thomson/Delmar	6th Edition, 2020	
Suggested Reading List				
No Value				
Learning Outcomes				

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.

CSLOs

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

Expected SLO Performance: 0.0

Outline

Course Outline

A. 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

B. 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
- C. 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
- D. 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
- E. 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
 4. Synchronizer operation
 5. Manual transaxle construction and operation
 6. Four wheel drive types and construction
- F. Explain automotive clutch operation and construction.
1. Clutch designs and capacity
 2. Clutch construction and controls
 3. Clutch service and diagnosis
- G. Identify the different types and constructions for drive axles and differentials.
1. Front wheel drive axles construction and operation
 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
- H. Demonstrate the use of various automotive measuring tools and calculate various readings.
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
- I. 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

Blue Form

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

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

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

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

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

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

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

No Value

Req/Adv**Prerequisite(s):**

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

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).)

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

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.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

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

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

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.

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

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

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

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

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

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.

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

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

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

Objective 4: Develop linear function models to solve problems.

No Value

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

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

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

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

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

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

No Value

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

APRN 051A

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- changed code to stand-alone (effect. F14).

Course Outline of Record Report

06/01/2026

AUTOD351A : Introduction to Automotive Principles - Chassis Systems

General Information

Faculty Initiator:	Bill Wishart
Course ID (CB01A and CB01B) :	AUTOD351A
Short Course Title:	INTRO AUTO PRIN-CHASSIS
Course Title (CB02) :	Introduction to Automotive Principles - Chassis Systems
Department:	AUTO - Automotive Technology
Effective Term:	Fall 2027
TOP Code (CB03) :	(0948.00) Automotive Technology
CIP Code:	(47.0604) Automobile/Automotive Mechanics Technology/Technician
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	No
Course Control Number:	CCC000608403
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
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 driveline systems.
Course Type (CB27) :	Lower Division
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Automotive Technology
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - AUTO TECH

Formerly Statement

Formerly Statement

No Value

Course Justification**Course Justification**

This is a noncredit enhanced 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. 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**Stand-Alone Statement**

No Value

Course Philosophy**Course Philosophy**

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|--|--|
| ☒ Basic Course Information - Course Description | ☐ Specifications - Methods of Instruction |
| ☐ Specifications - Assignments | ☐ Specifications - Methods of Evaluation |
| ☐ Specifications - Examples of Primary Texts and References | ☐ Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

☒ Course is part of a program

Associated Program

Award Type

Active

General Service Technician

Certificate of Completion

Fall 2023 to Fall 2026

General Service Technician

Certificate of Completion

Fall 2026

Transferability & Gen. Ed. Options

**Course General Education Status
(CB25)**

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

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

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	48

Credit / Non-Credit Options

Course Credit Status (CB04)
Non-Credit

Course Non Credit Category (CB22)
Workforce Preparation.

Course Classification Code (CB11)
Workforce Preparation Enhanced Funding.

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

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

Assignments

- A. Required reading from text and syllabus
- B. Required worksheets from syllabus
- C. Multiple choice quizzes
- D. Discussion Question Assignment: Encourage students to connect course content to their own life, background, and experiences.
- E. Final Exam

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. The number of correctly answered questions on worksheets, quizzes and comprehensive final exam that require the students to understand tires, brakes, suspensions.
- B. Final exam consisting of multiple-choice questions that require that the student understand drive line theory, clutch and transmission service and diagnosis.
- C. Discussion Question Assignment: Written evaluation
- D. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Gilles, Tim	Automotive Service	, Thomson/Delmar	6th Edition, 2020	

Suggested Reading List

No Value

Learning Outcomes

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.

CSLOs

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

Expected SLO Performance: 0.0

Outline

Course Outline

- A. 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
- B. 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
- C. 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
- D. 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
- E. 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
 4. Synchronizer operation
 5. Manual transaxle construction and operation
 6. Four wheel drive types and construction
- F. Explain automotive clutch operation and construction.
 1. Clutch designs and capacity
 2. Clutch construction and controls
 3. Clutch service and diagnosis
- G. Identify the different types and constructions for drive axles and differentials.
 1. Front wheel drive axles construction and operation
 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
- H. Demonstrate the use of various automotive measuring tools and calculate various readings.
 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
- I. 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

Blue Form

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

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

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

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

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

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

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

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value
Advisory(ies) - Other: No Value
Limitation(s) on Enrollment: No Value
Limitation(s) on Enrollment - Other: No Value
Entrance Skills(s): No Value
Entrance Skill(s) - Other: No Value
General Course Statement(s): • NONCREDIT: (This is a noncredit enhanced, CTE course.)
General Course Statement(s) - Other: No Value

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. 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
Objective 2: Compose essays drawn from personal experience and assigned texts. No Value
Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

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.

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

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

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

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

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

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

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

Objective 4: Develop linear function models to solve problems.

No Value

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

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

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

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

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

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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.	No OER option. The class is built around the required text book. The text book is not considered low cost.
3/23/2026	Specifications	Examples of Primary Texts and References	Suggested	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.	Yes text meets universal design course standards. Will add to DEI statement
3/23/2026	Specifications	Assignments	Suggested	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) 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.	yes. (2) with discussion assignment. Will include in assignments.

3/23/2026 Specifications	Methods of Evaluation	Suggested	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. 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.	Discussion question assignment: written evaluaition. There is an example of appropriate Discussion question assignment answer provided. (I added C to methods of evaluation) Not appropriate. subject of course focuses on repair of automotive systems.
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				
Stage 5: De Anza General Education				
No Value				
Stage 6: Content Review Matrix Liaison				
No Value				
Stage 7: Dean of Online Learning				
No Value				
Stage 8: SLO Coordinator				
No Value				
Stage 10: Curriculum Committee				
No Value				

CO
Sort ID (00 < 10; 0 < 100) AUTO 351A
Course Status Non-substantial
Course Characteristics

- CTE
- Noncredit Enhanced

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- 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

Course Outline of Record Report

06/01/2026

AUTOD051B : Applications of Automotive Principles - Chassis Systems

General Information

Faculty Initiator:	Mi Chang
Attachments:	ReqAdv_G_AUTO_51B_2027F_1.pdf ReqAdv_G_AUTO_51B_2026F_1.pdf
Course ID (CB01A and CB01B) :	AUTOD051B
Short Course Title:	APPLC AUTO PRIN-CHASSIS
Course Title (CB02) :	Applications of Automotive Principles - Chassis Systems
Department:	AUTO - Automotive Technology
Effective Term:	Fall 2027
TOP Code (CB03) :	(0948.00) Automotive Technology
CIP Code:	(47.0604) Automobile/Automotive Mechanics Technology/Technician
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	No
Course Control Number:	CCC000556823
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Automotive Technology
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - AUTO TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course**Is this a cross-listed course?**

No

Foothill Equivalency**Does the course have a Foothill equivalent?**

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review**Please check all areas in the COR that address DEI.**

- | | |
|--|--|
| ☒ Basic Course Information - Course Description | ☐ Specifications - Methods of Instruction |
| ☐ Specifications - Assignments | ☐ Specifications - Methods of Evaluation |
| ☐ Specifications - Examples of Primary Texts and References | ☐ Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

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.

Course Development Options**Basic Skill Status (CB08)**

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit**Course Prior To College Level****Repeatability Statement**

0	Not applicable.	No value
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
Automotive General Service Technician	Certificate of Achievement (COA)	Fall 2022

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Transferable to CSU only	Approved

UC Transferable and/or Lower-Division Major Requirement
Will the course be UC transferable?
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
If yes, identify the UC/CSU campus, course and major.
No Value

Units and Hours	
Summary	
Minimum Credit Units	2
Maximum Credit Units	2

Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	36
Total Student Learning Hours	84

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ Variable Credit Course

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1.5	3
Laboratory Hours	2.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	18
Laboratory	30
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	36
Laboratory	0
NA	0
Total	36

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications

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

Assignments

- A. Required reading from text and syllabus
- B. Required lab assignments/worksheets including tire service, balancing, disc and drum brake service, and front and rear suspension service.
- C. Required worksheets from syllabus

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Written laboratory reports on each required laboratory assignment/worksheet per rubric.
- B. 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.
- C. Performance final exam including tire service, balancing, disc and drum brake service, and front and rear suspension service.
- D. Multiple-choice quizzes that require the student to understand tire service including balancing, disc and drum brake service, and front and rear suspension service.
- E. 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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Gilles, Tim	Automotive Service	Thomson/Delmar	2020/6th Edition	

Suggested Reading List

No Value

Learning Outcomes

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.

CSLOs

Demonstrate knowledge of tire service including balancing, disc and drum brake service, and front and rear suspension service.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Inspect tires for improper wear and list causes and corrections.
 - 1. Proper tire inspection and service
 - 2. Tire balance procedures
 - 3. Tire repair procedures
- B. Demonstrate the proper procedures for tire, wheel bearing, and wheel service.
 - 1. Proper wheel bearing service
 - 2. Rear axle removal and replacement
- C. Inspect steering, suspension and brake systems for wear.
 - 1. Inspection of steering system
 - 2. Steering box overhaul
 - 3. Rack and pinion overhaul
- D. Demonstrate the proper procedures to service the various shock absorber systems.
 - 1. Shock absorber types and service
 - 2. Strut service
 - 3. Inspection suspension system

- E. 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
- F. 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
- G. 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
 - 5. Proper bleeding and flushing procedures

Lab Outline

- A. Diagnose tire wear
- B. Demonstrate tire, wheel bearing, and wheel service.
- C. Explore steering, suspension and brake systems
- D. Explore shock absorber systems.
- E. Explore clutch, transmission and drive systems
- F. Explore measuring tools
- G. Explore drum and disc brake systems

Blue Form

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

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

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

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

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

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

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

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

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

Advisory(ies) - Other:

AUTO D051A (may be taken concurrently)

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

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.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

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

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.

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

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

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

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

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

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.

No Value

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

No Value

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

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

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

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

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

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

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

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

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

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

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

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

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.)

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

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

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

No Value

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

AUTO 051B

Course Status

Non-substantial

Course Characteristics

- CTE

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

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

APRND051B : Applications of Automotive Principles - Chassis Systems**General Information**

Faculty Initiator:	Mi Chang
Attachments:	ReqAdv_G_APRN_51B_2027F_1.pdf ReqAdv_G_APRN_51B_2026F_1.pdf
Course ID (CB01A and CB01B) :	APRND051B
Short Course Title:	APPLC AUTO PRIN-CHASSIS
Course Title (CB02) :	Applications of Automotive Principles - Chassis Systems
Department:	APRN - Auto. Apprenticeship
Effective Term:	Fall 2027
TOP Code (CB03) :	(0948.00) Automotive Technology
CIP Code:	(47.0604) Automobile/Automotive Mechanics Technology/Technician
SAM Priority Code (CB09) :	A - Apprenticeship
Distance Education Approved:	No
Course Control Number:	CCC000096474
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	Automotive Technology
Discipline 2:	No value
Discipline 3:	No value
FSA:	FHDA FSA - AUTO TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

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.

Stand-Alone Statement

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.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|--|--|
| ☒ Basic Course Information - Course Description | ☐ Specifications - Methods of Instruction |
| ☐ Specifications - Assignments | ☐ Specifications - Methods of Evaluation |
| ☐ Specifications - Examples of Primary Texts and References | ☐ Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

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.

Course Development Options

Basic Skill Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options - Letter Grade - Pass/No Pass
Repeat Limit 0	Course Prior To College Level Not applicable.	Repeatability Statement No value
Course Support Status (CB26) Course is not a support course		

Associated Programs

☐ Course is part of a program

Associated Program No value	Award Type No value	Active
---------------------------------------	-------------------------------	---------------

Transferability & Gen. Ed. Options

Course General Education Status (CB25)
Y

Transferability (CB05) Transferable to CSU only	Transferability Status Approved
---	---

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?
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

If yes, identify the UC/CSU campus, course and major.
No Value

Units and Hours

Summary

Minimum Credit Units	2
Maximum Credit Units	2
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	36
Total Student Learning Hours	84

Credit / Non-Credit Options

Course Credit Status (CB04)
Credit - Degree Applicable

Course Non Credit Category (CB22)
Credit Course.

Course Classification Code (CB11)
Credit Course.
☐ Variable Credit Course

Funding Agency Category (CB23)
Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1.5	3
Laboratory Hours	2.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	18
Laboratory	30
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	36
Laboratory	0
NA	0
Total	36

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

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

Assignments

- A. Required reading from text and syllabus
- B. Required lab assignments/worksheets including tire service, balancing, disc and drum brake service, and front and rear suspension service.
- C. Required worksheets from syllabus

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Written laboratory reports on each required laboratory assignment/worksheet per rubric.
- B. 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.
- C. Performance final exam including tire service, balancing, disc and drum brake service, and front and rear suspension service.
- D. Multiple-choice quizzes that require the student to understand tire service including balancing, disc and drum brake service, and front and rear suspension service.
- E. 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

Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

Gilles, Tim

Automotive Service

Thomson/Delmar

2020/6th Edition

Suggested Reading List

No Value

Learning Outcomes

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.

CSLOs

Demonstrate knowledge of tire service including balancing, disc and drum brake service, and front and rear suspension service.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Inspect tires for improper wear and list causes and corrections.
 - 1. Proper tire inspection and service
 - 2. Tire balance procedures
 - 3. Tire repair procedures
- B. Demonstrate the proper procedures for tire, wheel bearing, and wheel service.
 - 1. Proper wheel bearing service
 - 2. Rear axle removal and replacement
- C. Inspect steering, suspension and brake systems for wear.

1. Inspection of steering system
2. Steering box overhaul
3. Rack and pinion overhaul
- D. Demonstrate the proper procedures to service the various shock absorber systems.
 1. Shock absorber types and service
 2. Strut service
 3. Inspection suspension system
- E. 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
- F. 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
- G. 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
 5. Proper bleeding and flushing procedures

Lab Outline

- A. Diagnose tire wear
- B. Demonstrate tire, wheel bearing, and wheel service.
- C. Explore steering, suspension and brake systems
- D. Explore shock absorber systems.
- E. Explore clutch, transmission and drive systems
- F. Explore measuring tools
- G. Explore drum and disc brake systems

Blue Form

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

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

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

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

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

Req/Adv
Prerequisite(s):
No Value
Corequisite(s):
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
Advisory(ies) - Other:
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).)
Limitation(s) on Enrollment - Other:
No Value
Entrance Skills(s):
No Value
Entrance Skill(s) - Other:
No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

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.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

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

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.

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

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

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

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

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

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.

No Value

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

No Value

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

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

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

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

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

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

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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

H-Matrix Form

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

Open only to apprentices 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

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

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

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

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

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.)

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

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

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

No Value

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education
No Value
Stage 6: Content Review Matrix Liaison
No Value
Stage 7: Dean of Online Learning
No Value
Stage 8: SLO Coordinator
No Value
Stage 10: Curriculum Committee
No Value

CO
Sort ID (00 < 10; 0 < 100)
APRN 051B
Course Status
Non-substantial
Course Characteristics
CTE
Cross-Listed/Related Course Information
NA
Cross-Listed/Related Course ID's
No Value
DL Approval Date (MM/DD/YYYY)
No Value
Hybrid Approval Date (MM/DD/YYYY)
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

AUTOD351B : Applications of Automotive Principles - Chassis Systems**General Information**

Faculty Initiator:	• Bill Wishart
Attachments:	ReqAdv_G_AUTO_351B_2027F_1.pdf
Course ID (CB01A and CB01B) :	AUTOD351B
Short Course Title:	APPLC AUTO PRIN-CHASSIS
Course Title (CB02) :	Applications of Automotive Principles - Chassis Systems
Department:	AUTO - Automotive Technology
Effective Term:	Fall 2027
TOP Code (CB03) :	(0948.00) Automotive Technology
CIP Code:	(47.0604) Automobile/Automotive Mechanics Technology/Technician
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	No
Course Control Number:	CCC000608404
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	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
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Automotive Technology
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - AUTO TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is an enhanced 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. 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

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course**Is this a cross-listed course?**

No

Foothill Equivalency**Does the course have a Foothill equivalent?**

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review**Please check all areas in the COR that address DEI.**

- | | |
|--|--|
| ☒ Basic Course Information - Course Description | ☐ Specifications - Methods of Instruction |
| ☐ Specifications - Assignments | ☐ Specifications - Methods of Evaluation |
| ☐ Specifications - Examples of Primary Texts and References | ☐ Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

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.

Course Development Options**Basic Skill Status (CB08)**

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit**Course Prior To College Level****Repeatability Statement**

99	Not applicable.	(No limit on student re-enrollment for 0 unit courses.)
Course Support Status (CB26)		
Course is not a support course		

Associated Programs		
☒ Course is part of a program		
Associated Program	Award Type	Active
General Service Technician	Certificate of Completion	Fall 2023 to Fall 2026
General Service Technician	Certificate of Completion	Fall 2026

Transferability & Gen. Ed. Options	
Course General Education Status (CB25)	
Y	
Transferability (CB05)	Transferability Status
Not transferable	Not transferable

UC Transferable and/or Lower-Division Major Requirement
Will the course be UC transferable?
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
If yes, identify the UC/CSU campus, course and major.
No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	36
Total Student Learning Hours	48

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

Workforce Preparation.

Course Classification Code (CB11)

Workforce Preparation Enhanced Funding.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education

☐ Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1.5	3
Laboratory Hours	2.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	18
Laboratory	30
NA	0
Total	48

Course Out-of-Class Hours

Lecture	36
Laboratory	0
NA	0
Total	36

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

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

Assignments

- A. Required reading from text and syllabus
- B. Required lab assignments/worksheets including tire service, balancing, disc and drum brake service, and front and rear suspension service.
- C. Required worksheets from syllabus

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Written laboratory reports on each required laboratory assignment/worksheet per rubric.
- B. 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.
- C. Performance final exam including tire service, balancing, disc and drum brake service, and front and rear suspension service.
- D. Multiple-choice quizzes that require the student to understand tire service including balancing, disc and drum brake service, and front and rear suspension service.
- E. 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

Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

Gilles, Tim

Automotive Service

Thomson/Delmar

2020/6th Edition

Suggested Reading List

No Value

Learning Outcomes

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.

CSLOs

Demonstrate knowledge of tire service including balancing, disc and drum brake service, and front and rear suspension service.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Inspect tires for improper wear and list causes and corrections.
 - 1. Proper tire inspection and service
 - 2. Tire balance procedures
 - 3. Tire repair procedures
- B. Demonstrate the proper procedures for tire, wheel bearing, and wheel service.
 - 1. Proper wheel bearing service
 - 2. Rear axle removal and replacement
- C. Inspect steering, suspension and brake systems for wear.

1. Inspection of steering system
2. Steering box overhaul
3. Rack and pinion overhaul
- D. Demonstrate the proper procedures to service the various shock absorber systems.
 1. Shock absorber types and service
 2. Strut service
 3. Inspection suspension system
- E. 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
- F. 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
- G. 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
 5. Proper bleeding and flushing procedures

Lab Outline

- A. Diagnose tire wear
- B. Demonstrate tire, wheel bearing, and wheel service.
- C. Explore steering, suspension and brake systems
- D. Explore shock absorber systems.
- E. Explore clutch, transmission and drive systems
- F. Explore measuring tools
- G. Explore drum and disc brake systems

Blue Form

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

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

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

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

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

Req/Adv
Prerequisite(s):
No Value
Corequisite(s):
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
Advisory(ies) - Other:
AUTO D351A (may be taken concurrently)
Limitation(s) on Enrollment:
No Value
Limitation(s) on Enrollment - Other:
No Value
Entrance Skills(s):
No Value
Entrance Skill(s) - Other:
No Value
General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

General Course Statement(s) - Other:

No Value

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.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

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

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.

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

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

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

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

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

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.

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

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

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

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

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

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

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

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

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

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 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

H-Matrix Form

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

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

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

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

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

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

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.)

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

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

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

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

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

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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.
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.	No OER option. class is designed around noted text book. text book is not low cost.
3/23/2026	Specifications	Examples of Primary Texts and References	Suggested	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.	yes, added to DEI statement
3/23/2026	Specifications	Assignments	Suggested	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	Specifications	Methods of Evaluation	Suggested	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.	yes--added "E" to methonds of evaluation.
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.	not appropriate. Class focuses on completing hands on automotive repair tasks.
Stage 4: Articulation Officer					
No Value					
Stage 5: De Anza General Education					
No Value					
Stage 6: Content Review Matrix Liaison					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

4/13/26	Matrix G	Required	In the line "List all courses meeting the requisite here" you seem to list courses that are the same as the target course, instead you should list courses that are the same as the advisory course	Y, after considering all other AUTO afternoon and evening sections, we will be removing advisories from this course sequence.
4/13/26	Matrix G	Required	When you list the skills/activities/assignments from the requisite course, the material must come from the objectives for the course and not from the expanded outline. You can find the objectives listed on the Learning Outcomes tab in eLumen	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				
Stage 8: SLO Coordinator				
No Value				
Stage 10: Curriculum Committee				
No Value				

CO

Sort ID (00 < 10; 0 < 100)

AUTO 351B

Course Status

Non-substantial

Course Characteristics

- CTE
- Noncredit Enhanced

Cross-Listed/Related Course Information

- NA

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

- 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