De Anza College

Change Report

06/04/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Learning Outcomes	Course Objectives
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Abeer Alameer • Pape, Mary	• Sukhjit Singh
	Course ID (CB01A and CB01B)	CISD046.	CISD046.
	Course Control Number	CCC000553654	CCC000553654
	Course Title (CB02)	Fundamentals of Digital Security	Fundamentals of Digital Security
	Short Course Title	FUNDAMENTALS OF DIGITAL SECUR	FUNDAMENTALS OF DIGITAL SECUR
	TOP Code (CB03)	0708.10	0708.10 Computer Networking

Changed	Field	Current Version	Proposed Version
	CIP Code	Computer Systems Networking and Telecommunications	11.0901 Computer Systems Networking and Telecommunications
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
!	**Effective Term**	Fall 2026	Fall ~~2026~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	**Course Description**	This course provides broad-based knowledge and hands-on experience with many facets of network security. It includes website and database attacks/defense, identified vulnerability exploits, layered security approaches, and Active Directory security policy settings. Other topics explored are cryptography, hashing, access controls, physical, application, data defenses, auditing, and security protocols. This course can help prepare students to pass the CompTIA Security+ Certification exam.	This course provides foundational knowledge and hands-on experience in network and information security. Topics include website and database attacks and defenses, vulnerability exploitation, layered security approaches, and Active Directory security policy settings. Additional topics include cryptography, hashing, access control, physical, application, and data security, auditing, and security protocols. Students apply security concepts through practical exercises and real-world scenarios to develop skills in identifying, analyzing, and mitigating security threats. This course supports preparation for the CompTIA Security+ certification exam.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly CIS 056.)	(Formerly CIS 056.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a CTE course that belongs on the Cybersecurity A.A. Degree and is UC and CSU transferable. It provides students with foundational skills in computer security and supports professional employment in the Silicon Valley.	This is a CTE course that belongs on the Cybersecurity A.A. Degree and is UC and CSU transferable. It provides students with foundational skills in computer security and supports professional employment in ~~the~~ Silicon ~~Valley.~~ Valley. The course addresses a growing student and workforce need for cybersecurity knowledge by preparing students to identify, analyze, and mitigate security threats across network, system, and application environments. It aligns with industry standards such as CompTIA Security+ and equips students with practical, hands-on experience using current security tools and methodologies, distinguishing it from more theory-based offerings.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	This course supports diversity, equity, and inclusion by providing students with equitable access to foundational cybersecurity knowledge and hands-on learning experiences. Instruction incorporates multiple learning modalities, including lectures, discussions, lab activities, and applied problem-solving, to support diverse learning backgrounds and levels of technical experience. Students engage in real-world cybersecurity scenarios, including ethical considerations, risk management, and security practices that impact individuals, organizations, and communities. The course emphasizes inclusive participation, accessibility of learning resources (including text book choice), and practical skill development to prepare students for careers in cybersecurity and information technology.
!	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Examples of Primary Texts and References • Specifications - Assignments • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

More Options

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

Changed	Field	Current Version	Proposed Version
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Business Programming **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Business Programming **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Business Programming **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Business Programming **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Business Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Business Programming **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Business Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Business Programming **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Cyber Forensics and Investigations **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cyber Forensics and Investigations **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cyber Forensics and Investigations **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cyber Forensics and Investigations **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cybersecurity **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Cybersecurity **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Cybersecurity **Award Type** Certificate of Achievement (COA)	**Associated Program** Cybersecurity **Award Type** Certificate of Achievement (COA)

Changed	Field	Current Version	Proposed Version
		Associated Program Cybersecurity **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cybersecurity **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

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

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
	Variable Credit Course	☐	☐

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** — Methods of Instruction **Methods of Instruction** — Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises	**Methods of Instruction** — Methods of Instruction **Methods of Instruction** — Lecture supported by visual aids and demonstrations of cybersecurity concepts and tools. Discussion of assigned readings related to security threats, defenses, and best practices. In-class problem solving activities focused on analyzing security scenarios and vulnerabilities. Quiz and examination review sessions to reinforce understanding of course concepts. Homework and extended projects that allow students to apply cybersecurity principles. Laboratory sessions involving hands-on exercises, data analysis, and evaluation of security tools and techniques.
❗	**Assignments**	1. Reading assignments 2. Complete assigned homework review questions 3. View assigned security videos	1. Reading - Assigned readings covering cybersecurity concepts, threats, and defense strategies. 2. Written / Analytical Work - Completion of homework and review questions focused on applying security principles and concepts. 3. Applied Learning Activities - Analysis of security videos, case scenarios, and real-world cybersecurity incidents to reinforce understanding of threats and defenses.

Changed	Field	Current Version	Proposed Version
!	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. A successful completion of homework assignments which are evaluated for completeness and correctness. 2. Final exam and midterm or quizzes based on comprehension and mastery of key terms and concepts as well as application skills related to analysis and synthesis of computer concepts. Evaluated on correctness and completion 3. Participation in lab skills exercises that demonstrate ability to critically evaluate the proper use of appropriate computer security software to complete a given set of computer-related tasks.Evaluated on correctness and completion	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Homework Assignments - Evaluation based on completion and correctness of assignments demonstrating understanding of cybersecurity concepts. 2. Quizzes and Exams - Midterm and final examinations assessing comprehension, analysis, and application of security principles. 3. Laboratory Exercises - Evaluation of participation and performance in lab activities demonstrating the ability to use security tools and apply defensive strategies.
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • None **Essential College Facilities:** • None	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
	Examples of Primary Texts and References	**Title** "CompTIA Security+: Get Certified Get Ahead." **Author** Joe Shelley **Publisher** YCDA LLC **Date/Edition** SY0-701/Oct 26, 2023 **ISBN** 979-8988984801	**Title** "CompTIA Security+: Get Certified Get Ahead." **Author** Joe Shelley **Publisher** YCDA LLC **Date/Edition** SY0-701/Oct 26, 2023 **ISBN** 979-8988984801
	Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Explore network security issues • Investigate access control and identity management • Implement cryptography • Investigate policies, procedures, and awareness • Identify physical security • Utilize perimeter defenses • Implement network defenses • Design host defenses • Identify application defenses • Formulate data defenses • Perform security assessments and audits	• Explore network security issues • Investigate access control and identity management • Implement cryptography • Investigate policies, procedures, and awareness • Identify physical security • Utilize perimeter defenses • Implement network defenses • Design host defenses • Identify application defenses • Formulate data defenses • Perform security assessments and audits • Explore AI in Security
	CSLOs	**CSLOs** Determine methods to protect network against security vulnerabilities. **Expected SLO Performance** 0.0	**CSLOs** Determine methods to protect network against security vulnerabilities. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	**Course Content**	1. Explore network security issues 1. Security challenges 2. Security roles and concepts 3. Threat agent types 4. Security introduction 5. General attack strategy 6. General defense strategy 7. Attack and defense strategy overview 2. Investigate access control and identity management 1. Access control models 2. Authentication 3. Authorization 4. Access control best practices 5. Windows domain users and groups 6. Linux users and groups 7. Linux user security 8. Group policy overview 9. Hardening authentication 10. Remote access 11. Network authentication 12. Identity management 3. Implement cryptography 1. Cryptography concepts 2. Hashing 3. Symmetric encryption 4. Asymmetric encryption 5. Public Key Infrastructure (PKI) 6. Cryptography implementations 4. Investigate policies, procedures, and awareness 1. Security policies 2. Business continuity 3. Risk management 4. Incident response 5. Social engineering 6. Certification and accreditation 7. Development 8. Employee management 9. Business impact analysis 10. Disaster recovery plan 5. Identify physical security 1. Physical security definitions 2. Hardware security 3. Environmental controls 4. Mobile devices 5. Telephony 6. The Internet of Things 6. Utilize perimeter defenses 1. Networking review 2. Perimeter attacks 3. Security appliances	1. Explore network security issues 1. Security challenges 2. Security roles and concepts 3. Threat agent types 4. Security introduction 5. General attack strategy 6. General defense strategy 7. Attack and defense strategy overview 2. Investigate access control and identity management 1. Access control models 2. Authentication 3. Authorization 4. Access control best practices 5. Windows domain users and groups 6. Linux users and groups 7. Linux user security 8. Group policy overview 9. Hardening authentication 10. Remote access 11. Network authentication 12. Identity management 3. Implement cryptography 1. Cryptography concepts 2. Hashing 3. Symmetric encryption 4. Asymmetric encryption 5. Public Key Infrastructure (PKI) 6. Cryptography implementations 4. Investigate policies, procedures, and awareness 1. Security policies 2. Business continuity 3. Risk management 4. Incident response 5. Social engineering 6. Certification and accreditation 7. Development 8. Employee management 9. Business impact analysis 10. Disaster recovery plan 5. Identify physical security 1. Physical security definitions 2. Hardware security 3. Environmental controls 4. Mobile devices 5. Telephony 6. The Internet of Things 6. Utilize perimeter defenses 1. Networking review 2. Perimeter attacks 3. Security appliances

Changed	Field	Current Version	Proposed Version
		4. Packet Captures 5. Firewalls 6. Network Address Translation (NAT) 7. Virtual Private Networks (VPN) 8. Web threat protection 9. Network Access Control (NAC) 10. Wireless attacks 11. Wireless defenses 7. Implement network defenses 1. Network devices 2. Network device vulnerabilities 3. Switch attacks 4. Router and switch security 5. Intrusion detection and prevention 8. Design host defenses 1. Malware 2. Password attacks 3. Windows system hardening 4. Hardening enforcement 5. File server security 6. Linux host security 9. Identify application defenses 1. Web application attacks 2. Internet browsers 3. E-mail 4. Network applications 5. Virtualization 6. Application development 7. System life Cycle 8. Application software testing 10. Formulate data defenses 1. Redundancy 2. Backup and restore 3. File encryption 4. Secure protocols 5. Cloud computing 11. Perform security assessments and audits 1. Vulnerability assessment 2. Penetration testing 3. Protocol analyzers 4. Logs and audits 5. System testing and monitoring	4. Packet Captures 5. Firewalls 6. Network Address Translation (NAT) 7. Virtual Private Networks (VPN) 8. Web threat protection 9. Network Access Control (NAC) 10. Wireless attacks 11. Wireless defenses 7. Implement network defenses 1. Network devices 2. Network device vulnerabilities 3. Switch attacks 4. Router and switch security 5. Intrusion detection and prevention 8. Design host defenses 1. Malware 2. Password attacks 3. Windows system hardening 4. Hardening enforcement 5. File server security 6. Linux host security 9. Identify application defenses 1. Web application attacks 2. Internet browsers 3. E-mail 4. Network applications 5. Virtualization 6. Application development 7. System life Cycle 8. Application software testing 10. Formulate data defenses 1. Redundancy 2. Backup and restore 3. File encryption 4. Secure protocols 5. Cloud computing 11. Perform security assessments and audits 1. Vulnerability assessment 2. Penetration testing 3. Protocol analyzers 4. Logs and audits 5. System testing and monitoring 12. Explore AI in Security 1. AI as a security threat vector 2. Adversarial machine learning and model manipulation 3. AI-powered attacks (deepfakes, automated phishing, AI-assisted malware) 4. AI-assisted defense and anomaly detection

Changed	Field	Current Version	Proposed Version
			5. Ethical considerations in AI-driven security tools
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Use Active Directory to view, create, manage user accounts and groups 2. Eliminate threats with a layered security approach 3. Use asymmetric encryption to encrypt and decrypt files 4. Perform reconnaissance and probing using common tools 5. Perform a vulnerability assessments 6. Enable Windows Active Directory and user access controls 7. Use Group Policy Objects and Microsoft Baseline Security Analyzer for change control 8. Perform packet capture and traffic analysis 9. Implement a business continuity plan 10. Perform a web site and database attack by exploiting identified vulnerabilities	1. Use Active Directory to view, create, manage user accounts and groups 2. Eliminate threats with a layered security approach 3. Use asymmetric encryption to encrypt and decrypt files 4. Perform reconnaissance and probing using common tools 5. Perform a vulnerability assessments 6. Enable Windows Active Directory and user access controls 7. Use Group Policy Objects and Microsoft Baseline Security Analyzer for change control 8. Perform packet capture and traffic analysis 9. Implement a business continuity plan 10. Perform a web site and database attack by exploiting identified vulnerabilities

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	CIS D108.	CIS D108.

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

A-Matrix Form

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

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

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	Method of evaluation A & C: (A) Homework Assignments – Evaluated for completeness and correctness (C) Lab Skills Exercises – Evaluated on correctness and completion Homework assignments require students to analyze cybersecurity policies, security threats, and case studies. Lab skills exercises require students to evaluate computer security software and apply security strategies to different contexts.	Method of evaluation A & C: (A) Homework Assignments – Evaluated for completeness and correctness (C) Lab Skills Exercises – Evaluated on correctness and completion Homework assignments require students to analyze cybersecurity policies, security threats, and case studies. Lab skills exercises require students to evaluate computer security software and apply security strategies to different contexts.
	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.	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated for completeness and correctness (B) Final Exam, Midterm, Quizzes – Evaluated on comprehension and mastery of key terms and concepts. Homework assignments require students to write security reports, risk assessments, and policy documents. Exams and quizzes assess the ability to explain, apply, and synthesize key cybersecurity concepts in writing.	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated for completeness and correctness (B) Final Exam, Midterm, Quizzes – Evaluated on comprehension and mastery of key terms and concepts. Homework assignments require students to write security reports, risk assessments, and policy documents. Exams and quizzes assess the ability to explain, apply, and synthesize key cybersecurity concepts in writing.

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	Method of Evaluation Used A & C: (A) Homework Assignments – Evaluated for completeness and correctness (C) Lab Skills Exercises – Evaluated on correctness and completion Homework assignments require students to revise and improve security documentation, policies, and risk assessments. Lab exercises reinforce iterative improvements to cybersecurity configurations and security defenses.	Method of Evaluation Used A & C: (A) Homework Assignments – Evaluated for completeness and correctness (C) Lab Skills Exercises – Evaluated on correctness and completion Homework assignments require students to revise and improve security documentation, policies, and risk assessments. Lab exercises reinforce iterative improvements to cybersecurity configurations and security defenses.
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated for completeness and correctness (B) Final Exam, Midterm, Quizzes – Evaluated on comprehension and mastery of key terms and concepts Homework assignments ensure that students develop clear and structured technical writing for security documentation. Exams and quizzes evaluate the ability to use proper terminology and sentence structures in technical communication.	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated for completeness and correctness (B) Final Exam, Midterm, Quizzes – Evaluated on comprehension and mastery of key terms and concepts Homework assignments ensure that students develop clear and structured technical writing for security documentation. Exams and quizzes evaluate the ability to use proper terminology and sentence structures in technical communication.
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated for completeness and correctness (B) Final Exam, Midterm, Quizzes – Evaluated on comprehension and mastery of key terms and concepts Homework assignments require students to proofread and refine security reports, compliance documentation, and penetration test findings. Exams and quizzes assess the ability to apply proper cybersecurity terminology, formatting, and technical writing conventions.	Method of Evaluation Used A & B: (A) Homework Assignments – Evaluated for completeness and correctness (B) Final Exam, Midterm, Quizzes – Evaluated on comprehension and mastery of key terms and concepts Homework assignments require students to proofread and refine security reports, compliance documentation, and penetration test findings. Exams and quizzes assess the ability to apply proper cybersecurity terminology, formatting, and technical writing conventions.

D-Matrix Form

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

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

E-Matrix Form

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

De Anza GE Form

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

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

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CIS 046	CIS 046
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	06/17/2025	06/17/2025
	Hybrid Approval Date (MM/DD/YYYY)	06/17/2025	06/17/2025
	Curriculum Office Notes	• Course number change only appr. 10/26/21 (effect. F22).-mkct • Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Course number change only appr. 10/26/21 (effect. F22).-mkct • Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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

Changed	Questions	Current Version	Proposed Version					
!	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/14/2026	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.	Researched OER Texts again. none found. The book specified is in price range.

Changed	Questions	Current Version	Proposed Version				
						Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y - added - (accessibility of learning resources (including text book choice),
		4/14/2026	Specifications	Examples of Primary Texts and References	Suggested		
		4/14/2026	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) 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, that's fine, just let me know in the Initiator response box.	Only Assignment Categories were provided for this COR. Requested information would be added in Syllabi and not COR relevant.

Changed	Questions	Current Version	Proposed Version				
			4/14/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box. This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, 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 not appropriate, no problem --- just let me know in the initiator response box.	Evaluation methods are provided. The requested would be provided in syllabi not COR.
			4/14/2026	Outline	Course Outline	Suggested		Reviewed COR for opportunities - Did not find any.Y
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 6: Content Review Matrix Liaison**	No Value	**Date** **4/29/26**	**Tab** Matrix B	**Part - Field**	**Type of Edit** Required	**Edit** Delete all entries as Matrix B does not match your advisory	**Initiator - Indicate "Y" When Completed or Initiator's Response** Y
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD046.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Jun 17, 2025 12:00:00 AM
	Time to Next Review	Sep 1, 2031 12:00:00 AM
	External Review Approval Date	Sep 1, 2026 12:00:00 AM
	Course Control Number	CCC000553654

Articulation

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

De Anza College

Change Report

06/04/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
C-Matrix Form	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.
C-Matrix Form	Objective 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.

Section	Changed field
C-Matrix Form	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
C-Matrix Form	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Shameka Walker	• Mirsaeid Abolghasemi • Pape, Mary
	Course ID (CB01A and CB01B)	CISD057.	CISD057.
	Course Control Number	CCC000565203	CCC000565203
	Course Title (CB02)	Website Administration	Website Administration
	Short Course Title	WEB SITE ADMIN	WEB SITE ADMIN
	TOP Code (CB03)	0709.00	0709.00 World Wide Web Administration
	CIP Code	Web/Multimedia Management and Webmaster	11.1004 Web/Multimedia Management and Webmaster
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	**Course Description**	This course is an introduction to establishing, configuring, managing, and controlling access to Internet servers.	This course introduces students to the principles and practices of website administration, including web server configuration, deployment, security, and maintenance. Students will develop practical skills in managing websites and web servers, using diagnostic tools, and implementing security measures. The course prepares students for real-world applications in website administration and supports diverse learning approaches through hands-on activities and applied problem-solving.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	• Hybrid	• Online • Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable and will be a course in the Web Development Certificate of Achievement. The skills learned in this course are necessary for students who wish to work in Web site administration. It is a response to the advisory committee requirements for better offerings in website and web server operation and administration.	This course is CSU transferable and will be a course in the Web Development Certificate of Achievement. As a Career Technical Education (CTE) course, it provides students with practical skills in website and web server administration. The skills learned in this course are necessary for students who wish to work in ~~Web site~~ website administration. It is a response to the advisory committee requirements for ~~better~~ improved offerings in website and web server operation and administration.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	This course incorporates diversity, equity, and inclusion by providing multiple modes of instruction, including lectures, demonstrations, and hands-on lab activities to support diverse learning styles. Students engage in practical website administration tasks that reflect real-world applications and collaborative problem-solving. Assignments emphasize clear documentation and step-by-step implementation to support students from diverse academic and linguistic backgrounds. Multiple methods of evaluation, including lab work, written documentation, and exams, provide equitable opportunities for students to demonstrate their knowledge and skills. Course materials include freely available online resources, such as Apache HTTP Server documentation (ZTC), as well as low-cost textbook options to reduce financial barriers and support equitable access to learning. These materials use clear, accessible language and structured examples to support understanding of technical concepts for students from diverse educational backgrounds.
!	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline • Specifications - Assignments • Specifications - Examples of Primary Texts and References

More Options

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

Changed	Field	Current Version	Proposed Version
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Web Development **Award Type** Certificate of Achievement (COA)	**Associated Program** Web Development **Award Type** Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y

Changed	Field	Current Version	Proposed Version
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Collaborative learning and small group exercises Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture with visual aids and demonstrations Discussion of assigned readings and technical documentation Hands-on lab activities, configuring and managing web servers Collaborative learning and small group problem-solving Guided instruction supporting students with diverse technical backgrounds
!	**Assignments**	1. Exercises requiring administration of websites using a common web server. 2. Readings from Text	1. Hands-on lab exercises involving installation, configuration, and administration of web servers 2. Website deployment and management projects 3. Written documentation of configurations, testing, and troubleshooting 4. Reading and analysis of technical documentation 5. Practical exercises designed to reinforce step-by-step implementation, including opportunities for revision and improvement

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Evaluation of lab exercises to determine that they meet standards, have associated documentation describing their function, are implemented in a way that meets the requirements assigned for the exercise, and that test plans are executed and produce correct results. 2. One or two midterm examinations requiring students to write code applying topics covered in the lectures and reading. 3. Final examination requiring students to write code applying topics covered in the lectures and reading.	**Methods of Evaluation** Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			Methods of Evaluation 1. Evaluation of lab exercises based on correctness of implementation, functionality of configurations, and quality of written documentation describing setup, testing, and troubleshooting. Examples of expected work may be provided to clarify assignment expectations when appropriate. 2. One or two midterm examinations requiring students to apply course concepts through coding and problem-solving based on lectures and readings. 3. A comprehensive final examination requiring students to demonstrate mastery of course concepts through coding, analysis, and application of web server administration topics.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • Access to a computer system with the a web server is needed by the instructor and each student	**Essential Student Materials:** • Access to a computer capable of running a web server environment (local or virtual machine) • Internet access • Text editor or integrated development environment (IDE) • Web browser and basic development tools **Essential College Facilities:** • Computer lab with web server software and network access
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Apache Documentation version 2.4 by Apache Software Foundation https://httpd.apache.org/(2018) **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** The Linux Command Line **Author** William E. Shotts Jr. **Publisher** No Starch Press **Date/Edition** 2019 (2nd Edition) **ISBN** 978-1593279523 **Title** Apache HTTP Server Documentation (Version 2.4) **Author** Apache Software Foundation **Publisher** Apache Software Foundation **Date/Edition** Current online edition (continuously updated) **ISBN** N/A (Open-source documentation, freely available online - a zero-cost (ZTC) instructional material for students)

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	**Reading List** Aulds, Charles "Linux Apache Web Server Administration" Sybex-Wiley, 2002 **May include, but are not limited to** No value	**Reading List** Aulds, Charles "Linux Apache Web Server Administration" Sybex-Wiley, 2002 **May include, but are not limited to** No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
❗	**Course Objectives**	• Assess purpose of a website and resources required to build it. • Design and develop a web site • Use web diagnostic tools to maintain a website • Setup appropriate security for website using webservers. • Enable communication using a webserver • Develop internal and external user policies	• Assess purpose of a website and resources required to build it. • Design and develop a web site • Use web diagnostic tools to maintain a website • Setup appropriate security for website using webservers. • Enable communication using a webserver • Develop internal and external user policies • Evaluate accessibility, security, and ethical considerations in web server administration and website deployment

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Demonstrate how to install, configure and maintain a web server. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate how to install, configure and maintain a web server. **Expected SLO Performance** 0.0
		CSLOs Create and apply user security policies to web server configuration. **Expected SLO Performance** 0.0	**CSLOs** Create and apply user security policies to web server configuration. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	**Course Content**	1. Assess purpose of a website and resources required to build it. 1. Define objective of site 2. Content delivery 3. Resource and staffing 4. Economic considerations 5. Platform selection 6. Future expectations 2. Design and develop a web site 1. Network infrastructure 2. Internal and external WWW servers 3. Virtual disk management 1. Partitions 2. Directories 4. Application integration 1. Scripts and forms 2. Databases 3. Use web diagnostic tools to maintain a website 1. Backup, recovery 2. Logs analysis 3. Site monitoring 4. Load balancing 4. Setup appropriate security for website using webservers. 1. Firewalls 2. Proxy servers 3. Security software 5. Enable communication using a webserver 1. e-mail 2. listserves 3. FTP 4. Print services 6. Develop internal and external user policies 1. Security and Legal Issues 2. Site standards	1. Assess purpose of a website and resources required to build it. 1. Define objective of site 2. Content delivery 3. Resource and staffing 4. Economic considerations 5. Platform selection 6. Future expectations 2. Design and develop a web site 1. Network infrastructure 2. Internal and external WWW servers 3. Virtual disk management 1. Partitions 2. Directories 4. Application integration 1. Scripts and forms 2. Databases 3. Use web diagnostic tools to maintain a website 1. Backup, recovery 2. Logs analysis 3. Site monitoring 4. Load balancing 4. Setup appropriate security for website using webservers. 1. Firewalls 2. Proxy servers 3. Security software 5. Enable communication using a webserver 1. e-mail 2. listserves 3. FTP 4. Print services 6. Develop internal and external user policies 1. Security and Legal Issues 2. Site standards 7. Modern Web Server Practices 1. Cloud-based hosting concepts 2. Containerized web services 3. Continuous deployment 4. Content delivery (CDN) concepts 5. Website performance and monitoring tools
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Install and configure a web server. 2. Implement a basic website on the web server. 3. Implement diagnostic tools for monitoring website. 4. Implement communication tools and security for website.	1. Install and configure a web server. 2. Implement a basic website on the web server. 3. Implement diagnostic tools for monitoring website. 4. Implement communication tools and security for website.

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	CIS D006. and CIS D089A	CIS D006. and CIS D089A
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Assignments: Reading and analysis of technical documentation and assigned materials Hands-on lab exercises involving installation, configuration, and administration of web servers Written documentation describing configurations, implementation steps, and troubleshooting Methods of Evaluation: A. Evaluation of lab exercises based on functionality, documentation, and correctness of implementation and testing B. Midterm examination assessing understanding and application of concepts from lectures and readings C. Final examination requiring application of course concepts through coding and analysis Outline: A. Assess purpose of a website and resources required to build it C. Use web diagnostic tools to maintain a website D. Setup appropriate security for website using webservers F. Develop internal and external user policies

Changed	Questions	Current Version	Proposed Version
❗	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	Assignments: Written documentation of configurations, implementation steps, and troubleshooting Website deployment and management projects Methods of Evaluation: A. Evaluation of lab exercises including quality and clarity of written documentation C. Final examination requiring written responses and applied problem-solving Outline: B. Design and develop a web site C. Use web diagnostic tools to maintain a website F. Develop internal and external user policies
❗	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	Assignments: Written documentation and reports based on technical readings and project work Methods of Evaluation: A. Evaluation of written documentation for clarity, organization, and appropriate use of sources Outline: (No specific item in the outline directly addresses MLA formatting, but written documentation and reports require organized presentation of information and may involve proper citation practices.)
❗	**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**	No Value	Assignments: Written documentation of lab exercises, configurations, and troubleshooting Reading responses and written explanations of technical processes Methods of Evaluation: A. Evaluation of written documentation for clarity, organization, and correctness Outline: (No specific item in the outline directly addresses sentence-level writing skills, but written documentation and reports require clear and effective written communication.)

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Assignments: Website deployment and management projects Analysis of different server configurations, tools, and security approaches Reading and analysis of technical documentation Methods of Evaluation: A. Evaluation of lab exercises and projects requiring comparison of different approaches and solutions B. Midterm examination assessing analytical and problem-solving skills C. Final examination requiring evaluation and application of multiple concepts Outline: A. Assess purpose of a website and resources required to build it C. Use web diagnostic tools to maintain a website D. Setup appropriate security for website using webservers G. Modern Web Server Practices

B-Matrix Form

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

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**	No Value	Assignments: Reading and analysis of technical documentation and assigned materials Written documentation describing configurations, implementation steps, and troubleshooting Methods of Evaluation: A. Evaluation of lab exercises including written documentation for clarity, organization, and completeness B. Midterm examination assessing understanding of concepts from readings and lectures Outline: A. Assess purpose of a website and resources required to build it F. Develop internal and external user policies
!	**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	Assignments: Written documentation of lab exercises and projects Website deployment and management projects requiring explanation of implementation and results Methods of Evaluation: A. Evaluation of written documentation for completeness, organization, and clarity C. Final examination requiring written responses and applied problem-solving Outline: B. Design and develop a web site C. Use web diagnostic tools to maintain a website

Changed	Questions	Current Version	Proposed Version
!	**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**	No Value	Assignments: Written documentation of configurations, testing, and troubleshooting with opportunities for revision Step-by-step implementation exercises requiring refinement and improvement Methods of Evaluation: A. Evaluation of lab work including revised documentation and corrections C. Final examination requiring structured written responses Outline: C. Use web diagnostic tools to maintain a website F. Develop internal and external user policies
!	**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**	No Value	Assignments: Written documentation and explanations of technical processes Reading responses and written analysis of technical materials Methods of Evaluation: A. Evaluation of written documentation for clarity and effectiveness of communication Outline: (No specific item directly addresses sentence structure, but written documentation requires clear and effective written communication.)
!	**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**	No Value	Assignments: Written documentation of lab exercises and projects Editing and refining written explanations of configurations and troubleshooting steps Methods of Evaluation: A. Evaluation of written documentation for correctness, clarity, and completeness Outline: (No specific item directly addresses editing skills, but written assignments require revision and correction of errors.)

D-Matrix Form

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

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

E-Matrix Form

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

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

H-Matrix Form

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

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

De Anza GE Form

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

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

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

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CIS 057	CIS 057
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	02/11/2020	02/11/2020
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			5/4/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to emphasize 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	Y (Updated the course description)

Changed	Questions	Current Version	Proposed Version			
			5/4/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. **If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required**	Y No representative OER textbook was identified for this course. However, course materials include freely available online documentation such as Apache HTTP Server documentation, which provides a zero textbook cost (ZTC) option for students. No single representative OER textbook was identified for this course. However, course materials include freely available online documentation such as Apache HTTP Server documentation, providing a zero textbook cost (ZTC) option. In addition, the recommended textbook, *The Linux Command Line* by William Shotts, is a low-cost resource (under $50), supporting affordability and accessibility for students. (Updated the DEI)

Changed	Questions	Current Version	Proposed Version				
						component of this edit.	
			5/4/2026	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.	Y The course materials, including Apache HTTP Server documentation and supplemental resources, are widely used, clearly written, and provide structured explanations of technical concepts. These materials support accessibility by presenting concepts through practical examples and step-by-step guidance, making them appropriate for diverse learners with varying technical backgrounds. (Updated the DEI)

Changed	Questions	Current Version	Proposed Version			
					Do assignments do one or more of the following: (1) Provide 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 revisions to note this for the relevant assignment(s). If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y – (1) Assignments provide multiple ways for students to demonstrate proficiency through hands-on lab work, programming tasks, and written documentation. Y – (3) Students develop their work through iterative lab assignments, including debugging and refinement based on instructor feedback, with both individual and group work opportunities. (2) Not applicable, as assignments are primarily technical and career-oriented, focusing on the development of practical skills rather than personal reflection. (Updated item "E" in the assignments)
		5/4/2026	Specifications	Assignments	Suggested	

Changed	Questions	Current Version	Proposed Version				
						Thanks for this list of evaluation methods! Consider minor revisions to clarify the evaluation format of “lab assignments” — are these evaluated based on coding, written assignments, oral presentation, etc.?	Y Lab assignments are evaluated based on the correctness of implementation, functionality of configurations, and the quality of written documentation describing setup, testing, and results.
		5/4/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	When appropriate, instructors may provide examples of successful work to clarify expectations and support student understanding. (Updated item A in the Methods of Evaluation)

Changed	Questions	Current Version	Proposed Version					
			5/4/2026 Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, 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, that's fine, just let me know in the initiator response box.	Due to the highly technical and skills-based nature of this course, the course outline focuses on core concepts and practical applications in website administration. Diversity, equity, and inclusion are addressed through inclusive teaching practices, accessible instructional materials, and equitable evaluation methods rather than specific topical content in the outline.
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			5/6/26	Basic Course Information	Attachments	Required	Please complete and upload a Matrix G for each of your CIS advisories	Y
	Stage 7: Dean of Online Learning	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD057.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000565203

Articulation

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

De Anza College

Change Report

06/04/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Mirsaeid Abolghasemi • Pape, Mary
	Course ID (CB01A and CB01B)	CISD075B	CISD075B
	Course Control Number	CCC000524525	CCC000524525
	Course Title (CB02)	Internet Programming with TCP/IP	Internet Programming with TCP/IP
	Short Course Title	INTRNET PROGR TCP/IP	INTRNET PROGR TCP/IP
	TOP Code (CB03)	0708.10	0708.10 Computer Networking
	CIP Code	Computer Systems Networking and Telecommunications	11.0901 Computer Systems Networking and Telecommunications
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
❗	**Course Description**	This course covers writing client/server applications using the TCP/IP protocol suite. All server classes - "well known", iterative, concurrent, and polling - will be explored and used. Typical Internet programming problems will be addressed including resource availability, machine addressing, and differences in data representation between communicating computers.	This course covers writing client/server applications using the TCP/IP protocol suite. All server classes —"well known," iterative, concurrent, and polling—will be explored and applied. Typical Internet programming problems will be addressed, including resource availability, machine addressing, and differences in data representation between communicating computers. Emphasis is placed on equitable access to computing concepts and inclusive problem-solving approaches that consider diverse user needs, perspectives, and global contexts. Students will examine how networked applications impact communities with varying levels of technological access and will apply culturally responsive and ethical practices in the design and implementation of client/server systems. Collaborative learning and communication strategies will support participation from students of diverse backgrounds and experiences.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Computer Science

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is transferable to all CSUs. This course is a required course for the Network Programming A.A. Degree. This course is an introductory course in network programming to help students understand both networking and programming at their meeting point.	This course is transferable to all ~~CSUs. This course~~ CSUs and is a required course for the Network Programming A.A. Degree. ~~This course is an introductory course~~ As a Career Technical Education (CTE) course, it prepares students with practical skills in network programming, focusing on the integration of networking and programming ~~to help~~ concepts. This course introduces students to client-server application development using the TCP/IP protocol suite, helping them understand both networking and programming at their ~~meeting point.~~ intersection.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

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

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	This course incorporates diversity, equity, and inclusion by providing multiple modes of instruction, including lectures, live coding demonstrations, and structured lab exercises, to support diverse learning styles. Students engage in hands-on programming assignments and collaborative problem-solving activities that reflect real-world network communication across global systems. Assignments emphasize clear documentation, debugging, and explanation of technical processes, supporting the development of communication skills for students from diverse linguistic and educational backgrounds. The course includes step-by-step programming exercises and incremental projects to promote equitable access to complex concepts such as socket programming and process management. Live coding demonstrations of client-server applications provide students with Multiple methods of evaluation, including programming assignments, written documentation, and exams, provide varied opportunities for students to demonstrate their knowledge and skills. The first text is low-cost and the other two suggested promary texts are open source free options.

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Network Programming **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Network Programming **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Network Programming **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Network Programming **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Network Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Network Programming **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Network Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Network Programming **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in classLaboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Lecture presentations on TCP/IP protocols and network programming concepts Live coding demonstrations of client-server applications Guided hands-on lab sessions focused on socket programming and debugging Group discussion and collaborative problem-solving of networking scenarios Use of diagrams and real-world networking examples Structured support through incremental programming exercises

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Readings from text. 2. Documenting, coding, testing and debugging six to ten programs with clearly documented design.	1. Hands-on programming assignments involving TCP and UDP socket communication. These assignments are appropriate as either individual or collaborative group assignments. 2. Development of client-server applications using iterative and concurrent models. These assignments are appropriate as either individual or collaborative group assignments. 3. Programming exercises involving process control, signals, and interprocess communication. These assignments are appropriate as either individual or collaborative group assignments. 4. Written documentation of program design, testing procedures, and debugging results. 5. Reading and analysis of technical documentation 6. Incremental projects increasing in complexity (6–10 programs). These assignments are appropriate as either individual or collaborative group assignments.
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. One or two midterm examinations requiring students to write code applying topics covered in the lectures and reading. Code will be evaluated on appropriateness, presentation, and technical accuracy. 2. Final examination requiring students to write code based on course topics which is evaluated on appropriateness of solution, presentation and technical accuracy. 3. Evaluation of programming assignments, based on correctness, documentation, code quality, and test plan executions.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Evaluation of programming assignments based on correctness, code quality, documentation, and successful execution of test plans 2. One or more midterm examinations requiring students to write and analyze code applying TCP/IP and socket programming concepts 3. Final examination requiring students to design and implement client-server programs, evaluated on correctness, efficiency, and technical accuracy

Changed	Field	Current Version	Proposed Version
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • A computer lab connected to the Internet • At least one computer in the lab (the one on which applications will be written) should run the UNIX Operating System	**Essential Student Materials:** • Computer with C/C++ or similar programming environment • Access to a UNIX/Linux-based system • Internet access for testing network applications **Essential College Facilities:** • Computer lab with Internet access • Systems capable of running UNIX/Linux environments
!	**Examples of Primary Texts and References**	**Title** Effective TCP/IP Programming: 44 Tips to Improve Your Network Programs **Author** Snader, John C. **Publisher** Addison-Wesley **Date/Edition** 2020 - 1st edition **ISBN** ISBN-13 : 978-0201615890	**Title** Effective TCP/IP Programming: 44 Tips to Improve Your Network Programs **Author** Snader, John C. **Publisher** Addison-Wesley **Date/Edition** 2020 - 1st edition **ISBN** ISBN-13 : 978-0201615890 **Title** An Introduction to Computer Networks **Author** Peter L Dordal **Publisher** Department of Computer Science Loyola University Chicago **Date/Edition** The second edition html version became available July 31, 2020. **ISBN** https://intronetworks.cs.luc.edu/ **Title** Computer Networking : Principles, Protocols and Practice **Author** Olivier Bonaventure **Publisher** Open Textbook Library **Date/Edition** Reviewed by Venkatesh Patil, Adjunct Faculty, Portland State University on 1/27/23 **ISBN** https://open.umn.edu/opentextbooks/textbooks/computer-networking-principles-protocols-and-practice

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	**Reading List**: Michale J. Donahoo, TCP/IP Sockets in C, Second Edition: Practical Guide for Programmers, Second Edition, Morgan Kaufmann, 2009, ISBN-13: 978-0123745408 **May include, but are not limited to**: No value	**Reading List**: Michale J. Donahoo, TCP/IP Sockets in C, Second Edition: Practical Guide for Programmers, Second Edition, Morgan Kaufmann, 2009, ISBN-13: 978-0123745408 **May include, but are not limited to**: No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Write programs which demonstrate the ability fork processes and process critical signals and interrupts. • Construct servers, which use all available socket types and packet delivery and reception methods. • Construct clients, which pair up to each classical server type. • Compare and contrast different methods of server construction and know the issues pertinent to each type of server. • Write client and server programs using "connectionless" UDP sockets. • Write servers, which use descriptor set polling rather than classical process spawning.	• Write programs which demonstrate the ability fork processes and process critical signals and interrupts. • Construct servers, which use all available socket types and packet delivery and reception methods. • Construct clients, which pair up to each classical server type. • Compare and contrast different methods of server construction and know the issues pertinent to each type of server. • Write client and server programs using "connectionless" UDP sockets. • Write servers, which use descriptor set polling rather than classical process spawning.
	CSLOs	**CSLOs**: Design and construct client and server applications using TCP/IP protocol suite and applying algorithms for enabling servers. **Expected SLO Performance**: 0.0 **CSLOs**: Create algorithms, code, document, debug, and test client/server applications. **Expected SLO Performance**: 0.0	**CSLOs**: Design and construct client and server applications using TCP/IP protocol suite and applying algorithms for enabling servers. **Expected SLO Performance**: 0.0 **CSLOs**: Create algorithms, code, document, debug, and test client/server applications. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Write programs which demonstrate the ability fork processes and process critical signals and interrupts. 1. Process spawning and interprocess communication. 2. Process synchronization. 3. Signal and exception handling. 4. Process signal-blocking masks. 5. Low-level input/output: file descriptors and unbuffered I/O. 2. Construct servers, which use all available socket types and packet delivery and reception methods. 1. The central place of the socket interface in TCP/IP software 2. Creating client sockets 3. Sockets and their place in the UNIX filesystem 4. Connecting a client socket to a server socket 5. Server sockets - listening for client connections. 6. Packet transfer between clients and servers 7. Datagram versus stream packet delivery 3. Construct clients, which pair up to each classical server type. 1. Correlation between server type and client type. 2. TCP/IP functions for locating server addresses. 3. Detection of server availability or unavailability. 4. Sending end-of-request packets to servers. 5. Stream versus datagram clients. 6. General socket and signal setups. 4. Compare and contrast different methods of server construction and know the issues pertinent to each type of server. 1. Polling versus process creation. 2. Stream versus datagram servers. 3. Passive versus active sockets. 4. Process spawning, monitoring, and elimination. 5. Assuring robustness via exception handling and error detection. 6. Concurrent versus iterative servers. 7. Review of well-known preexisting servers. 5. Write client and server programs using "connectionless" UDP sockets. 1. Advantages of UDP over TCP 2. Liabilities of UDP versus TCP. 3. UDP input/output: The sendto and recvfrom functions. 4. Necessity for client socket binding in UDP clients 5. Packet flow control in UDP: Differences from TCP. 6. Write servers, which use descriptor set polling rather than classical process spawning. 1. When to use Select versus true concurrency.	1. Write programs which demonstrate the ability fork processes and process critical signals and interrupts. 1. Process spawning and interprocess communication. 2. Process synchronization. 3. Signal and exception handling. 4. Process signal-blocking masks. 5. Low-level input/output: file descriptors and unbuffered I/O. 2. Construct servers, which use all available socket types and packet delivery and reception methods. 1. The central place of the socket interface in TCP/IP software 2. Creating client sockets 3. Sockets and their place in the UNIX filesystem 4. Connecting a client socket to a server socket 5. Server sockets - listening for client connections. 6. Packet transfer between clients and servers 7. Datagram versus stream packet delivery 3. Construct clients, which pair up to each classical server type. 1. Correlation between server type and client type. 2. TCP/IP functions for locating server addresses. 3. Detection of server availability or unavailability. 4. Sending end-of-request packets to servers. 5. Stream versus datagram clients. 6. General socket and signal setups. 4. Compare and contrast different methods of server construction and know the issues pertinent to each type of server. 1. Polling versus process creation. 2. Stream versus datagram servers. 3. Passive versus active sockets. 4. Process spawning, monitoring, and elimination. 5. Assuring robustness via exception handling and error detection. 6. Concurrent versus iterative servers. 7. Review of well-known preexisting servers. 5. Write client and server programs using "connectionless" UDP sockets. 1. Advantages of UDP over TCP 2. Liabilities of UDP versus TCP. 3. UDP input/output: The sendto and recvfrom functions. 4. Necessity for client socket binding in UDP clients 5. Packet flow control in UDP: Differences from TCP. 6. Write servers, which use descriptor set polling rather than classical process spawning. 1. When to use Select versus true concurrency.

Changed	Field	Current Version	Proposed Version
		2. System resource savings with polling servers 3. Polling passive sockets in superservers. 4. Visualize when a CPU-intensive client request necessitates the need to write a concurrent client.	2. System resource savings with polling servers 3. Polling passive sockets in superservers. 4. Visualize when a CPU-intensive client request necessitates the need to write a concurrent client. 7. Emphasis on clear documentation, structured problem-solving, and step-by-step development of client-server applications to support students with diverse academic, technical, and linguistic backgrounds.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Send and receive messages over network. 2. Build a simple client to communicate over a socket using the Hypertext Transfer Protocol (HTTP). 3. Create a server using sockets using Hypertext Transfer Protocol (HTTP). 4. Optimize client/server performance.	1. Send and receive messages over network. 2. Build a simple client to communicate over a socket using the Hypertext Transfer Protocol (HTTP). 3. Create a server using sockets using Hypertext Transfer Protocol (HTTP). 4. Optimize client/server performance.

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	CIS D026B or CIS D26BH	CIS D026B or CIS D26BH
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	CIS D045A	CIS D045A
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Assignments: Reading and analysis of technical documentation related to TCP/IP protocols, socket programming, and client-server architectures. Methods of Evaluation: Evaluation of programming assignments and exams based on correct interpretation and application of technical concepts from readings. Outline: The central place of the socket interface in TCP/IP software. TCP/IP functions for locating server addresses. Review of well-known preexisting servers.
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Assignments: Design and development of client-server programs requiring analysis of problem requirements and selection of appropriate networking models (e.g., TCP vs UDP, concurrent vs iterative servers). Methods of Evaluation: Evaluation of programming assignments based on correctness, design decisions, and implementation of appropriate networking strategies. Outline: Compare and contrast different methods of server construction and know the issues pertinent to each type of server. Advantages of UDP over TCP. Liabilities of UDP versus TCP.
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Assignments: Written documentation accompanying programming assignments explaining design decisions, protocol selection, and implementation strategies. Methods of Evaluation: Evaluation of written documentation based on clarity, logical reasoning, and justification of technical approaches. Outline: Correlation between server type and client type. Stream versus datagram clients. Concurrent versus iterative servers.
❗	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Assignments: Step-by-step documentation of program design, implementation, testing, and debugging processes. Methods of Evaluation: Evaluation of assignments based on organization, clarity of explanation, and logical sequencing of program development. Outline: Process spawning and interprocess communication. Process synchronization. Assuring robustness via exception handling and error detection.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Assignments: Preparation of technical documentation for programs, including user-oriented explanations and developer-focused descriptions. Methods of Evaluation: Evaluation based on ability to communicate technical information clearly for different audiences. Outline: Low-level input/output: file descriptors and unbuffered I/O. Packet transfer between clients and servers.
❗	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Assignments: Analysis and comparison of different networking approaches (e.g., polling vs process creation, TCP vs UDP) in written explanations. Methods of Evaluation: Evaluation based on clarity and effectiveness of comparisons and technical reasoning in assignments and exams. Outline: Polling versus process creation. Stream versus datagram servers. When to use Select versus true concurrency.
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Assignments: Incremental development of programming assignments including planning, coding, testing, debugging, and refinement. Methods of Evaluation: Evaluation based on iterative improvement of programs and accompanying documentation. Outline: Write programs which demonstrate the ability to fork processes and process critical signals and interrupts. Write servers which use descriptor set polling rather than classical process spawning.
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Assignments: Completion of progressively complex programming assignments (6–10 programs) with increasing requirements and documentation. Methods of Evaluation: Evaluation based on successful completion of increasingly complex programming tasks and clarity of explanations. Outline: Construct servers, which use all available socket types and packet delivery and reception methods. Construct clients, which pair up to each classical server type.
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Assignments: Written documentation for programming assignments, including descriptions of functionality, testing, and results. Methods of Evaluation: Evaluation based on clarity, readability, and correctness of written documentation. Outline: General socket and signal setups. Detection of server availability or unavailability.

C-Matrix Form

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

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value

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

E-Matrix Form

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

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

F-Matrix Form

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

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

G-Matrix Form

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

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

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value

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

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CIS 075B	CIS 075B
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	10/08/2019	10/08/2019
	Curriculum Office Notes	• Tech. change only due to HP course addition to requisite appr. 6/19/18 (effect. F19).-mkct • Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22).-mkct • Tech. change to req/adv due to CIS course number change, appr. 10/26/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Updated textbook appr. 12/5/23 (effect. F24).-mkct • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Tech. change only due to HP course addition to requisite appr. 6/19/18 (effect. F19).-mkct • Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22).-mkct • Tech. change to req/adv due to CIS course number change, appr. 10/26/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Updated textbook appr. 12/5/23 (effect. F24).-mkct • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/24/2026	Basic Course Information	General Information	Required	Modalities	Y
3/24/2026	Basic Course Information	Course Details	Required	G Form Online Form Hybrid Form	Y

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/29/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to emphasize welcoming, student-centered language and minimize the use of impersonal, course-centered language, define acronyms (TCP/IP, which are used throughout the COR) and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y

Changed	Questions	Current Version	Proposed Version				
			4/29/2026	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.	Y Please refer to updated DEI Review on Basic . . . tab

Changed	Questions	Current Version	Proposed Version				
4/29/2026	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.	Y		

Changed	Questions	Current Version	Proposed Version			
					Thanks for this list of assignments. Consider minor revisions to define UDP. Also, do assignments do one or more of the following: (1) Provide 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 for your COR, that's fine, just let me know in the Initiator response box.	Y - #1 The multiple methods of instructions and muletiple tyes of assignments achieve this. Y - #3 This is achieved through assigning labs in multiple ways: group vs indicidual and methods of submission of work. #2 More technical and career oriented.
			4/29/2026	SpecificationsAssignments	Suggested	

Changed	Questions	Current Version	Proposed Version				
			4/29/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y - through multiple teaching methods including: • Live coding demonstrations of client-server applications • Guided hands-on lab sessions focused on socket programming and debugging See updated DEI Review.

Changed	Questions	Current Version	Proposed Version					
			4/29/2026	Outline	Course Outline	Suggested	Consider minor revisions to define acronyms. Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, 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, that's fine, just let me know in the initiator response box.	This is a technical high level course.
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					
	Stage 6: Content Review Matrix Liaison	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			5/5/26	Basic Course Information	Attachments	Required	Complete and upload a matrix G for your CIS 45A advisory	
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD075B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Dec 5, 2023 12:00:00 AM
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000524525

Articulation

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

De Anza College

Change Report

06/04/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Learning Outcomes	Course Objectives
Comments	Stage 3: DEI
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Jennifer Parrish • Pape, Mary	• Sukhjit Singh
	Course ID (CB01A and CB01B)	CISD102.	CISD102.
	Course Control Number	CCC000553604	CCC000553604
	Course Title (CB02)	Ethical Hacking	Ethical Hacking
	Short Course Title	ETHICAL HACKING	ETHICAL HACKING
	TOP Code (CB03)	0708.00	0708.00 Computer Infrastructure and Support
	CIP Code	Network and System Administration/Administrator.	11.1001 Network and System Administration/Administrator.
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems

Changed	Field	Current Version	Proposed Version
❗	**Effective Term**	Fall 2026	Fall ~~2026~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
❗	**Course Description**	Students will scan, test, hack and secure systems. They will learn to implement perimeter defenses, and scan and attack virtual networks. Other topics covered in this course include AI protection, intrusion detection, social engineering, footprinting, DDoS attacks, buffer overflows, SQL injection, privilege escalation, Trojans, backdoors, and wireless hacking. Legal restrictions and ethical guidelines will be emphasized. This course also helps prepare students to pass the Certified Ethical Hacker (C|EH) exam.	Students will scan, test, hack, and secure systems. They will learn to implement perimeter defenses and scan and attack virtual networks. Other topics covered in this course include Artificial Intelligence (AI) protection, intrusion detection, social engineering, footprinting, Distributed Denial-of-Service (DDoS) attacks, buffer overflows, Structured Query Language (SQL) injection, privilege escalation, trojans, backdoors, malware analysis, wireless hacking, and emerging attack surfaces including cloud and Internet of Things (IoT) vulnerabilities. Legal restrictions and ethical guidelines will be emphasized. A foundational understanding of security principles is required prior to enrollment; see prerequisite. This course also helps prepare students to pass the Certified Ethical Hacker (C|EH) exam.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a CTE course in a CTE program developed in response to state and national trends that demonstrate the increasing demand for information security professionals. According to the US Bureau of Labor Statistics, demand for information security professionals is expected to increase 33% from 2023 to 2033, compared to a 4% average increase for all professions. Median annual salary for information security professionals was $120,360 nationwide in 2023, and $140,730 statewide in California. It is required for the Cybersecurity Professional Certificates and the A.A. degree. This course provides students with foundational skills for information security jobs in Silicon Valley.	This is a CTE course in a CTE program developed in response to state and national trends that demonstrate the increasing demand for information security professionals. According to the US Bureau of Labor Statistics, demand for information security professionals is expected to increase 33% from 2023 to 2033, compared to a 4% average increase for all professions. Median annual salary for information security professionals was $120,360 nationwide in 2023, and $140,730 statewide in California. It is required for the Cybersecurity Professional Certificates and the A.A. degree. This course provides students with foundational skills for information security jobs in Silicon Valley.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	his course is designed to support equity, inclusion, and accessibility by providing multiple pathways for students to engage with cybersecurity concepts and demonstrate mastery. Instruction incorporates diverse teaching methods including lecture, guided practice, collaborative problem-solving, and applied labs to address varied learning styles and prior experience levels. Course content integrates global and societal perspectives on cybersecurity, including ethical implications, privacy concerns, and the impact of cyber threats on different communities and organizations. Assignments and assessments are designed to be inclusive and flexible, allowing students to demonstrate understanding through hands-on labs, applied projects, written analysis, and collaborative activities. Scaffolded instruction and formative feedback support students with varying levels of technical preparation. The course emphasizes ethical responsibility, legal frameworks, and equitable access to secure technologies. Instructional materials prioritize current, low-cost or open educational resources where possible, ensuring accessibility for all students. The course environment encourages respectful dialogue, diverse perspectives, and collaborative learning. These elements collectively ensure that all students, regardless of background, have equitable opportunities to succeed in mastering ethical hacking and cybersecurity skills.
	Please check all areas in the COR that address DEI.	No value	• Specifications - Examples of Primary Texts and References • Specifications - Assignments • Basic Course Information - Course Description • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

More Options

Changed	Field	Current Version	Proposed Version

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cyber Forensics and Investigations **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cyber Forensics and Investigations **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cyber Forensics and Investigations **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cyber Forensics and Investigations **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cybersecurity **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Cybersecurity **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Cybersecurity **Award Type** Certificate of Achievement (COA)	**Associated Program** Cybersecurity **Award Type** Certificate of Achievement (COA)
		Associated Program Cybersecurity **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cybersecurity **Award Type** Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** — Methods of Instruction **Methods of Instruction** — Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction** — Methods of Instruction **Methods of Instruction** — Interactive lectures supported by visual aids, demonstrations, and real-world cybersecurity case studies Guided, hands-on lab activities with scaffolded instruction and instructor feedback Collaborative problem-solving and small-group discussions to encourage peer learning and multiple perspectives Analysis of ethical, legal, and societal implications of cybersecurity practices across diverse contexts Multimedia learning resources (videos, simulations, and interactive tools) to support varied learning styles Structured review sessions and formative assessments to reinforce understanding Applied project-based learning focused on real-world cybersecurity scenarios Flexible instructional approaches that support diverse student backgrounds and prior technical experience

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Reading assignments 2. Complete assigned homework review questions 3. View assigned security videos	1. Reading assignments from diverse, current, and industry-relevant cybersecurity sources 2. Hands-on lab exercises involving ethical hacking tools and techniques in controlled environments 3. Applied projects analyzing real-world cybersecurity scenarios, including ethical and societal considerations 4. Written reflections on legal, ethical, and global impacts of cybersecurity practices 5. Collaborative group activities and discussions to solve security challenges 6. Multimedia assignments such as video analysis or demonstrations of cybersecurity techniques 7. Optional assignment formats (written, presentation, or demonstration-based) where appropriate to support different learning styles

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Final exam and midterm or quizzes based on comprehension and mastery of key terms and concepts as well as application skills related to analysis and synthesis of computer concepts. These are evaluated on correctness. 2. Participation in lab skills exercises that demonstrate ability to critically evaluate the proper use of appropriate computer security software to complete a given set of computer-related tasks.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes, midterm, and final exams assessing comprehension, application, and analysis of cybersecurity concepts 2. Hands-on lab assessments demonstrating the ability to apply ethical hacking tools and methodologies 3. Applied projects evaluating problem-solving, critical thinking, and real-world cybersecurity application 4. Participation in collaborative discussions and group problem-solving activities 5. Reflective assignments assessing understanding of ethical, legal, and societal implications of cybersecurity 6. Iterative assignments with feedback to support skill development and improvement 7. Evaluation based on demonstrated competency, accuracy, analytical thinking, and application of concepts

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • None **Essential College Facilities:** • None	**Essential Student Materials:** • None **Essential College Facilities:** • None
	Examples of Primary Texts and References	**Title**: CEH Certified Ethical Hacker Bundle **Author**: Matt Walker **Publisher**: McGraw Hill LLC **Date/Edition**: 2022/5th **ISBN**: 9781264274765 **Title**: Ethical Hacking: Techniques, Tools, and Countermeasures **Author**: Michael G. Solomon, PhD, CISSP, PMP, CISM; Sean-Philip Oriyano **Publisher**: Jones & Bartlett Learning **Date/Edition**: 2024/4th **ISBN**: No value **Title**: Cloud Labs for Ethical Hacking: Techniques, Tools, and Countermeasures **Author**: Michael G. Solomon, PhD, CISSP, PMP, CISM; Sean-Philip Oriyano **Publisher**: Jones & Bartlett Learning **Date/Edition**: 2023/4th **ISBN**: No value	**Title**: CEH Certified Ethical Hacker Bundle **Author**: Matt Walker **Publisher**: McGraw Hill LLC **Date/Edition**: 2022/5th **ISBN**: 9781264274765 **Title**: Ethical Hacking: Techniques, Tools, and Countermeasures **Author**: Michael G. Solomon, PhD, CISSP, PMP, CISM; Sean-Philip Oriyano **Publisher**: Jones & Bartlett Learning **Date/Edition**: 2024/4th **ISBN**: No value **Title**: Cloud Labs for Ethical Hacking: Techniques, Tools, and Countermeasures **Author**: Michael G. Solomon, PhD, CISSP, PMP, CISM; Sean-Philip Oriyano **Publisher**: Jones & Bartlett Learning **Date/Edition**: 2023/4th **ISBN**: No value
	Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Explore ethical hacking basics • Explore cryptography • Investigate reconnaissance: Information gathering for the ethical hacker • Explore scanning and enumeration • Explore hacking through the network: Sniffers and evasion • Investigate how to attack a computer system • Explore low tech hacking techniques • Investigate web-based hacking • Explore wireless network hacking • Investigate trojans and other attacks • Perform penetration testing • Explore how AI protects companies against hackers	• Explore ethical hacking basics • Explore cryptography • Investigate reconnaissance: Information gathering for the ethical hacker • Explore scanning and enumeration • Explore hacking through the network: Sniffers and evasion • Investigate how to attack a computer system • Explore low tech hacking techniques • Investigate web-based hacking • Explore wireless network hacking • Investigate trojans and other attacks • Perform penetration testing • Explore how AI protects companies against hackers • Investigate emerging attack surfaces
	CSLOs	**CSLOs** Demonstrate the ability to attack and defend a network. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate the ability to attack and defend a network. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Explore ethical hacking basics 1. Introduction to Ethical Hacking 2. Legal hacking: Laws and guidelines 2. Explore cryptography 1. Cryptography and encryption overview 2. PKI, the digital certificate, and digital signatures 3. Encrypted communication and cryptography attacks 3. Investigate reconnaissance: Information gathering for the ethical hacker 1. Vulnerability research 2. Footprinting 4. Explore scanning and enumeration 1. Scanning for targets 2. Enumeration 5. Explore hacking through the network: Sniffers and evasion 1. Sniffing 2. Network roadblocks 1. Intrusion detection 2. Firewall and honeypots 6. Investigate how to attack a computer system 1. Windows system hacking 2. Linux hacking 7. Explore low tech hacking techniques 1. Social engineering 2. Physical security 8. Investigate web-based hacking 1. Attacking web servers 2. Attacking web applications 9. Explore wireless network hacking 1. Wireless Concepts 1. Network architecture and standards 2. Finding and identifying wireless networks 2. Wireless hacking 1. Wireless attacks 2. Bluetooth attacks 10. Investigate trojans and other attacks 1. Trojans, backdoors, viruses, and worm attacks 2. Denial of service attacks 3. Session hijacking 11. Perform penetration testing 1. Methodology and Steps 1. The security assessments 2. Security assessment deliverables	1. Explore ethical hacking basics 1. Introduction to Ethical Hacking 2. Legal hacking: Laws and guidelines 2. Explore cryptography 1. Cryptography and encryption overview 2. PKI, the digital certificate, and digital signatures 3. Encrypted communication and cryptography attacks 3. Investigate reconnaissance: Information gathering for the ethical hacker 1. Vulnerability research 2. Footprinting 4. Explore scanning and enumeration 1. Scanning for targets 2. Enumeration 5. Explore hacking through the network: Sniffers and evasion 1. Sniffing 2. Network roadblocks 1. Intrusion detection 2. Firewall and honeypots 6. Investigate how to attack a computer system 1. Windows system hacking 2. Linux hacking 7. Explore low tech hacking techniques 1. Social engineering 2. Physical security 8. Investigate web-based hacking 1. Attacking web servers 2. Attacking web applications 9. Explore wireless network hacking 1. Wireless Concepts 1. Network architecture and standards 2. Finding and identifying wireless networks 2. Wireless hacking 1. Wireless attacks 2. Bluetooth attacks 10. Investigate trojans and other attacks 1. Trojans, backdoors, viruses, and worm attacks 2. Malware analysis basics 1. Malware types and behavior 2. Static and dynamic analysis techniques 3. Denial of service attacks 4. Session hijacking 11. Perform penetration testing 1. Methodology and Steps

Changed	Field	Current Version	Proposed Version
		2. Information Gathering and Analysis 12. Explore how AI protects companies against hackers 1. Internal AI protections 2. External AI protections 3. AI hacker tools	1. The security assessments 2. Security assessment deliverables 2. Information Gathering and Analysis 12. Explore how AI protects companies against hackers 1. Internal AI protections 2. External AI protections 3. AI hacker tools 13. Investigate emerging attack surfaces 1. Cloud-based attack techniques 1. Attacking cloud infrastructure and services 2. Cloud-specific vulnerabilities and misconfigurations 2. IoT hacking and vulnerabilities 1. IoT attack vectors and exploitation techniques 2. Securing IoT devices and networks
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Use Metasploit to take over a Windows computer. 2. Steal passwords with a packet sniffer 3. Use whois command 4. Utilize port scan software and firewalls 5. Analyze types of port scans 6. Use software keylogger to hack computer passwords 7. Crack Windows passwords 8. Perform a Denial of Service attack 9. Utilize the Nessus vulnerability scanner	1. Use Metasploit to take over a Windows computer. 2. Steal passwords with a packet sniffer 3. Use whois command 4. Utilize port scan software and firewalls 5. Analyze types of port scans 6. Use software keylogger to hack computer passwords 7. Crack Windows passwords 8. Perform a Denial of Service attack 9. Utilize the Nessus vulnerability scanner

Blue Form

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	CIS D006. and CIS D108.	CIS D006. and CIS D108.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	Complete written assignments based on course readings, as specified in Methods of Instruction and Assignments (B).	Complete written assignments based on course readings, as specified in Methods of Instruction and Assignments (B).
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	Complete written assignments which may require revisions based on feedback.	Complete written assignments which may require revisions based on feedback.
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	Complete written assignments, which which demonstrate mastery of key concepts from course readings and/or clearly and accurately analyze findings from lab assignments, detailed in Lab Outline A-I.	Complete written assignments, which which demonstrate mastery of key concepts from course readings and/or clearly and accurately analyze findings from lab assignments, detailed in Lab Outline A-I.
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	Complete written assignments, which which demonstrate mastery of key concepts from course readings and/or clearly and accurately analyze findings from lab assignments, detailed in Lab Outline A-I.	Complete written assignments, which which demonstrate mastery of key concepts from course readings and/or clearly and accurately analyze findings from lab assignments, detailed in Lab Outline A-I.

D-Matrix Form

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

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

E-Matrix Form

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

De Anza GE Form

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

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

Comments

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

Changed	Questions	Current Version	Proposed Version
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CIS 102	CIS 102
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	02/24/2026	02/24/2026

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	02/24/2026	02/24/2026
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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

Changed	Questions	Current Version	Proposed Version						
❗	**Stage 3: DEI**	No Value							
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/24/2026	Basic Course Information	Course Description	Suggested	Are the abbreviations/technical terms in the course description known by students? If not, consider defining/explaining. If yes, disregard this suggested edit.	Updated
			4/24/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments (1) Encourage students to connect course content to their own life, background, and experiences, or (2) 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, that's absolutely fine! Just let me know in the Initiator response box — you already have “Provides choices in how students demonstrate proficiency”, which is fantastic!!	Only Assignment Categories were provided for this COR. Requested information would be added in Syllabi and not COR relevant.

Changed	Questions	Current Version	Proposed Version				
			4/24/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box. This may not be appropriate given the highly technical nature of the course, but if appropriate, 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.	Evaluation methods are provided. The requested would be provided in syllabi not COR.
			4/24/2026	Outline	Course Outline	Suggested	You mention "Course content integrates global and societal perspectives on cybersecurity, including ethical implications, privacy concerns, and the impact of cyber threats on different communities and organizations" — is there a specific place in the outline where this is discussed? If not appropriate, that's absolutely fine, just let me know in the initiator response box.	Reviewed COR for opportunities - Did not find any
	Stage 4: Articulation Officer	No Value	No Value					

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD102.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Feb 24, 2026 12:00:00 AM
	Time to Next Review	Sep 1, 2031 12:00:00 AM
	External Review Approval Date	Sep 1, 2026 12:00:00 AM
	Course Control Number	CCC000553604

Articulation

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

De Anza College

Change Report

06/04/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
Course Outline	Lab Outline
C-Matrix Form	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.
C-Matrix Form	Objective 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.
C-Matrix Form	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
C-Matrix Form	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Sukhjit Singh
	Course ID (CB01A and CB01B)	CISD104.	CISD104.
	Course Control Number	CCC000573666	CCC000573666
	Course Title (CB02)	Digital Forensics and Hacking Investigation	Digital Forensics and Hacking Investigation
	Short Course Title	DIG FORENSICS AND HACKING INVE	DIG FORENSICS AND HACKING INVE
	TOP Code (CB03)	0708.00	0708.00 Computer Infrastructure and Support
	CIP Code	Computer and Information Systems Security/Information Assurance	11.1003 Computer and Information Systems Security/Information Assurance
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
❗	**Course Description**	The course is an introduction to computer cybercrime and hacking investigation processes. Topics include computer forensics tools, hacking investigation tools, data recovery, information gathering techniques, computer data preservation techniques, and computer cybercrime investigation techniques. System administrators, security professionals, IT staff, and law enforcement personnel, would benefit from taking this course. Also, this course can help prepare students to pass computer forensics certification examinations, such as the EC-Council Computer Hacking Forensic Investigator (CHFI) or the Certified Forensic Computer Examiner (CFCE) credential.	This course is an introduction to computer cybercrime and digital forensics investigation processes. Topics include computer forensics tools, investigation techniques, data recovery, information gathering, and data preservation methods. The course also explores emerging areas such as cloud forensics, AI-generated evidence analysis, and dark web investigations. Students apply analytical and problem-solving skills to investigate digital evidence within legal and ethical frameworks. This course supports preparation for industry-recognized certifications such as the EC-Council Computer Hacking Forensic Investigator (CHFI) and Certified Forensic Computer Examiner (CFCE).
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a course in a CTE program that was developed based on state and national trends needing computer security professionals. According to the CUS Bureau of Labor Statistics, Computer Security analysts are one of the highest paying areas in California through 2031 with projected to grow 35 percent from 2021 to 2031. Median salary in 2021 is $102,600. This course will be included in our Cybersecurity A.A. degree. This course provides students with the foundation skills for computer security jobs in the Silicon Valley.	This is a course in a CTE program that was developed based on state and national trends needing computer security professionals. According to the CUS Bureau of Labor Statistics, Computer Security analysts are one of the highest paying areas in California through 2031 with projected to grow 35 percent from 2021 to 2031. Median salary in 2021 is $102,600. This course will be included in our Cybersecurity A.A. degree. This course provides students with the foundation skills for computer security jobs in the Silicon Valley.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	This course supports diversity, equity, and inclusion by providing students with equitable access to knowledge and skills in digital forensics and cybersecurity investigation. Instruction incorporates multiple learning modalities, including lectures, discussions, problem-solving activities, and applied exercises, text book choices, to support students with diverse educational backgrounds and levels of technical experience. Students engage with real-world case scenarios that highlight ethical considerations, legal frameworks, and the societal impacts of cybercrime across diverse communities. The course emphasizes inclusive participation, critical thinking, and responsible use of forensic tools and technologies to prepare students for roles in cybersecurity, IT, and law enforcement.
!	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cyber Forensics and Investigations **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cyber Forensics and Investigations **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cyber Forensics and Investigations **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cyber Forensics and Investigations **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cybersecurity **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cybersecurity **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cybersecurity **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Cybersecurity **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** — Methods of Instruction **Methods of Instruction** — Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction** — Methods of Instruction **Methods of Instruction** — Lecture supported by visual aids and demonstrations of digital forensics tools and investigative techniques. Discussion of assigned readings related to cybercrime, legal frameworks, and forensic methodologies. In-class problem solving activities focused on analyzing digital evidence and investigation scenarios. Quiz and examination review sessions to reinforce understanding of course concepts. Homework and extended projects that allow students to apply forensic tools and investigative techniques in structured exercises.
!	**Assignments**	1. Reading assignments 2. Complete assigned homework review questions 3. View assigned security videos/articles	1. Reading - Assigned readings covering digital forensics concepts, cybercrime investigation techniques, and legal considerations. 2. Written / Analytical Work - Completion of homework and review questions that reinforce understanding of forensic tools, evidence handling, and investigative procedures. 3. Applied Learning Activities - Analysis of assigned security videos, articles, and case scenarios related to digital forensics, cybercrime, and emerging technologies.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Final exam and quizzes to evaluate comprehension and mastery of key terms and concepts as well as application skills related to analysis and synthesis of computer concepts. 2. Participation in lab skills exercises that demonstrate the ability to critically evaluate the proper use of appropriate computer security software to complete a given set of computer-related tasks.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes and Final Examination - Quizzes and a comprehensive final exam evaluating understanding of key concepts, terminology, and application of digital forensics and investigation techniques. 2. Lab and Applied Skills Evaluation - Evaluation of participation in lab exercises assessing the ability to use digital forensics tools, analyze digital evidence, and apply investigative procedures to solve computer-related cases.
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • None **Essential College Facilities:** • None	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** Digital Forensics, Investigation, and Response **Author** Chuck Easttom **Publisher** Jones and Bartlett **Date/Edition** 2022 4th edition **ISBN** 9781284226065	**Title** Digital Forensics, Investigation, and Response **Author** Chuck Easttom **Publisher** Jones and Bartlett **Date/Edition** 2022 4th edition **ISBN** 9781284226065 **Title** The Basics of Digital Forensics **Author** John Sammons **Publisher** Syngress **Date/Edition** 2026 **ISBN** 978-0443441950
	Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Explore the forensics profession • Analyze examples of computer crime • Investigate forensic methods and labs • Explore how to collect, seize, and protect evidence • Examine techniques for hiding and scrambling information • Explore data recovery methods • Explore e-mail forensics • Analyze Windows forensics • Analyze Linux forensics • Analyze Macintosh computer forensics • Examine mobile forensics • Perform network analysis • Investigate incident and intrusion response • Explore trends and future directions • Explore system forensics resources	• Explore the forensics profession • Analyze examples of computer crime • Investigate forensic methods and labs • Explore how to collect, seize, and protect evidence • Examine techniques for hiding and scrambling information • Explore data recovery methods • Explore e-mail forensics • Analyze Windows forensics • Analyze Linux forensics • Analyze Macintosh computer forensics • Examine mobile forensics • Perform network analysis • Investigate incident and intrusion response • Explore trends and future directions • Explore system forensics resources • Investigate cloud forensics • Explore AI and emerging evidence types • Investigate dark web and anonymous network forensics
	CSLOs	**CSLOs** Demonstrate data recovery and cybercrime forensics investigation techniques. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate data recovery and cybercrime forensics investigation techniques. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Explore the forensics profession 1. The definition and scope of computer forensics 2. Understanding the field of digital forensics 3. Knowledge needed for computer forensics analysis 4. The Daubert Standard 5. U.S. laws affecting digital forensics 6. Federal guidelines 2. Analyze examples of computer crime 1. How computer crime affects forensics 2. Identity theft 3. Hacking 4. Cyberstalking and harassment 5. Fraud 6. Non-access computer crimes 7. Cyberterrorism 3. Investigate forensic methods and labs 1. Forensic methodologies 2. Formal forensic approaches 3. Documentation of methodologies and findings 4. Evidence handling tasks 5. How to set up a forensic lab 6. Common forensic software programs 7. Forensic certifications 4. Explore how to collect, seize, and protect evidence 1. Proper procedure 2. Handling evidence 3. Storage formats 4. Forensic imaging 5. RAID acquisitions 5. Examine techniques for hiding and scrambling information 1. Steganography 2. Encryption 6. Explore data recovery methods 1. Undeleting data 2. Recovering information from damaged media 7. Explore e-mail forensics 1. How e-mail works 2. E-mail headers 3. Tracing e-mail 4. E-mail server forensics 5. E-mail and the Law 8. Analyze Windows forensics 1. Windows details 2. Volatile data	1. Explore the forensics profession 1. The definition and scope of computer forensics 2. Understanding the field of digital forensics 3. Knowledge needed for computer forensics analysis 4. The Daubert Standard 5. U.S. laws affecting digital forensics 6. Federal guidelines 2. Analyze examples of computer crime 1. How computer crime affects forensics 2. Identity theft 3. Hacking 4. Cyberstalking and harassment 5. Fraud 6. Non-access computer crimes 7. Cyberterrorism 3. Investigate forensic methods and labs 1. Forensic methodologies 2. Formal forensic approaches 3. Documentation of methodologies and findings 4. Evidence handling tasks 5. How to set up a forensic lab 6. Common forensic software programs 7. Forensic certifications 4. Explore how to collect, seize, and protect evidence 1. Proper procedure 2. Handling evidence 3. Storage formats 4. Forensic imaging 5. RAID acquisitions 5. Examine techniques for hiding and scrambling information 1. Steganography 2. Encryption 6. Explore data recovery methods 1. Undeleting data 2. Recovering information from damaged media 7. Explore e-mail forensics 1. How e-mail works 2. E-mail headers 3. Tracing e-mail 4. E-mail server forensics 5. E-mail and the Law 8. Analyze Windows forensics 1. Windows details 2. Volatile data

Changed	Field	Current Version	Proposed Version
		3. Windows swap file 4. Windows lobs 5. Windows directories 6. Index.dat 7. The registry 9. Analyze Linux forensics 1. Linux basics 2. Linux file systems 3. Linux logs 4. Linux directories 5. Shell commands for forensics 6. The difficulty of undeleting files in Linux 10. Analyze Macintosh computer forensics 1. Mac basics 2. Macintosh logs 3. Directories 4. Macintosh forensic techniques 11. Examine mobile forensics 1. Cellular device concepts 2. Evidence you can get from a cell phone 3. Seizing evidence from a mobile device 12. Perform network analysis 1. Network packet analysis 2. Network traffic analysis 3. Router forensics 4. Firewall forensics 13. Investigate incident and intrusion response 1. Disaster Recovery 2. Preserving evidence 3. Adding forensics to incident response 14. Explore trends and future directions 1. Technical trends 2. Legal and procedural trends 15. Explore system forensics resources 1. Tools to use 2. Resources 3. Laws	3. Windows swap file 4. Windows lobs 5. Windows directories 6. Index.dat 7. The registry 9. Analyze Linux forensics 1. Linux basics 2. Linux file systems 3. Linux logs 4. Linux directories 5. Shell commands for forensics 6. The difficulty of undeleting files in Linux 10. Analyze Macintosh computer forensics 1. Mac basics 2. Macintosh logs 3. Directories 4. Macintosh forensic techniques 11. Examine mobile forensics 1. Cellular device concepts 2. Evidence you can get from a cell phone 3. Seizing evidence from a mobile device 12. Perform network analysis 1. Network packet analysis 2. Network traffic analysis 3. Router forensics 4. Firewall forensics 13. Investigate incident and intrusion response 1. Disaster Recovery 2. Preserving evidence 3. Adding forensics to incident response 14. Explore trends and future directions 1. Technical trends 2. Legal and procedural trends 15. Explore system forensics resources 1. Tools to use 2. Resources 3. Laws 16. Investigate cloud forensics 1. Cloud forensics concepts and challenges 2. Collecting and preserving evidence in cloud environments 3. Forensic investigation of AWS, Azure, and Google Cloud platforms 4. Legal and jurisdictional considerations in cloud

Changed	Field	Current Version	Proposed Version
			investigations 17. Explore AI and emerging evidence types 1. AI-generated content and deepfake detection 2. Investigating AI-assisted cybercrime 3. Challenges of AI evidence in legal proceedings 18. Investigate dark web and anonymous network forensics 1. Dark web concepts and tools (Tor, I2P) 2. Tracing anonymous activity 3. Legal considerations in dark web investigations
	Lab Component in this Course	Yes	Yes
❗	**Lab Outline**	1. Apply the Daubert Standard to forensic evidence 2. Recogniz the Use of Steganography in Forensic Evidence 3. Recover Deleted and Damaged Files 4. Conduct an Incident Response Investigation 5. Conduct Forensic Investigations on Windows Systems 6. Conduct Forensic Investigations on Linux Systems 7. Conduct Forensic Investigations on Email and Chat Logs 8. Conduct Forensic Investigations on Mobile Devices 9. Conduct Forensic Investigations on Network Infrastructure 10. Conduct Forensic Investigations on System Memory	1. Apply the Daubert Standard to evaluate forensic evidence 2. Identify and analyze the use of steganography in forensic evidence 3. Recover and reconstruct deleted and damaged files 4. Conduct incident response investigations 5. Analyze digital evidence on Windows systems 6. Analyze digital evidence on Linux systems 7. Analyze forensic data from email and chat logs 8. Examine digital evidence from mobile devices 9. Analyze network infrastructure for forensic evidence 10. Analyze system memory for forensic artifacts

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	CIS D108.	CIS D108.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

B-Matrix Form

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
❗	**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**	No Value	Investigate incident and intrusion response Explore trends and future directions Explore system forensics resources Investigate cloud forensics
❗	**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	Explore the forensics profession Analyze examples of computer crime
❗	**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**	No Value	Explore data recovery methods Explore e-mail forensics Analyze Windows forensics
❗	**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**	Complete Written lab assignments	Complete WrittAnalyze Linux forensics Analyze Macintosh computer foen lab assignments
❗	**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**	No Value	Investigate cloud forensics Explore AI and emerging evidence types

D-Matrix Form

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

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

E-Matrix Form

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

De Anza GE Form

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

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

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CIS 104	CIS 104
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	10/03/2023	10/03/2023
	Hybrid Approval Date (MM/DD/YYYY)	10/03/2023	10/03/2023
	Curriculum Office Notes	• DE Updated. 11/28/2022. MK. • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• DE Updated. 11/28/2022. MK. • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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

Changed	Questions	Current Version	Proposed Version					
!	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/14/2026	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.	Found 1 book below $50..00.

Changed	Questions	Current Version	Proposed Version				
			4/14/2026	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.	Y - added - (accessibility of learning resources (text book choices)
			4/14/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provide 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, that's fine, just let me know in the Initiator response box.	Only Assignment Categories were provided for this COR. Requested information would be added in Syllabi and not COR relevant.

Changed	Questions	Current Version	Proposed Version				
			4/14/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box. This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, 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 not appropriate, no problem --- just let me know in the initiator response box.	Evaluation methods are provided. The requested would be provided in syllabi not COR.
			4/14/2026	Outline	Course Outline	Suggested		Reviewed COR for opportunities - Did not find any
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 6: Content Review Matrix Liaison**	No Value	**Date** **4/29/26**	**Tab** Matrix C	**Part - Field** All that apply	**Type of Edit** Required	**Edit** Please complete for your English advisory	**Initiator - Indicate "Y" When Completed or Initiator's Response** Y
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD104.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Oct 3, 2023 12:00:00 AM
	Time to Next Review	Sep 1, 2029 12:00:00 AM
	External Review Approval Date	Sep 1, 2024 12:00:00 AM
	Course Control Number	CCC000573666

Articulation

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

De Anza College

Change Report

06/04/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Course Outline	Lab Outline
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Mary Pape	• Sukhjit Singh
	Course ID (CB01A and CB01B)	CISD105.	CISD105.
	Course Control Number	CCC000651878	CCC000651878
	Course Title (CB02)	Cloud Security Fundamentals	Cloud Security Fundamentals
	Short Course Title	CLOUD SECURITY FUNDAMENTALS	CLOUD SECURITY FUNDAMENTALS
	TOP Code (CB03)	0708.00	0708.00 Computer Infrastructure and Support
	CIP Code	Computer and Information Systems Security/Information Assurance	11.1003 Computer and Information Systems Security/Information Assurance
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	This course explores how to secure a cloud environment and provides the history of cloud computing and how cloud computing is being used today. Various cloud environments such as Infrastructure as a Service (IaaS), Platform as a Service (PaaS), and Software as a Service (SaaS) and understanding both native and hybrid environments will also be explored. Topics, including network security, host security, Identity and Access Management (IAM), cryptography and data protection, access controls, patch management, as well as credential and key management, will be examined. Cloud security operations, including logging, incident response in the cloud, as well as preventative and self-correcting security controls using lab exercises, will be investigated. This hands-on course is designed to prepare students for modern-day infrastructure environments.	This course explores how to secure cloud computing environments and examines the evolution and current use of cloud technologies. Topics include Infrastructure as a Service (IaaS), Platform as a Service (PaaS), Software as a Service (SaaS), and hybrid environments. Students learn cloud security principles including network and host security, Identity and Access Management (IAM), cryptography, data protection, and access controls. Additional topics include logging, incident response, and automated security controls. Through hands-on lab exercises, students apply cloud security practices to modern infrastructure environments.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a course in a CTE program that was developed based on state and national trends needing computer security professionals. This course belongs on the Cybersecurity Associate in Arts degree. This course provides students with the foundation skills for computer security and supports professional employment in the Silicon Valley. This course addresses the issue of protecting computer systems in the Cloud.	This is a course in a CTE program that was developed based on state and national trends needing computer security professionals. This course belongs on the Cybersecurity Associate in Arts degree. ~~This~~ The course ~~provides students with the foundation skills~~ addresses increasing student and workforce demand for ~~computer~~ cloud security skills by preparing students to secure modern cloud environments, including infrastructure, applications, and ~~supports professional employment in the Silicon Valley.~~ data. It aligns with industry practices and platforms such as AWS and Microsoft Azure, providing hands-on experience with identity management, monitoring, incident response, and automation. This ~~course addresses the issue of protecting computer systems in~~ applied focus distinguishes the ~~Cloud.~~ course from more theoretical offerings and supports pathways into high-demand cybersecurity and cloud computing careers.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	This course supports diversity, equity, and inclusion by providing students with equitable access to cloud security concepts and hands-on learning experiences using industry-relevant platforms. Instruction incorporates multiple learning modalities, including lectures, discussions, collaborative activities, and laboratory exercises, and textbook choices to support diverse learning backgrounds and levels of technical experience. Students engage in real-world cloud security scenarios, including identity management, data protection, and incident response, which reflect the needs of diverse organizations and communities. The course emphasizes inclusive participation, accessibility of cloud-based tools, and practical skill development to prepare students for careers in cloud computing and cybersecurity.
!	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cybersecurity **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cybersecurity **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cybersecurity **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Cybersecurity **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** — Methods of Instruction **Methods of Instruction** — Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative projects Collaborative learning and small group exercises Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises Individual projects	**Methods of Instruction** — Methods of Instruction **Methods of Instruction** — Lecture supported by visual aids and demonstrations of cloud security concepts and tools. Discussion of assigned readings related to cloud computing, security practices, and governance. In-class problem solving activities focused on cloud security scenarios. Quiz and examination review sessions to reinforce understanding of course concepts. Homework and extended projects that allow students to apply cloud security principles. Collaborative learning and small-group exercises supporting peer interaction and shared problem solving. Laboratory sessions involving hands-on configuration, monitoring, and securing of cloud environments. Individual and group projects focused on designing and implementing secure cloud solutions.
❗	**Assignments**	1. Reading assignments 2. Lab assignments	1. Reading - Assigned readings covering cloud computing models, security practices, and risk management. 2. Laboratory Assignments - Hands-on lab activities involving configuration of cloud environments, identity management, network security, logging, and monitoring. 3. Applied / Project Work - Individual and collaborative projects requiring students to design, implement, and evaluate secure cloud solutions.
❗	**Methods of Evaluation**	**Methods of Evaluation** — Methods of Evaluation **Methods of Evaluation** — 1. Quizzes and/or midterm and a final exam to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to analysis and synthesis of computer concepts. 2. Participation in lab skills exercises that demonstrate ability to critically evaluate and implement security and minimize risk in a cloud environment.	**Methods of Evaluation** — Methods of Evaluation **Methods of Evaluation** — 1. Quizzes and Examinations - Quizzes, midterm, and final exam evaluating comprehension and application of cloud security concepts. 2. Laboratory Evaluation - Assessment of lab exercises demonstrating the ability to configure, secure, and monitor cloud environments. 3. Project Evaluation - Evaluation of individual and group projects based on implementation of cloud security practices, analysis, and problem solving.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • AWS Free Tier Account **Essential College Facilities:** • Computer laboratory	**Essential Student Materials:** • AWS Free Tier Account **Essential College Facilities:** • Computer laboratory
	Examples of Primary Texts and References	**Title** No value **Author** AWS Online Documentation https://aws.amazon.com/documentation/ **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** No value **Author** AWS Online Documentation https://aws.amazon.com/documentation/ **Publisher** No value **Date/Edition** No value **ISBN** No value
		Title No value **Author** Azure Online Documentation https://docs.microsoft.com/en-us/azure/ **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** No value **Author** Azure Online Documentation https://docs.microsoft.com/en-us/azure/ **Publisher** No value **Date/Edition** No value **ISBN** No value
		Title No value **Author** AWS Cloud Security Resources https://aws.amazon.com/security/security-resources/ **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** No value **Author** AWS Cloud Security Resources https://aws.amazon.com/security/security-resources/ **Publisher** No value **Date/Edition** No value **ISBN** No value
		Title Practical Cloud Security: A Guide for Secure Design and Deployment **Author** Chris Dotson **Publisher** O'Reilly Media **Date/Edition** November 14, 2023/2nd **ISBN** 978-1098148171	**Title** Practical Cloud Security: A Guide for Secure Design and Deployment **Author** Chris Dotson **Publisher** O'Reilly Media **Date/Edition** November 14, 2023/2nd **ISBN** 978-1098148171
	Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Investigate cloud environments • Explore security fundamentals • Explore Identity and Access Management • Explore cloud security architectures • Investigate resiliency and availability in the cloud • Utilize data security and protection • Explore utilizing and securing SAAS technologies • Explore cloud incident response process	• Investigate cloud environments • Explore security fundamentals • Explore Identity and Access Management • Explore cloud security architectures • Investigate resiliency and availability in the cloud • Utilize data security and protection • Explore utilizing and securing SAAS technologies • Explore cloud incident response process
	CSLOs	**CSLOs** Identify the risks in utilizing cloud services. **Expected SLO Performance** 0.0	**CSLOs** Identify the risks in utilizing cloud services. **Expected SLO Performance** 0.0
		CSLOs Identify the steps required to secure a cloud environment. **Expected SLO Performance** 0.0	**CSLOs** Identify the steps required to secure a cloud environment. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Investigate cloud environments 1. History of cloud computing 2. Types of cloud computing 1. Infrastructure as a Service (IaaS) 2. Platform as a service (PaaS) 3. Software as a service (SaaS) 3. Legacy security controls 4. Benefits of cloud computing vs traditional infrastructure 5. Limitations of cloud computing 6. Mapping traditional infrastructure to cloud infrastructure 7. Sharing security responsibilities in a company using a cloud vendor 8. Cloud computing in organizations 1. Infrastructure as code 2. DevOps 3. Tooling 2. Explore security fundamentals 1. CIA triad 2. Detective, Corrective, and Preventative Controls 3. Policy, governance, risk, and compliance 4. Network security 5. Disaster recovery and availability 6. Security operations 3. Explore Identity and Access Management 1. Key management 2. Users, Groups, Roles 3. Federation 4. Access controls and permission 5. Policies 4. Explore cloud security architectures 1. Detective controls 2. Corrective controls 3. Preventative controls 4. Load balancing 5. Logging 6. 3rd party tools and integration 7. DIY tool development 5. Investigate resiliency and availability in the cloud 1. Disaster recovery 2. Infrastructure availability 3. Application resilience and availability 4. Monitoring 6. Utilize data security and protection 1. Cryptography 2. Key and credential management 3. HSMs 4. PKI 5. Cloud vs DIY 7. Explore utilizing and securing SAAS technologies 1. Access controls 2. Authorization controls 3. 3rd party data access and authorization 4. Logging 5. APIs 8. Explore cloud incident response process 1. Incident response policy 2. Incident response planning 3. Incident response procedures	1. Investigate cloud environments 1. History of cloud computing 2. Types of cloud computing 1. Infrastructure as a Service (IaaS) 2. Platform as a service (PaaS) 3. Software as a service (SaaS) 3. Legacy security controls 4. Benefits of cloud computing vs traditional infrastructure 5. Limitations of cloud computing 6. Mapping traditional infrastructure to cloud infrastructure 7. Sharing security responsibilities in a company using a cloud vendor 8. Cloud computing in organizations 1. Infrastructure as code 2. DevOps 3. Tooling 2. Explore security fundamentals 1. CIA triad 2. Detective, Corrective, and Preventative Controls 3. Policy, governance, risk, and compliance 4. Network security 5. Disaster recovery and availability 6. Security operations 3. Explore Identity and Access Management 1. Key management 2. Users, Groups, Roles 3. Federation 4. Access controls and permission 5. Policies 4. Explore cloud security architectures 1. Detective controls 2. Corrective controls 3. Preventative controls 4. Load balancing 5. Logging 6. 3rd party tools and integration 7. DIY tool development 5. Investigate resiliency and availability in the cloud 1. Disaster recovery 2. Infrastructure availability 3. Application resilience and availability 4. Monitoring 6. Utilize data security and protection 1. Cryptography 2. Key and credential management 3. HSMs 4. PKI 5. Cloud vs DIY 7. Explore utilizing and securing SAAS technologies 1. Access controls 2. Authorization controls 3. 3rd party data access and authorization 4. Logging 5. APIs 8. Explore cloud incident response process 1. Incident response policy 2. Incident response planning 3. Incident response procedures
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
❗	**Lab Outline**	1. Setup your cloud environment 2. Create users, groups, roles, and policies 3. Create networks, subnets, and instances 4. Implement network security 5. Implement logging and auditing 6. Choose and setup a monitoring and alerting platform 7. Setup load balancing and resiliency 8. Conduct forensics in the cloud 9. Implement corrective controls 10. Create SAAS environment 11. Setup SSO for your environment 12. Utilize the API 13. Create a simple script for automation 14. Using tools to assess cloud environments	1. Set up and configure a cloud environment 2. Create and manage users, groups, roles, and policies 3. Configure and deploy networks, subnets, and compute instances 4. Implement network security controls 5. Configure and analyze logging and auditing systems 6. Select and deploy a monitoring and alerting platform 7. Configure and evaluate load balancing and resiliency strategies 8. Conduct forensic analysis in cloud environments 9. Implement corrective security controls 10. Create and configure a SaaS environment 11. Configure and implement single sign-on (SSO) for cloud environments 12. Use APIs to interact with cloud services 13. Develop a simple script for automation of cloud tasks 14. Assess cloud environments using security and monitoring tools

Summary of Revisions

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

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	CIS D046.	CIS D046.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value

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

A-Matrix Form

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	Methods of Evaluation: Quizzes and/or midterm and a final exam to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to analysis and synthesis of computer concepts.	Methods of Evaluation: Quizzes and/or midterm and a final exam to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to analysis and synthesis of computer concepts.
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	Method of Evaluation B: Participation in lab skills exercises that demonstrate ability to critically evaluate and implement security and minimize risk in a cloud environment.	Method of Evaluation B: Participation in lab skills exercises that demonstrate ability to critically evaluate and implement security and minimize risk in a cloud environment.
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

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

De Anza GE Form

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

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

De Anza GE - ESGC Form

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

Comments

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

Changed	Questions	Current Version	Proposed Version
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CIS 105	CIS 105
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	11/12/2024	11/12/2024
	Hybrid Approval Date (MM/DD/YYYY)	11/12/2024	11/12/2024
	Curriculum Office Notes	• Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22).-mkct • Tech. change to req/adv due to CIS course number change, appr. 10/26/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22).-mkct • Tech. change to req/adv due to CIS course number change, appr. 10/26/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

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

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/14/2026	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. **I think some of the AWS texts may be low cost or zero cost (?).** 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.	Zero Text Option are added already

Changed	Questions	Current Version	Proposed Version				
			4/14/2026	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.	added - "and textbook choices "
			4/14/2026	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) 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, that's fine, just let me know in the Initiator response box.	Only Assignment Categories were provided for this COR. Requested information would be added in Syllabi and not COR relevant.
			4/14/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Evaluation methods are provided. The requested would be provided in syllabi not COR.

Changed	Questions	Current Version	Proposed Version					
			4/14/2026	Outline	Course Outline	Suggested	I believe you define Sas earlier in the outline (“Software as a service (SaaS)”). Is that the same as “Explore utilizing and securing SAAS technologies”? If yes, consider standardizing the way this is written. If not, consider defining SAAS. Also This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, 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 not appropriate, no problem --- just let me know in the initiator response box.	Reviewed COR for opportunities - Did not find any.
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/29/26	Matrix B		Required	Please delete all entries as this matrix does not match your English advisory	Y
			4/29/26	Matrix G		Required	The material in the left hand column should only come from the course Objectives (not the expanded course outline content). These can be found under the Learning Outcomes tab in eLumen.	Y
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD105.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 12, 2024 12:00:00 AM
	Time to Next Review	Sep 1, 2030 12:00:00 AM
	External Review Approval Date	Sep 1, 2025 12:00:00 AM
	Course Control Number	CCC000651878

Articulation

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

De Anza College

Change Report

06/09/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
C-Matrix Form	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.
C-Matrix Form	Objective 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.
C-Matrix Form	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
C-Matrix Form	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Abeer Alameer • Pape, Mary
	Course ID (CB01A and CB01B)	CISD170F	CISD170F
	Course Control Number	CCC000515361	CCC000515361
	Course Title (CB02)	Windows Administration	Windows Administration
	Short Course Title	WINDOWS ADMINISTRATION	WINDOWS ADMINISTRATION
	TOP Code (CB03)	0708.00	0708.00 Computer Infrastructure and Support
	CIP Code	Network and System Administration/Administrator.	11.1001 Network and System Administration/Administrator.
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
❗	**Course Description**	This course provides knowledge and skills to set up, configure, use, and support the Microsoft Windows server and workstation operating systems. Windows features including configuring and troubleshooting will be covered. Concepts on how to configure Windows security, file sharing, storage, DHCP, DNS, Active Directory, network connectivity, and subsystems. Additional topics include utilizing Windows built-in applications.	In this course, the student will learn how to set up, configure, and support Microsoft Windows Server and workstation operating systems. The student will explore core networking concepts, including Dynamic Host Configuration Protocol (DHCP), Domain Name System (DNS), and Active Directory, while learning how to manage security, file sharing, storage, and network connectivity. Through collaborative learning and real-world applications, students will build the skills needed to configure Windows systems, manage users and resources, and troubleshoot system and network problems using built-in Windows tools. This course values diverse perspectives, promotes digital equity, and supports students in developing technical competencies that can contribute to inclusive and accessible technology environments.
	Course Type (CB27)	• Lower Division	• Lower Division

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

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a course in a CTE program that was developed based on state and national trends needing computer security professionals. This course belongs on the Enterprise Security Professional AA degree. This course provides students with the necessary windows administration skills for computer security and supports professional employment in the Silicon Valley.	This is a course in a CTE program that was developed based on state and national trends needing computer security professionals. This course belongs on the Enterprise Security Professional AA degree. This course provides students with the necessary windows administration skills for computer security and supports professional employment in the Silicon Valley.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Methods of Evaluation • Specifications - Methods of Instruction • Outline - Course Outline • Specifications - Examples of Primary Texts and References
	Please summarize the ways in which your course includes DEI.	No value	The course incorporates Diversity, Equity, and Inclusion (DEI) across multiple areas of the COR. In the Methods of Instruction, a variety of approaches such as lectures, hands-on labs, and online materials are used to support different learning styles and provide equitable access. In the Assignments and Methods of Evaluation, students demonstrate learning through labs, projects, and exams, offering multiple ways to succeed and show understanding. Textbook for 2019 Server is low-cost. Both textbook suggestions follow universal design course standards. In the Course Outline and Materials, real-world applications of Windows administration are emphasized, including how technology supports diverse users and communities. Overall, the course promotes equitable access to technical skills, flexible learning opportunities, and inclusive practices that support students from diverse backgrounds.

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Cybersecurity **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Cybersecurity **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Cybersecurity **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cybersecurity **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Network Administration **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Network Administration **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Network Administration **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Network Administration **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Network Administration **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Network Administration **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Network Administration **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Network Administration **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Network Administration **Award Type** Certificate of Achievement (COA)	**Associated Program** Network Administration **Award Type** Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids In-class exploration of Internet sites Homework and extended projects Quiz and examination review performed in class Laboratory exercises Computer Lab Assignments	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids In-class exploration of Internet sites Collaborative projects Homework and extended projects Quiz and examination review performed in class Laboratory exercises Computer Lab Assignments
❗	**Assignments**	1. Reading from texts 2. Reading from online articles 3. Homework review questions 4. Review course Powerpoint presentations online 5. Assigned labs	1. StudentsReading from texts 2. Reading from online articles 3. Homework review questions 4. Review course Powerpoint presentations online 5. Assigned labs based on real-world scenarios and parrallel examples introduced in the course. Scenarios depict what students will encounter in their career. Each lab is suitable for individual or group collaboration. Students perform labs configuring real (or virtual) Windows Server systems. Each lab lends itself to offer student feedback and the opportunity to update and resubmit their work.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Midterm and final exam that evaluate comprehension and mastery of key terms and concepts as well as application skills related to analysis and synthesis of computer concepts. 2. Participation in computer lab assignments that demonstrate ability to critically evaluate the proper use of appropriate computer operating system software to complete a given set of computer-related tasks.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. A successful completion of homework assignments which are evaluated for completeness and correctness. 2. Midterm and final exam that evaluate comprehension and mastery of key terms and concepts as well as application skills related to analysis and synthesis of computer concepts. 3. Participation in computer lab assignments that demonstrate ability to critically evaluate the proper use of appropriate computer operating system software to complete a given set of computer-related tasks.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • Windows software installed on classroom demonstration computer • Computer lab with Windows installed on each computer	**Essential Student Materials:** • None **Essential College Facilities:** • Windows software installed on classroom demonstration computer • Computer lab with Windows installed on each computer

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Krause, Jordan. Mastering Windows Server 2019. Packt Publishing, Livery Place, Birmingham UK. Second Edition, 2019. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Hands-On Microsoft Windows Server 2022 (MindTap Course List) 4th Edition **Author** Jason Eckert **Publisher** Cengage Learning **Date/Edition** 2025/4th **ISBN** 8214011604, 979-8214011608 **Title** Hands-On Microsoft Windows Server 2019 (MindTap Course List) 3rd Edition **Author** Jason Eckert **Publisher** Cengage Learning **Date/Edition** 2020/3rd **ISBN** ISBN-10: 0357436156; ISBN-13: 978-0357436158
!	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Identify installation and upgrade steps for Windows Server • Configure and troubleshoot post-installation system settings • Configure Windows file sharing and security features • Configure network connectivity • Configure Windows pre-installed applications • Maintain and optimize systems that run Windows • Utilize User Account Control • Manage storage • Manage TCP/IP Networks • Manage DHCP • Configure and implement architecture for DNS infrastructure • Implement backup and recovery strategies. • Manage Active Directory • Manage users, groups and computers	• Identify installation and upgrade steps for Windows Server • Configure and troubleshoot post-installation system settings • Configure Windows file sharing and security features • Configure network connectivity • Configure Windows pre-installed applications • Maintain and optimize systems that run Windows • Utilize User Account Control • Manage storage • Manage TCP/IP Networks • Manage DHCP • Configure and implement architecture for DNS infrastructure • Implement backup and recovery strategies. • Manage Active Directory • Manage users, groups and computers
	CSLOs	**CSLOs** Manage disks and file systems. **Expected SLO Performance** 0.0 **CSLOs** Configure Windows security features, networking and application support, and troubleshoot system. **Expected SLO Performance** 0.0	**CSLOs** Manage disks and file systems. **Expected SLO Performance** 0.0 **CSLOs** Configure Windows security features, networking and application support, and troubleshoot system. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Identify installation and upgrade steps for Windows Server 1. Identify hardware requirements 2. Handle Partitions 3. Troubleshoot performance issues 4. Install and configure Windows drivers and access command prompt during installation 1. Understand BIOS-based versus EFI-based system limitations 2. Activation sequencing 3. Diagnose and resolve hardware and firmware start-up problems 4. Manage start-up and boot configuration data store 2. Configure and troubleshoot post-installation system settings 1. Troubleshoot post-installation configuration issues 2. Work with Administrative Tools 1. Control Panel 2. Command line utilities 3. Server Manager 4. Computer Manager 5. System Console 3. Configure and troubleshoot Microsoft Management Console (MMC) 1. Snap-ins 2. Modes 3. Tools 4. Remote Access MMC 4. Configure and troubleshoot Windows browser 3. Configure Windows file sharing and security features 1. Monitor performance and logging 1. Performance Monitor 2. Track process usage 3. Resolve performance bottlenecks 2. Configure Windows Defender 3. Configure dynamic security for Windows browsers 4. Configure security settings in Windows Firewall 5. Manage permissions 1. Assigning permissions to files and folders 2. Backup and recovery 6. Create and manage network shares 4. Configure network connectivity	1. Identify installation and upgrade steps for Windows Server 1. Identify hardware requirements 2. Handle Partitions 3. Troubleshoot performance issues 4. Install and configure Windows drivers and access command prompt during installation 1. Understand BIOS-based versus EFI-based system limitations 2. Activation sequencing 3. Diagnose and resolve hardware and firmware start-up problems 4. Manage start-up and boot configuration data store 2. Configure and troubleshoot post-installation system settings 1. Troubleshoot post-installation configuration issues 2. Work with Administrative Tools 1. Control Panel 2. Command line utilities 3. Server Manager 4. Computer Manager 5. System Console 3. Configure and troubleshoot Microsoft Management Console (MMC) 1. Snap-ins 2. Modes 3. Tools 4. Remote Access MMC 4. Configure and troubleshoot Windows browser 3. Configure Windows file sharing and security features 1. Monitor performance and logging 1. Performance Monitor 2. Track process usage 3. Resolve performance bottlenecks 2. Configure Windows Defender 3. Configure dynamic security for Windows browsers 4. Configure security settings in Windows Firewall 5. Manage permissions 1. Assigning permissions to files and folders 2. Backup and recovery 6. Create and manage network shares 4. Configure network connectivity

Changed	Field	Current Version	Proposed Version
		1. Use the Network and Sharing Center to configure networking 2. Troubleshoot connectivity issues 3. Configure Remote Access 5. Configure Windows pre-installed applications 1. Configure and troubleshoot media applications 2. Configure Windows System Restore feature 3. Configure Windows scan 4. Configure Windows Sidebar 5. Control Panel features 1. Power Options 2. Mail 3. Indexing options 4. Java settings 5. Display 6. Devices and Printers 6. Maintain and optimize systems that run Windows 1. Troubleshoot performance issues 2. Troubleshoot reliability issues by using built-in diagnostic tools 3. Configure and manage Windows Registry 4. Configure data protection features 7. Utilize User Account Control 1. Elevating account controls 2. Administrative approval mode 3. Maintain application integrity 4. User Account Control dialog warning levels 8. Manage storage 1. Install and configure file services 2. Manage master boot record 3. Manage GPT disk partitions 4. Manage volumes on dynamic disks 5. Drive encryption 1. TPM 2. Bit locker 6. Manage NTFS and Refs file systems 7. Manage disk quotas and compression 9. Manage TCP/IP Networks 1. Install TCP/IP 2. Configure TCP/IP 3. Manage network connections 4. Troubleshoot & test network settings 10. Manage DHCP 1. DHCP essentials 2. DHCP security considerations	1. Use the Network and Sharing Center to configure networking 2. Troubleshoot connectivity issues 3. Configure Remote Access 5. Configure Windows pre-installed applications 1. Configure and troubleshoot media applications 2. Configure Windows System Restore feature 3. Configure Windows scan 4. Configure Windows Sidebar 5. Control Panel features 1. Power Options 2. Mail 3. Indexing options 4. Java settings 5. Display 6. Devices and Printers 6. Maintain and optimize systems that run Windows 1. Troubleshoot performance issues 2. Troubleshoot reliability issues by using built-in diagnostic tools 3. Configure and manage Windows Registry 4. Configure data protection features 7. Utilize User Account Control 1. Elevating account controls 2. Administrative approval mode 3. Maintain application integrity 4. User Account Control dialog warning levels 8. Manage storage 1. Install and configure file services 2. Manage master boot record 3. Manage GPT disk partitions 4. Manage volumes on dynamic disks 5. Drive encryption 1. TPM 2. Bit locker 6. Manage NTFS and Refs file systems 7. Manage disk quotas and compression 9. Manage TCP/IP Networks 1. Install TCP/IP 2. Configure TCP/IP 3. Manage network connections 4. Troubleshoot & test network settings 10. Manage DHCP 1. DHCP essentials 2. DHCP security considerations

Changed	Field	Current Version	Proposed Version
		3. Plan DHCP v4 and v6 4. Install DHCP server service 11. Configure and implement architecture for DNS infrastructure 1. DNS essentials 2. Planning DNS 3. DNS security considerations 4. DNS design 5. Implement DNS 6. Install DNS server service 7. Configure zones, subdomains, forwarders and zone transfer 8. Add resource records 9. Deploy global names 12. Implement backup and recovery strategies. 1. Disaster planning 2. Disaster preparedness procedures 3. Develop backup strategies 4. Backing up and recovering data 5. Backing up and recovering Active Directory 13. Manage Active Directory 1. Active Directory architecture 2. Designing and managing the domain environment 3. Organize Active Directory 4. Configure Active Directory sites and replication 14. Manage users, groups and computers 1. Manage domain user accounts 2. Maintain domain user accounts 3. Manage groups 4. Manage computer accounts 5. Manage group policy	3. Plan DHCP v4 and v6 4. Install DHCP server service 11. Configure and implement architecture for DNS infrastructure 1. DNS essentials 2. Planning DNS 3. DNS security considerations 4. DNS design 5. Implement DNS 6. Install DNS server service 7. Configure zones, subdomains, forwarders and zone transfer 8. Add resource records 9. Deploy global names 12. Implement backup and recovery strategies. 1. Disaster planning 2. Disaster preparedness procedures 3. Develop backup strategies 4. Backing up and recovering data 5. Backing up and recovering Active Directory 13. Manage Active Directory 1. Active Directory architecture 2. Designing and managing the domain environment 3. Organize Active Directory 4. Configure Active Directory sites and replication 14. Manage users, groups and computers 1. Manage domain user accounts 2. Maintain domain user accounts 3. Manage groups 4. Manage computer accounts 5. Manage group policy
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Configure file sharing and permissions 2. Configure Windows Defender 3. Configure Power Options 4. Configure Remote Access 5. Configure Windows Internet Explorer security options 6. Configure Data Protection 7. Install and configure Windows drivers 8. Implement Windows security features	1. Configure file sharing and permissions 2. Configure Windows Defender 3. Configure Power Options 4. Configure Remote Access 5. Configure Windows Internet Explorer security options 6. Configure Data Protection 7. Install and configure Windows drivers 8. Implement Windows security features

Blue Form

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	CIS D004.	CIS D004.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
❗	**Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.**	No Value	Students read and interpret technical documentation and instructional materials related to Windows administration and networking.
❗	**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	Students write explanations and summaries describing system configuration and troubleshooting procedures.
❗	**Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.**	No Value	Students revise written assignments and lab documentation based on instructor feedback.
❗	**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**	No Value	Students communicate technical procedures using clear and organized written language.
❗	**Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.**	No Value	Students edit written work to ensure correct grammar, spelling, and clarity.

D-Matrix Form

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

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

E-Matrix Form

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

De Anza GE Form

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

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

Comments

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

Changed	Questions	Current Version	Proposed Version
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CIS 170F	CIS 170F
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	02/11/2020	02/11/2020
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

Changed	Questions	Current Version	Proposed Version
❗	**Stage 2: Department Chair**	No Value	**Date** | **Tab** | **Part - Field** | **Type of Edit** | **Edit** | **Initiator - Indicate "Y" When Completed or Initiator's Response** **3/24/2026** | CMatrix | C Matrix | Required | Complete C Matrix Form | Y

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			04/27/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, defines all acronyms and explains all technical terms, and describe the knowledge, skills, and abilities students will gain upon the completion of the course.	Y The description has been revised.

Changed	Questions	Current Version	Proposed Version				
			04/27/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required	No OER or ZTC options except for: free readings for either 2019 or 2022 servers: • Microsoft Learn – Windows Server learning paths • Microsoft Docs (Windows Server 2019 sections) This comes with the trade-off of higher reading level and dry presentation and the course would need to be put together from scratch. Remaining with the 2019 server, there is a Low-cost text and I [Mary] have changed out the old text selection with that one. I [Mary] did update with newer 2022 version (use of 2019 vs 2022 dependent on server experience available).

Changed	Questions	Current Version	Proposed Version				
						component of this edit. Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y Each of the listed texts (Cengage MindTap) meets universal design course standards providing Summary, Key Terms, Review Questions, Hands-On Projects, and Discovery Exercises at the end of each chapter. Yes, I have added this to the DEI statement.
			04/27/2026	Specifications	Examples of Primary Texts and References	Suggested	

Changed	Questions	Current Version	Proposed Version			
					Thanks for this list of assignments. Consider minor revisions to clarify the format of “lab” assignments (physical computer labs/working with computers, coding, etc.) 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) 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, that's fine, just let me know in the Initiator response box.	
			04/27/2026	SpecificationsAssignments	Suggested	Y

Changed	Questions	Current Version	Proposed Version				
			04/27/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y

Changed	Questions	Current Version	Proposed Version				
						Consider defining several acronyms (for example: DHCP). Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, 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, that's fine, just let me know in the initiator response box.	This course is technical and focused on definitive skills. It is assumed that students have or will be completing other courses that will explore diverse perspectives including equity, bias, and ethics. It should be noted that CIS 4 is an advisory for this course.
			04/27/2026 Outline	Course Outline	Suggested		
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				
	Stage 6: Content Review Matrix Liaison	No Value	No Value				

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD170F
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000515361

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	

Changed	Field	Current Version
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/04/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)

Section	Changed field
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: DEI
Comments	Stage 8: SLO Coordinator
Course Justification	Course Justification
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
Stand-Alone Statement	Stand-Alone Statement
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Khoa Nguyen
	Course ID (CB01A and CB01B)	COUND005.	COUND005.
	Course Control Number	CCC000564396	CCC000564396
	Course Title (CB02)	Introduction to College	Introduction to College
	Short Course Title	INTRODUCTION TO COLLEGE	INTRODUCTION TO COLLEGE
	TOP Code (CB03)	4930.13	4930.13 Academic Guidance
	CIP Code	Job-Seeking/Changing Skills	32.0105 Job-Seeking/Changing Skills
	Department	COUN - Counseling	COUN - Counseling
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	**Course Description**	This course is an introduction to De Anza College that includes information about programs, services, policies, degrees, certificates, transfer requirements, and college culture. Students will focus on strategies needed for academic success and development of a preliminary Comprehensive Educational Plan.	Designed to build a strong foundation for student achievement, this course provides a comprehensive introduction to De Anza College. Students will gain a clear understanding of vital student support programs and services, institutional policies, the college culture, and learn about pathways for certificates, degrees, and transfer. Students will develop practical strategies for academic success and will culminate the course by having a personalized, preliminary Comprehensive Educational Plan to guide their educational journey.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Counseling
	Discipline 2	No value	No value
	Discipline 3	No value	No value

Changed	Field	Current Version	Proposed Version
❗	**FSA**	No value	• FHDA FSA - COUNSELING

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a UC/CSU transferable and is a stand-alone course. This course is intended to meet Title 5 requirements and the Student Success and Support Services process, which aims to support students in meeting their educational objectives.	This ~~course~~ is a UC/CSU transferable and ~~is a~~ stand-alone course. This course is intended to meet Title 5 requirements and the Student Success and Support Services process, which aims to support students in meeting their educational objectives.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly COUN D050.)	(Formerly COUN D050.)

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This is a foundational student success course designed to teach practical college navigation skills rather than discipline-specific academic content and does not fit into the broader academic categories required for General Education or specific major requirements. The audience for this course encompasses all students enrolled at De Anza College. It is designed to benefit everyone, from first-time college students to returning students who need support navigating the higher education system.

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	The course description utilizes student-centered language and describes the knowledge, skills, and abilities students will gain from the course. The course's methods of instruction and evaluation support DEI by prioritizing multiple ways of learning and acknowledging diverse student experiences. The course fosters collaborative learning through small group exercises and projects to build community and allow students to learn from their peers' diverse perspectives. The course also combines visual aids, lectures, and guest speakers to accommodate different learning styles and abilities. Additionally, students demonstrate their comprehension of the course content in ways that best suit their strengths. The course outline addresses DEI in many ways. For example, it integrates DEI by examining how campus demographics and diversity shape the student experience. The outline covers Mutual Respect and Anti-Discrimination policies, which are essential for maintaining an inclusive and safe learning environment for all students. The course connects decision-making theory to each student's specific interests, talents, and abilities, recognizing that unique backgrounds are assets to the college community. Lastly, it connects students to specialized services and programs to help everyone find their community and succeed.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline • Basic Course Information - Course Description

More Options

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

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.	~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~

UC Transferable and/or Lower-Division Major Requirement

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

Changed	Field	Current Version	Proposed Version
❗	**Will the course be UC transferable?**	No value	Yes

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1	1
	Lecture Hours - Out of Class	2	2
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36
	Lecture Hours - Course In-Class (Contact) per Term	12	12
	Lecture Hours - Course Out-of-Class per Term	24	24
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	12	12
	Total - Course Out-of-Class Hours	24	24
	Total Credit Units - Minimum Credit Units	1	1
	Total Credit Units - Maximum Credit Units	1	1

Speciality Hours

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

Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
	Variable Credit Course	☐	☐

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	Methods of Instruction	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Collaborative learning and small group exercises Guest speakers Collaborative projects In-class exploration of Internet sites	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Collaborative learning and small group exercises Guest speakers Collaborative projects In-class exploration of internet sites

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Complete reading assignments, and quizzes for each unit 2. Complete writing assignments including discovery/intention statements, major choice, and preliminary Educational Plan	1. Complete online and/or in-person reading assignments and quizzes for each unit. 2. Complete online and/or writing, oral, and/or discussion assignments that allow students to connect course content to their own personal experiences, obtain peer feedback, and apply those insights directly to their academic, career, and/or transfer planning. Examples of assignments include, but are not limited to, discovery/intention statements, major choice explorations, and a preliminary Educational Plan.
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation**: 1. Write an essay evaluated on comprehension of material covered in this course. 2. A final, multiple-choice examination requiring students to interpret and translate concept-based questions.	**Methods of Evaluation**: Methods of Evaluation **Methods of Evaluation**: 1. A written essay demonstrating comprehension of the material covered in this course. Students will receive a rubric so they know how their work will be evaluated. 2. An online or in-person comprehensive multiple-choice final examination that tests students' comprehension and interpretation of key foundational concepts. Students will receive guidelines regarding the exam structure and content focus prior to the exam. 3. A final assessment, as decided by the instructor, to evaluate students' knowledge of the concepts and topics covered in this course. Students will receive a clear set of guidelines and expectations prior to the assessment.

Changed	Field	Current Version	Proposed Version
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • De Anza College Catalog which can be purchased in the campus bookstore or viewed online via www.deanza.edu **Essential College Facilities:** • None.	**Essential Student Materials:** • De Anza College Catalog, which can be viewed online via www.deanza.edu **Essential College Facilities:** • None
	Examples of Primary Texts and References	**Title** No value **Author** De Anza College Quarterly Class Schedule (most current version) **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** De Anza College Course Catalog (most current version) **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** No value **Author** De Anza College Quarterly Class Schedule (most current version) **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** De Anza College Course Catalog (most current version) **Publisher** No value **Date/Edition** No value **ISBN** No value
!	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Demonstrate knowledge of the various roles, function and structure of Higher Education • Create a preliminary Comprehensive Educational Plan compatible with individual interest, personal values, educational and career goals • Demonstrate understanding of the language and culture of De Anza College, including policies, and procedures and expectations • Clarify and articulate one's reason for attending college to establish realistic academic goals and expectations • Identify and locate campus resources and services available at De Anza College and effectively utilize this information to enhance the college experience • Create specific methods to manage time more efficiently and apply decision-making and time management principles to improve motivation and academic achievement	• Demonstrate knowledge of the various roles, function and structure of Higher Education • Create a preliminary Comprehensive Educational Plan compatible with individual interest, personal values, educational and career goals • Demonstrate understanding of the language and culture of De Anza College, including policies, and procedures and expectations • Clarify and articulate one's reason for attending college to establish realistic academic goals and expectations • Identify and locate campus resources and services available at De Anza College and effectively utilize this information to enhance the college experience • Create specific methods to manage time more efficiently and apply decision-making and time management principles to improve motivation and academic achievement
!	**CSLOs**	**CSLOs** Identify potential majors, certificates, transfer institutions; understand eligibility requirements for AA/AS Degrees, Associate Degrees for Transfer (ADT) and general education as it applies to their academic goal. **Expected SLO Performance** 0.0 **CSLOs** Students will be able to complete a Comprehensive Educational Plan according to their academic goals. **Expected SLO Performance** 0.0	**CSLOs** Identify potential majors and/or transfer institutions, and understand eligibility requirements for certificates, AA/AS Degrees, Associate Degrees for Transfer (ADT) and general education as it applies to their academic goal. **Expected SLO Performance** 0.0 **CSLOs** Complete a Comprehensive Educational Plan according to their academic goals. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Demonstrate knowledge of the various roles, function and structure of Higher Education 1. Overview of California Higher Education Systems 1. Distinguish between various degrees offered at CSU, UC, CC and private institutions 2. Identify lower vs. upper division courses 3. Understanding semester vs. quarter system 4. Analyze the cost difference between UC, CSU, and private universities 2. Compare and contrast California System of Higher Education 2. Create a preliminary Comprehensive Educational Plan compatible with individual interest, personal values, educational and career goals 1. Identify steps in selection of major 1. Identify factors that influence major selection including culture, personal values,economics, family, physical and or learning disabilities 2. Connect decision-making theory to individual interests, talents, and abilities that align with specific majors and careers 3. Utilize computer based educational tools such as EUREKA to explore careers 4. Knowledgeable about campus career planning resources such as Career Life Planning courses (CLP 7 and CLP 5) and career counseling appointments 2. Demonstrate knowledge of differences in general education and major requirements for various institutions 1. Understand and use general education patterns IGETC, CSU, AA/AS, private and campus specific 2. Use Assist website and Degree Works website to assist with the development of an Educational Plan	1. Demonstrate knowledge of the various roles, functions, and the structure of Higher Education 1. Overview of California Higher Education Systems 1. Distinguish between various degrees offered at California State University (CSU), University of California (UC), Community College (CC), and private institutions 2. Identify lower vs. upper-division courses 3. Understand semester vs. quarter system 4. Analyze the cost difference between UC, CSU, and private universities 2. Compare and contrast the California System of Higher Education 2. Create a preliminary Comprehensive Educational Plan compatible with individual interest, personal values, educational, and career goals 1. Identify steps in the selection of a major 1. Identify factors that influence major selection, including culture, personal values, economics, family, physical, and/or learning disabilities 2. Connect decision-making theory to individual interests, talents, and abilities that align with specific majors and careers 3. Utilize free and accessible educational tools (e.g., EUREKA, O*NET) to explore careers 4. Demonstrate knowledge of campus career planning resources, such as Career Life Planning courses (CLP 7 and CLP 5), Career Center, and career counseling appointments 2. Demonstrate knowledge of differences in general education and major requirements for various institutions 1. Understand California General Education Transfer Curriculum (Cal-GETC), Associate in Arts/Associate

Changed	Field	Current Version	Proposed Version
		3. Use general education courses to help identify areas of academic interest 3. Understand the requirements and differences between career and transfer programs 1. Understanding Associate of Arts/Science, ADT and certificate Programs 2. Understanding Associate of Arts requirements vs. transfer requirements 3. Understanding benefits of Transfer Admissions agreements (TAA/TAG) 4. Understanding lower vs. upper division courses preparing for majors at private and out-of-state institutions 5. Understanding options available in the community college 3. Demonstrate understanding of the language and culture of De Anza College, including policies, and procedures and expectations 1. Illustrate knowledge of academic responsiblities 1. Academic probation 2. Attendance policy 3. Understanding of college policies, procedures, college terms, such as drop and add, course withdrawal, prerequisite, registration, and academic integrity 4. The General Petition process 5. Course repeatability policy 6. Final Exam Schedule 7. Course listing, codes, unit values 8. Fees 9. Course numbering system 10. Understanding classroom expectations 11. Grading system and Grade Point Average 2. Discuss equity and diversity among De Anza's students, staff and faculty and its impact on the student's college experience 1. Demographics of De Anza's student population 2. Mutual Respect Policy	in Science (AA/AS), private, and campus-specific general education patterns 2. Use Assist website and/or the Degree Works tool to assist with the development of an Educational Plan 3. Use general education courses to help identify areas of academic interest 3. Understand the requirements and differences between career and transfer programs 1. Understand certificate, AA/AS, Associate Degree for Transfer (ADT), and bachelor's degree programs 2. Understand AA/AS requirements vs. transfer requirements 3. Understand the benefits of Transfer Admissions Agreements/Guarantee (TAA/TAG) 4. Understand the benefits of UC Dual Admission/CSU Transfer Success Pathways programs 5. Understand lower vs. upper-division courses for majors at private and out-of-state institutions 6. Understand academic options available at the community college 3. Demonstrate understanding of the language and culture of De Anza College, including policies, procedures, and expectations 1. Illustrate knowledge of academic responsibilities 1. Academic notice 2. Attendance policy 3. College policies, procedures, college terms, such as drop and add, course withdrawal, excused withdrawal, prerequisite, registration, and academic integrity 4. The Petition for Exception 5. Course repeatability policy 6. Final Exam Schedule 7. Course listing, codes, unit values 8. Fees 9. Course numbering system

Changed	Field	Current Version	Proposed Version
		3. Sexual Harassment Policy 4. Anti-Discrimination Policy 5. Alcohol and drug Policy 6. Student Code of Conduct 4. Clarify and articulate one's reason for attending college to establish realistic academic goals and expectations 1. Identify retention strategies needed for academic success 1. Examine student's roles and responsibilities outside of college 2. Clarify one's expectations and responsibilities with respect to the college experience 3. Discuss personal experiences individually and collectively, by challenging assumptions and hypotheses about one’s beliefs and outcomes of one’s decisions 4. Develop written plan of action to identify short-term objectives that lead to long-term goals 2. Develop an understanding and use of information technology 1. Use of Degree Works and My Portal for development of Educational Planning 2. Use of Canvas for on-line and hybrid courses 3. Demonstrate specific knowledge and use of College Survival Tips to improve study skills 1. Enroll in Skills courses to improve study techniques 2. Utilize tutorial services for help in English, math and other general subjects 3. Participate in academic skills workshops 5. Identify and locate campus resources and services available at De Anza College and effectively utilize this information to enhance the college experience 1. Admissions and Records 2. Student Success Skill & Tutorial Centers 3. Bookstore 4. Campus Security 5. Child Development Center 6. Counseling and Advising Center	10. Classroom expectations 11. Grading system and Grade Point Average 12. Non-credit courses 2. Discuss equity and diversity among De Anza's students, staff, and faculty, and its impact on the students' college experience 1. Demographics of De Anza's student population 2. Mutual Respect Policy 3. Sexual Harassment Policy 4. Anti-Discrimination Policy 5. Alcohol and Drug Policy 6. Student Code of Conduct 4. Clarify and articulate one's reason for attending college to establish realistic academic goals and expectations 1. Identify retention strategies needed for academic success 1. Examine student's roles and responsibilities outside of college 2. Clarify one's expectations and responsibilities with respect to the college experience 3. Discuss personal experiences individually and collectively, by challenging assumptions and hypotheses about one’s beliefs and outcomes of one’s decisions 4. Develop a written plan of action to identify short-term objectives that lead to long-term goals 2. Develop an understanding and use of information technology 1. Use of Degree Works and My Portal for the development of Educational Planning 2. Use of Canvas for online and hybrid courses 3. Demonstrate specific knowledge and use of College Tips to improve study skills 1. Enroll in Skills courses to improve study techniques 2. Utilize tutorial services for help in English, math and other general subjects 3. Participate in academic skills workshops 5. Identify and locate campus resources and services available at De Anza College and

Changed	Field	Current Version	Proposed Version
		7. Disability Support Services (DSS and EDC) 8. Financial Aid 9. Assessment/Testing Center 10. Library West Computer Lab 11. Distant Learning Center 12. Extended Opportunity Programs & Services (EOPS) 13. Honors Program 14. Student Success Center 15. Library 16. Office of College Life 17. Student Health Center and Psychological Services 18. Student Success 19. Transfer Center 20. Veterans' Office 6. Create specific methods to manage time more efficiently and apply decision-making and time management principles to improve motivation and academic achievement 1. Improve organizational skills by utilizing effective time management techniques 2. Construct both academic and personal goals that are specific, measurable, realistic and timely using the S.M.A.R.T. model 3. Generate and evaluate solutions to personal and academic problems using a decision making model	effectively utilize this information to enhance the college experience 1. Admissions and Records 2. Assessment Office 3. Bookstore 4. Campus Security 5. Career Center 6. Child Development Center 7. Counseling and Advising Center 8. Disability Support Services (DSS) 9. Extended Opportunity Programs & Services (EOPS) 10. Financial Aid 11. Honors Program 12. Library 13. Library West Computer Lab 14. Math, Engineering, and Science Achievement (MESA) Study Center 15. Mental Health and Wellness Center 16. Office of College Life 17. Online Education Center 18. Pride Center 19. Student Success Center 20. Student Success & Retention Services (SSRS) 21. Transfer Center 22. Veterans Resource Center 23. Other campus resources, programs, and services 6. Create specific methods to manage time more efficiently and apply decision-making and time management principles to improve motivation and academic achievement 1. Improve organizational skills by utilizing effective time management techniques 2. Construct both academic and personal goals that are specific, measurable, realistic, and timely
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2ST	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	COUN 005	COUN 005
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	COUN	No Value
!	**Course Level**	DU	No Value

Changed	Questions	Current Version	Proposed Version
!	**College Code**	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	02/11/2020	02/11/2020
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
!	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	One hour lecture (12 hours total per quarter).	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	222002	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	493013	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Course number change appr. 3/6/18 (effect. F18).-mkct • Removal of DL confirmed appr. 2/11/20 (effect. F20).-mkct	• Course number change appr. 3/6/18 (effect. F18).-mkct • Removal of DL confirmed appr. 2/11/20 (effect. F20).-mkct
❗	**Print/No Print to Catalog**	Yes	No Value

Blue Form

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

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

A-Matrix Form

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

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

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

G-Matrix Form

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

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

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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

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

Comments

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

Changed	Questions	Current Version	Proposed Version					
!	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/21/2026	Specifications	Examples of Primary Texts and References	Required	I think the answer to this is yes, but I wanted to double check that the examples of primary texts and references are zero cost/low cost for students? Please let me know in the Initiator Response box — I'll document this as part of equity review. This will satisfy the required part of this edit -- thanks!	Y. There are no materials required for the course. We will utilize the class schedule and the College Catalog that are available for free on our De Anza website.
			4/21/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Are discussion assignments completed online, in person, or both? Consider minor revisions to make this a bit clearer. 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) 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, that's fine, just let me know in the Initiator response box.	Y. We have incorporated some of the suggestions into the assignment description.

Changed	Questions	Current Version	Proposed Version				
			4/21/2026	Specifications	Methods of Evaluation	Suggested	Consider minor revisions to clarify the form/format/expectations of the “final assessment”. 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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y. We have incorporated some of the suggestions into the Methods of Evaluations description. The "Final Assessment" can be an oral presentation, a field trip, Kahoot games, etc., as decided by the instructor. The instructor will set clear guidelines and communicate expectations prior to the assessment. Instructors may not be able to provide examples of strong assignments, so we didn't note it in the methods of evaluations.
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				
	Stage 6: Content Review Matrix Liaison	No Value	No Value				
	Stage 7: Dean of Online Learning	No Value	No Value				

Changed	Questions	Current Version	Proposed Version
!	**Stage 8: SLO Coordinator**	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/28/2026	Learning Outcomes	CSLO #1	Required	Students will be able to identify potential majors and/or transfer institutions, and understand eligibility requirements for certificates, AA/AS Degrees, Associate Degrees for Transfer (ADT) and general education as it applies to their academic goal. **Reword to start with a Bloom's Taxonomy verb. Suggestion: "Identify potential majors and/or transfer institutions, and demonstrate understanding of eligibility requirements for certificates, AA/AS Degrees, Associate Degrees for Transfer (ADT) and general education as it applies to their academic goal."**	Y. Revised to start with Bloom's Taxonomy verb as suggested
4/27/2026	Learning Outcomes	CSLO #2	Required	Students will be able to complete a Comprehensive Educational Plan according to their academic goals. Learning outcome must start with Bloom's Taxonomy verb. Suggestion: **Complete a Comprehensive Educational Plan according to their academic goals.**	Y. Revised to start with Bloom's Taxonomy verb as suggested

	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	COUND005.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000564396

Articulation

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

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Mi Chang	• Janet Shaw
	Course ID (CB01A and CB01B)	DANCD023L	DANCD023L
	Course Control Number	CCC000111207	CCC000111207
	Course Title (CB02)	Theory and Technique of Hip-Hop I (Popular American Dance)	Theory and Technique of Hip-Hop I (Popular American Dance)
	Short Course Title	THEOR/TECHN HIP-HOP I	THEOR/TECHN HIP-HOP I
	TOP Code (CB03)	1008.00	1008.00 Dance
	CIP Code	Dance, General	50.0301 Dance, General
	Department	DANC - Dance	DANC - Dance
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This course is an introduction to the discipline of creative arts through hip-hop dance with an integrated fitness approach that focuses on developing the stabilization muscles in the center of the body. Students will concentrate on muscles of the torso, back, hips, inner and outer thighs, while the chest and abdominals will be used in conjunction with breathing, posture, and muscle awareness. Students will also be exposed to the great works and artists in the field and develop a working hip-hop dance vocabulary, as the course explores the theory and practice of basic hip-hop techniques.	This course is an introduction to the discipline of creative arts through hip-hop dance with an integrated fitness approach that focuses on developing the stabilization muscles in the center of the body. Students will concentrate on muscles of the torso, back, hips, inner and outer thighs, while the chest and abdominals will be used in conjunction with breathing, posture, and muscle awareness. Students will also be exposed to the great works and artists in the field and develop a working hip-hop dance vocabulary, as the course explores the theory and practice of basic hip-hop techniques.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Dance
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - DANCE

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU and UC transferable and meets GE requirements for De Anza. Students will learn dance technique as well as perform in the Visual and Performing Arts Center.	The course is CSU and UC transferable and meets GE requirements for De Anza. Students will learn basic dance technique as well as perform in the Visual and Performing Arts Center.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	The course materials feature diverse perspectives, authors, and case studies, ensuring students see themselves reflected in the content. Discussions are facilitated to manage flow and encourage different viewpoints, promoting a safe space for respectful communication and challenging biases. There are no representative OER textbook options available for the topic of dance, however, textbooks for this course are low cost.

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(This course is included in the Social/Cultural Dance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Social/Cultural Dance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Kinesiology for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Kinesiology for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Kinesiology for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Kinesiology for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
	GE Information	**System/Institution** De Anza GE **Area(s)** • 2G7A - Approved. **-** No value	**System/Institution** De Anza GE **Area(s)** • 2G7A - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Discussion of assigned reading Quiz and examination review performed in class Collaborative learning and small group exercises Guest speakers Collaborative projects Dance discussion sessions and quizzes that evaluate the proceedings weekly dance exercises Visual aids demonstration	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Discussion of assigned reading Quiz and examination review performed in class Collaborative learning and small group exercises Guest speakers Collaborative projects Dance discussion sessions and quizzes that evaluate the proceedings' weekly dance exercises Visual aids and demonstration

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Readings 1. Read "Fit and Well" textbook. 2. Handouts 2. Writings 1. Critique of live dance performance 2. Review of dance videos or readings 3. Research Hip-hop dance techniques. 3. Outside work 1. Practice of technique and skills covered in class 2. Attendance at a minimum of one live dance performance 3. Viewing of selected dance videos 4. Movement problem-solving 4. Test 1. Fit and Well brief edition. (Fitness and Nutrition). 2. Quarterly Dance Demonstration.	1. Readings 1. Read "Fit and Well" textbook. 2. Handouts 2. Writings 1. Critique of live dance performance 2. Review of dance videos or readings 3. Research Hip-hop dance techniques. 3. Outside work 1. Practice of technique and skills covered in class 2. Attendance at a minimum of one live dance performance 3. Viewing of selected dance videos 4. Movement problem-solving 4. Test 1. Fit and Well brief edition. (Fitness and Nutrition). 2. Collaborative learning and small group exercises leading to material for Collaborative projects & final student choreography; a multi-step process that provides students the opportunity to revise their work based on instructor feedback, peer feedback, and self-reflection. 5. Quarterly Dance Demonstration.

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

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Required readings from text and application of concepts in written analysis. 2. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives. 3. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances. 4. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on time, space, energy, unity, transitions and quality of the performance value with includes	**Methods of Evaluation** 1. Required readings from text and application of concepts in written analysis and in class discussion. 2. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives. 3. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances. 4. Dance discussion sessions and quizzes that evaluate the proceedings' weekly dance exercises. 5. Dance Demonstration will be evaluated by the quality of the

Changed	Field	Current Version	Proposed Version
		memorization, technique, projection, character study and confidence. 5. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition. 6. Final is the student's own choreography. Student will take full responsibility creating Hip-hop movement or a hybrid of Hip-hop movement either in a group or solo to complete their own dance choreography.	final dance choreography by focusing on time, space, energy, unity, transitions and quality of the performance value with includes memorization, **basic level** technique, projection, character study and confidence. 6. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition. 7. Collaborative learning and small group exercises leading to material for Collaborative projects. 8. Final is the student's own choreography. Student will take full responsibility creating Hip-hop movement or a hybrid of Hip-hop movement either in a group or solo to complete their own dance choreography. Note for the above: When explaining assignments that will be evaluated, instructor will provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate.

Changed	Field	Current Version	Proposed Version
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Exercise shoes and appropriate clothing **Essential College Facilities:** • Dance studio facilities includes updated audio equipment, sound system and speakers	**Essential Student Materials:** • Exercise shoes and appropriate clothing **Essential College Facilities:** • Dance studio facilities to include updated audio equipment, sound system and speakers
!	**Examples of Primary Texts and References**	**Title** No value **Author** *Fahey, T., Insel, P., Roth, W. "Fit and Well." Brief Edition, newest ed." McGraw-Hill Publishers, 2018. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness **Author** Thomas D. Fahey, Paul M. Insel and Walton T. Roth **Publisher** McGraw Hill **Date/Edition** 16th Edition January 1, 2024 **ISBN** ISBN10: 1266356606 | ISBN13: 9781266356605 **Title** Can't Stop. Won't Stop **Author** Jeff Chang **Publisher** Ebury **Date/Edition** January 1, 2007 **ISBN** 978-0091912215 **Title** Hip Hop is History **Author** Questlove and Ben Greenman **Publisher** AUWA **Date/Edition** Jun 11, 2024 **ISBN** ISBN-13978-0374614072

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: Deagelis, Audrey. "Hip-hop Dance (Hip-hop Insider)." Abdo Publishing, 2017 **May include, but are not limited to**: No value **Reading List**: Lanier, Wendy. "Hip-Hop Dance" (Shall We Dance?) Focus Readers, 2017. **May include, but are not limited to**: No value **Reading List**: Royston, Angela. "Hip-hop (Love To Dance)." Raintree, 2014. **May include, but are not limited to**: No value **Reading List**: Burrows, Jonathan "A Choreographer's Handbook." Routledge USA-Canada, 2010 **May include, but are not limited to**: No value **Reading List**: Tasmin Fitzgerald. "Hip-hop and Urban Dance." Heinemann/Raintree, 2009.	No value

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

Learning Outcomes

Changed	Field	Current Version	Proposed Version
❗	**Course Objectives**	• Perform Hip-hop dance as a popular art form with an increasing degree of proficiency through simple Hip-hop movements, demonstrating increasing control of skill pertaining to memorization, physical safety, body awareness, alignment, and aesthetic valuing. • Demonstrate studio decorum and procedures. • Expose the fundamentals of hip-hop dance theory. • Demonstrate and perform basic hip-hop dance techniques. • Analyze and demonstrate Hip-hop dances in its culturally diverse American context as well as in a global context. • Analyze on readings of basic exercise physiology and nutrition for dancers.	• Perform Hip-hop dance as a popular art form with an increasing degree of proficiency through basic Hip-hop movements, demonstrating increasing control of skill pertaining to memorization, physical safety, body awareness, alignment, and aesthetic valuing. • Demonstrate studio decorum and procedures. • Expose the fundamentals of hip-hop dance theory. • Demonstrate and perform basic hip-hop dance techniques. • Analyze and demonstrate Hip-hop dances in their culturally diverse American contexts as well as in their global contexts. • Analyze and discuss readings about basic exercise physiology and nutrition for dancers.
	CSLOs	**CSLOs**: Perform the basic steps and choreography required for successful dance collaboration and performance. **Expected SLO Performance**: 0.0	**CSLOs**: Perform the basic steps and choreography required for successful dance collaboration and performance. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Perform Hip-hop dance as a popular art form with an increasing degree of proficiency through simple Hip-hop movements, demonstrating increasing control of skill pertaining to memorization, physical safety, body awareness, alignment, and aesthetic valuing. 1. Historical overview of the past and present to include: 1. Jazz dance 2. Rock 'N Roll 3. Pop Lock 4. Break Dance 5. Street Funk 6. House 2. Approaches to hip-hop choreography, i.e., time, space, energy, shapes & unity. 3. Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. 2. Demonstrate studio decorum and procedures. 1. Preparation for class 2. Classroom dress and proper dance etiquette. 3. Expose the fundamentals of hip-hop dance theory. 1. Body awareness 1. Alignment and weight placement 2. Use of isolations 3. Students will be able to integrate use of rhythms in Hip-hop dance. 4. Running currents 5. Level changes 6. The dancer's instrument: care of the body 2. Spatial orientation 1. Stage directions 2. Space as a tangible volume shaped by the dancer 3. Exploring directions in space: up, down, side, front, back, diagonals, and combinations thereof	1. Perform Hip-hop dance as a popular art form with an increasing degree of proficiency through basic Hip-hop movements, demonstrating increasing control of skill pertaining to memorization, physical safety, body awareness, alignment, and aesthetic valuing. 1. Historical overview of the past and present to include: 1. Jazz dance 2. Rock 'N Roll 3. Pop Lock 4. Break Dance 5. Street Funk 6. House 2. Approaches to hip-hop choreography, i.e., time, space, energy, shapes & unity. 3. Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. 2. Demonstrate studio decorum and procedures. 1. Preparation for class 2. Classroom dress and proper dance etiquette. 3. Expose the fundamentals of hip-hop dance theory. 1. Body awareness 1. Alignment and weight placement 2. Use of isolations 3. Students will be able to integrate use of rhythms in Hip-hop dance. 4. Running currents 5. Level changes 6. The dancer's instrument: care of the body 2. Spatial orientation 1. Stage directions 2. Space as a tangible volume shaped by the dancer 3. Exploring directions in space: up, down, side, front, back, diagonals, and combinations thereof

Changed	Field	Current Version	Proposed Version
		3. Time orientation: the relationship of movement to sound and music: hearing, recognizing and responding to pulse, meter, tempo, and abstract sounds 4. Demonstrate and perform basic hip-hop dance techniques. 1. Completion of given movement phrase 2. Combining given movement in a new way 3. Creating movement similes 5. Analyze and demonstrate Hip-hop dances in its culturally diverse American context as well as in a global context. 1. Hip-hop culture in various global contexts such as Germany, Japan, and Brazil. 2. Hip-hop culture in American contexts in terms of cultural diversity and influence upon dance. 6. Analyze on readings of basic exercise physiology and nutrition for dancers. 1. Theories of anaerobic vs. aerobic exercise 1. Developing cardiovascular endurance for dancing 2. Anaerobic training 3. Improving efficiency and body mechanics 2. Nutritional concepts with special notes regarding specific needs for youth, adults, elderly, highly trained athletes, males and females. 1. balanced diet for wellness 2. eating before class 3. post class food and fluids 3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. 1. techniques for overall flexibility	3. Time orientation: the relationship of movement to sound and music: hearing, recognizing and responding to pulse, meter, tempo, and abstract sounds 4. Demonstrate and perform basic hip-hop dance techniques. 1. Completion of a given movement phrase 2. Combining given movement in a new way 3. Creating movement similes 5. Analyze and demonstrate Hip-hop dances in their culturally diverse American contexts as well as in their global contexts. 1. Hip-hop culture in various global contexts such as Germany, Japan, and Brazil. 2. Hip-hop culture in American contexts in terms of cultural diversity and influences upon dance. 6. Analyze and discuss readings about basic exercise physiology and nutrition for dancers. 1. Theories of anaerobic vs. aerobic exercise 1. Developing cardiovascular endurance for dancing 2. Anaerobic training 3. Improving efficiency and body mechanics 2. Nutritional concepts with special notes regarding specific needs for youth, adults, elderly, highly trained athletes, males and females. 1. balanced diet for wellness 2. eating before class 3. post class food and fluids 3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. 1. techniques for overall flexibility

Changed	Field	Current Version	Proposed Version
		2. techniques specifically for dancing 3. techniques for individuals based on physical limitations 4. techniques about stretching during warm-up 5. techniques about stretching post-dancing 4. Strength development concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. 1. techniques for overall muscular strength 2. techniques to avoid common injuries	2. techniques specifically for dancing 3. techniques for individuals based on physical limitations 4. techniques about stretching during warm-up 5. techniques about stretching post-dancing 4. Strength development concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. 1. techniques for overall muscular strength 2. techniques to avoid common injuries
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv

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

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

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

H-Matrix Form

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

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: A. Perform Hip-hop dance as a popular art form with an increasing degree of proficiency through simple basic Hip-hop movements, demonstrating increasing control of skill pertaining to memorization, physical safety, body awareness, alignment, and aesthetic valuing. 1. Historical overview of the past and present to include: a. Jazz dance b. Rock 'N Roll c. Pop Lock d. Break Dance e. Street Funk f. House 2. Approaches to hip-hop choreography, i.e., time, space, energy, shapes & unity. 3. Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. B. Demonstrate studio decorum and procedures. 1. Preparation for class 2. Classroom dress and proper dance etiquette. C. Expose the fundamentals of hip-hop dance theory. 1. Body awareness a. Alignment and weight placement b. Use of isolations c. Students will be able to integrate use of rhythms in Hip-hop dance. d. Running currents e. Level changes f. The dancer's instrument: care of the body 2. Spatial orientation a. Stage directions b. Space as a tangible volume shaped by the dancer c. Exploring directions in space: up, down, side, front, back, diagonals, and combinations thereof 3. Time orientation: the relationship of movement to sound and music: hearing, recognizing and responding to pulse, meter, tempo, and abstract sounds D. Demonstrate and perform basic hip-hop dance techniques. 1. Completion of a given movement phrase 2. Combining given movements in a new way 3. Creating movement similes E. Analyze and demonstrate Hip-hop dances in their culturally diverse American contexts as well as in their global contexts. 1. Hip-hop culture in various global contexts such as Germany, Japan, and Brazil. 2. Hip-hop culture in American contexts in terms of cultural diversity and influence upon dance.

Changed	Questions	Current Version	Proposed Version
!	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Oral/ Methods of Evaluation: A. Required readings from text and application of concepts in written analysis and in class discussion D. Dance discussion sessions and quizzes that evaluate the proceedings' weekly dance exercises. Written communication/ Methods of Evaluation: A. Required readings from text and application of concepts in written analysis and in class discussion. B. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives. C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances. Collaborative Exercises/ Methods of Evaluation: G. Collaborative learning and small group exercises leading to material for Collaborative projects and H. Final is the student's own choreography. Student will take full responsibility creating Hip-hop movement or a hybrid of Hip-hop movement either in a group or solo to complete their own dance choreography.
!	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation: A. Required readings from text and application of concepts in written analysis and in class discussion. B. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives. C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: E. Analyze and demonstrate Hip-hop dances in their culturally diverse American contexts as well as in their global contexts. Hip-hop culture in various global contexts such as Germany, Japan, and Brazil. Hip-hop culture in American contexts in terms of cultural diversity and influences upon dance. F. Analyze and discuss readings about basic exercise physiology and nutrition for dancers. 1. Theories of anaerobic vs. aerobic exercise. Developing cardiovascular endurance for dancing Anaerobic training. Improving efficiency and body mechanics. 2. Nutritional concepts with special notes regarding specific needs for youth, adults, elderly, highly trained athletes, males and females: balanced diet for wellness, eating before class, post class food and fluids. 3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females; techniques for overall flexibility, techniques specifically for dancing, techniques for individuals based on physical limitations, techniques about stretching during warm-up, techniques about stretching post-dancing. 4. Strength development concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. Techniques for overall muscular strength. Techniques to avoid common injuries

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: A. Perform Hip-hop dance as a popular art form with an increasing degree of proficiency through basic Hip-hop movements, demonstrating increasing control of skill pertaining to memorization, physical safety, body awareness, alignment, and aesthetic valuing. Historical overview of the past and present to include: Jazz dance Rock 'N Roll Pop Lock Break Dance Street Funk House Approaches to hip-hop choreography, i.e., time, space, energy, shapes & unity. Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. E. Analyze and demonstrate Hip-hop dances in their culturally diverse American contexts as well as in their global contexts. Hip-hop culture in various global contexts such as Germany, Japan, and Brazil. Hip-hop culture in American contexts in terms of cultural diversity and influences upon dance. Analyze and discuss readings about basic exercise physiology and nutrition for dancers. Theories of anaerobic vs. aerobic exercise Developing cardiovascular endurance for dancing Anaerobic training Improving efficiency and body mechanics Nutritional concepts with special notes regarding specific needs for youth, adults, elderly, highly trained athletes, males and females. balanced diet for wellness eating before class post class food and fluids Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. techniques for overall flexibility techniques specifically for dancing techniques for individuals based on physical limitations techniques about stretching during warm-up techniques about stretching post-dancing Strength development concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. techniques for overall muscular strength techniques to avoid common injuries

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: A. Perform Hip-hop dance as a popular art form with an increasing degree of proficiency through basic Hip-hop movements, demonstrating increasing control of skill pertaining to memorization, physical safety, body awareness, alignment, and aesthetic valuing. Historical overview of the past and present to include: Jazz dance Rock 'N Roll Pop Lock Break Dance Street Funk House Approaches to hip-hop choreography, i.e., time, space, energy, shapes & unity. Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Methods of Evaluation: D. Dance discussion sessions and quizzes that evaluate the proceedings' weekly dance exercises. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on time, space, energy, unity, transitions and quality of the performance value with includes memorization, basic level technique, projection, character study and confidence. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition. Collaborative learning and small group exercises leading to material for Collaborative projects. Final is the student's own choreography. Student will take full responsibility creating Hip-hop movement or a hybrid of Hip-hop movement either in a group or solo to complete their own dance choreography.

Comments

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

Changed	Questions	Current Version	Proposed Version
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DANC 023L	DANC 023L
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

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

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

Changed	Questions	Current Version	Proposed Version			
			3/23/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. **If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required**	There are no representative OER textbook options available for the topic of dance, however, textbooks for this course are **low cost**.

Changed	Questions	Current Version	Proposed Version				
						component of this edit. Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	
			3/23/2026	Specifications	Examples of Primary Texts and References	Suggested	Y

Changed	Questions	Current Version	Proposed Version			
					Thanks for this list of assignments. Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) 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.	
			3/23/2026	SpecificationsAssignments	Suggested	Y

Changed	Questions	Current Version	Proposed Version					
			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.	Y
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/22/26	Matrix B	All that apply	Required	Complete for your English advisory	Y
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DANCD023L
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000111207

Articulation

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

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Janet Shaw
	Course ID (CB01A and CB01B)	DANCD023M	DANCD023M
	Course Control Number	CCC000563429	CCC000563429
	Course Title (CB02)	Theory and Technique of Hip-Hop II (Popular American Dance II)	Theory and Technique of Hip-Hop II (Popular American Dance II)
	Short Course Title	THEORY TECHNQ OF HIP HOP II	THEORY TECHNQ OF HIP HOP II
	TOP Code (CB03)	1008.00	1008.00 Dance
	CIP Code	Dance, General	50.0301 Dance, General
	Department	DANC - Dance	DANC - Dance
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational

Changed	Field	Current Version	Proposed Version
!	**Course Description**	This course explores the discipline of creative arts through the theory and practice of hip-hop dance intermediate level technique, with an integrated fitness approach that focuses on developing the stabilization muscles of the center of the body. Concentration will be on muscles of the torso, back, hips, inner and outer thighs, chest and abdominals will be used in conjunction with breathing, posture, and muscle awareness. The course includes exposure to great works and multicultural artists of the field and the development of a working hip-hop dance vocabulary and performance skills.	Studio class. A continuation of the study and practice of hip-hop dance at an elementary level, increasing skills of performance, coordination, isolation, energy manipulation, and using the body to express the rhythm and mood of the music. Exposure to great works and multicultural artists in the field is included.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Dance
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - DANCE

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU and UC transferable and meets a general education requirement for De Anza. This course provides a concentrated examination of intermediate techniques and an intermediate level of choreography for quarterly dance productions. It grew out of increasing student demand for more on Hip-hop dance than was currently being covered in our beginning Hip-hop dance course.	This course is CSU and UC transferable and meets a general education requirement for De Anza. This course provides a concentrated examination of ~~intermediate~~ elementary techniques and an ~~intermediate~~ elementary level of choreography for quarterly dance productions. It grew out of increasing student demand for more on Hip-hop dance than was currently being covered in our beginning Hip-hop dance course.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	The course materials feature diverse perspectives, authors, and case studies, ensuring students see themselves reflected in the content. Discussions are facilitated to manage flow and encourage different viewpoints, promoting a safe space for respectful communication and challenging biases. There are no representative OER textbook options available for the topic of dance, however, textbooks for this course are low cost. 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.

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(This course is included in the Social/Cultural Dance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Social/Cultural Dance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Kinesiology for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Kinesiology for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Kinesiology for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Kinesiology for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
	GE Information	**System/Institution** De Anza GE **Area(s)** • 2G7A - Approved. **-** No value	**System/Institution** De Anza GE **Area(s)** • 2G7A - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Demonstration Discussion of assigned reading Collaborative learning and small group exercises Media presentations Drills/Skill practice Skill Evaluation Feedback Quiz and examination review performed in class Guest speakers Collaborative projects Dance discussion sessions and quizzes that evaluate the proceedings weekly dance exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Demonstration Discussion of assigned reading Collaborative learning and small group exercises Media presentations Drills/Skill practice Skill Evaluation Feedback Quiz and examination review performed in class Guest speakers Collaborative projects Dance discussion sessions and quizzes that evaluate the proceedings' weekly dance exercises

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Reading 1. Text 2. References 3. Handouts 2. Write and discuss global and historical context. 1. Research paper 2. Critique of live dance performance 3. Practice of technique and skills covered in class 4. Viewing of selected live dance performances and videos 3. Quarterly Dance Demonstration.	1. Reading 1. Text 2. References 3. Handouts 2. Write and discuss global and historical context. 1. Research paper 2. Critique of live dance performance 3. Practice of technique and skills covered in class 4. Viewing of selected live dance performances and videos 5. Collaborative learning and small group exercises leading to material for Collaborative projects & final student choreography; a multi-step process that provides students the opportunity to revise their work based on instructor feedback, peer feedback, and self-reflection 6. Quarterly Dance Demonstration.

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

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Required readings from text as preparation for class discussion and application of concepts in written analysis. Include contributions such as gender, culture, values, an societal perspectives designed to demonstrate critical thinking skills. 2. Research paper, and working outline for such project, include contributions such as gender, culture, values, an societal perspectives designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives. 3. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside	**Methods of Evaluation** 1. Required readings from text and their written analysis in preparation for in class discussions on the reading, including factors that influenced the art form, such as gender, culture, values, and societal perspectives. 2. Research paper and working outline for such project includes contributions such as gender, culture, values, and societal perspectives designed to demonstrate critical thinking skills and to problem solve as required in the assignments and the experimental investigations involving hip-hop dance terminology, theory and historical perspectives. 3. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs to demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live

Changed	Field	Current Version	Proposed Version
		creative projects and live performances include contributions such as gender, culture, values, an societal perspectives designed to demonstrate critical thinking skills. 4. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on time, space, energy, unity, transitions and quality of the performance value with includes memorization, technique, projection, character study and confidence. 5. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition. 6. Final is the student's own choreography. Student will take full responsibility creating Hip-hop movement or a hybrid of Hip-hop movement either in a group or solo to complete their own dance choreography.	performances that include contributions such as gender, culture, values, and societal perspectives. 4. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on the use of time, space, and energy, the unity of the composition, its transitions and the quality of the performance, which includes memorization, elementary level technique, projection, character study and confidence. 5. Midterm is a written exam on the "Fit and Well" Brief edition, focusing on Fitness and Nutrition. 6. Collaborative learning and small group exercises, generating material for student choreography and in which that material will be discussed and evaluated. 7. Final is the student's own choreography, of either a solo or a group dance, presented in

Changed	Field	Current Version	Proposed Version
			class, that incorporates Hip-hop movement, or a hybrid of Hip-hop movement. Student will take full responsibility for its creation, the music selection and conducting of its rehearsals, including the teaching and polishing of the choreography Note for the above: When explaining assignments that will be evaluated, instructor will provide 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:** • Exercise shoes and appropriate clothing **Essential College Facilities:** • Updated Dance studio facilities as well as updated audio equipment	**Essential Student Materials:** • Exercise shoes and appropriate clothing **Essential College Facilities:** • Updated Dance studio facilities as well as updated audio equipment

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Fahey, T., Insel, P., Roth, W. "Fit and Well - Brief Edition," Most recent ed., McGraw - Hill Publishers, 2018. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness **Author** Thomas D. Fahey, Paul M. Insel and Walton T. Roth **Publisher** McGraw Hill **Date/Edition** 16th Edition January 1, 2024 **ISBN** ISBN10: 1266356606 | ISBN13: 9781266356605 **Title** Can't Stop. Won't Stop **Author** Jeff Chang **Publisher** Ebury **Date/Edition** January 1, 2007 **ISBN** 978-0091912215 **Title** Hip-Hop is History **Author** Questlove and Ben Greenman **Publisher** AUWA **Date/Edition** Jun 11, 2024 **ISBN** ISBN-13978-0374614072

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List**: Lanier, Hinoter. "Hip-Hop Dance" (Shall We Dance). Focus Readers, August 1, 2017. **May include, but are not limited to**: No value **Reading List**: Deagelis, Audrey. "Hip-Hop" (Hip-Hop Insider). Abdo Publishing, 2017. **May include, but are not limited to**: No value **Reading List**: Royston, Angela. "Hip-Hop" (Love To Dance). Raintree Publishing, 2014. **May include, but are not limited to**: No value **Reading List**: Burrows, Jonathan "A Choreographer's Handbook." Routledge USA-Canada, 2010. **May include, but are not limited to**: No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
❗	**Course Objectives**	• Analyze and develop a greater appreciation for hip-hop dance as a popular art form designed to demonstrate critical thinking skills. • Identify the connections and contrasts between American hip-hop and hip-hop from around the world designed to demonstrate critical thinking skills. • Define, discuss and demonstrate intermediate hip-hop dance technique designed to demonstrate critical thinking skills • Apply and discuss intermediate technique to improvisation and develop complex hip-hop movement phrases designed to demonstrate critical thinking skills. • Apply basic exercise physiology and nutrition to dancing	• Analyze and develop a greater appreciation for hip-hop dance as a popular art form and demonstrate critical thinking skills. • Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills. • Practice and demonstrate elementary level hip-hop dance technique and discuss, identify and analyze the skills required for the art form. • Apply and discuss elementary hip-hop technique to improvisation and develop complex hip-hop movement phrases designed to demonstrate critical thinking skills. • Apply elementary exercise physiology and nutrition to dancing
❗	**CSLOs**	**CSLOs**: Perform the steps of hip-hop dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination at an intermediate level. **Expected SLO Performance**: 0.0 **CSLOs**: Create hip-hop dance sequences and express individuality through movement. **Expected SLO Performance**: 0.0	**CSLOs**: Perform the steps of hip-hop dance sequences with consistent confidence, demonstrating correct rhythms, body placement and coordination at an elementary level. **Expected SLO Performance**: 0.0 **CSLOs**: Create hip-hop dance sequences and express individuality through movement. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Analyze and develop a greater appreciation for hip-hop dance as a popular art form designed to demonstrate critical thinking skills. 1. Historical overview of the past and present to include: 1. Development of Jazz dance 2. Rock 'N Roll 3. Pop Lock 4. Breakdance 5. Street Funk 6. House 2. Recognized various forms and genres of hip hop dance 1. Subtleties of movement 2. Distribution of time, space, energy, and unity. 2. Identify the connections and contrasts between American hip-hop and hip-hop from around the world designed to demonstrate critical thinking skills. 1. Analysis and appreciation of world hip-hop dance styles. Musical and cultural overview to include: 1. America (North, South, Central, etc.) 2. Europe 3. Asia, etc. 2. Approaches to hip-hop choreography and style 3. Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. 4. Effects of hip-hop on the specific international cultures 3. Define, discuss and demonstrate intermediate hip-hop dance technique designed to demonstrate critical thinking skills 1. Body awareness 1. Alignment and weight placement 2. Use of multiple isolations 3. Use of polyrhythms 4. Fall and recovery 5. Jumps and multiple turns	1. Analyze and develop a greater appreciation for hip-hop dance as a popular art form and demonstrate critical thinking skills. 1. Historical overview of the past and present to include: 1. Development of Jazz dance 2. Rock 'N Roll 3. Pop Lock 4. Breakdance 5. Street Funk 6. House 2. Describe various forms and genres of hip-hop dance 1. Subtleties of movement 2. Distribution of time, space, energy, and unity. 2. Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills. 1. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include: 1. America (North, South, Central, etc.) 2. Europe 3. Asia, etc. 2. Recognize different approaches to hip-hop choreography and style 3. Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. 4. Effects of hip-hop on the specific international cultures 3. Practice and demonstrate elementary level hip-hop dance technique and discuss, identify and analyze the skills required for the art form. 1. Body awareness 1. Alignment and weight placement 2. Use of multiple isolations 3. Use of polyrhythms 4. Fall and recovery

Changed	Field	Current Version	Proposed Version
		6. Spatial orientation 7. Intermediate use of space and stage directions 8. Traveling movement combinations 2. Musicality 4. Apply and discuss intermediate technique to improvisation and develop complex hip-hop movement phrases designed to demonstrate critical thinking skills. 1. Completion of intermediate hip-hop movement phrases in a precise, expressive manner. 2. Creating hip-hop movement derivatives (combining given movement in a new way, focusing on individual interpretation). 5. Apply basic exercise physiology and nutrition to dancing 1. Theories of anaerobic vs. aerobic exercise 1. Developing cardiovascular endurance for dancing 2. Anaerobic training 3. Improving efficiency and body mechanics 2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females. 1. Balanced diet for wellness 2. Eating before class 3. Populations post class food and fluids 3. Flexibility concepts with special notes regarding specific needs for various: youth, adults, older adults, males and females. 1. Techniques for overall flexibility 2. Techniques specifically for dancing 3. Techniques for individuals based on physical limitations	5. Jumps and multiple turns 6. Spatial orientation 7. Elementary use of space and stage directions 8. Traveling movement combinations 2. Musicality 4. Apply and discuss elementary hip-hop technique to improvisation and develop complex hip-hop movement phrases designed to demonstrate critical thinking skills. 1. Compose elementary hip-hop movement phrases in a precise, expressive manner. 2. Create hip-hop movement derivatives (combining given movement in a new way, focusing on individual interpretation). 5. Apply elementary exercise physiology and nutrition to dancing 1. Theories of anaerobic vs. aerobic exercise 1. Developing cardiovascular endurance for dancing 2. Anaerobic training 3. Improving efficiency and body mechanics 2. Apply nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females. 1. Balanced diet for wellness 2. Eating before class 3. Post class food and fluids 3. Flexibility concepts with special notes regarding specific needs for various: youth, adults, older adults, males and females. 1. Techniques for overall flexibility 2. Techniques specifically for dancing

Changed	Field	Current Version	Proposed Version
		4. Theories about stretching during warm-up 5. Theories about stretching post - dancing 4. Strength development concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. 1. Techniques for overall muscular strength 2. Techniques specifically for dancing 3. Techniques to avoid common injuries	3. Techniques for individuals based on physical limitations 4. Theories about stretching during warm-up 5. Theories about stretching post - dancing 4. Strength development concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. 1. Techniques for overall muscular strength 2. Techniques specifically for dancing 3. Techniques to avoid common injuries
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	DANC D023L	DANC D023L
	Corequisite(s):	No Value	No Value

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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

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

H-Matrix Form

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

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: C. Practice and demonstrate elementary level hip-hop dance technique and discuss, identify and analyze the skills required for the art form. Body awareness Alignment and weight placement Use of multiple isolations Use of polyrhythms Fall and recovery Jumps and multiple turns Spatial orientation Elementary use of space and stage directions Traveling movement combinations Musicality Apply and discuss elementary hip-hop technique to improvisation and develop complex hip-hop movement phrases designed to demonstrate critical thinking skills. Compose elementary hip-hop movement phrases in a precise, expressive manner. Create hip-hop movement derivatives (combining given movement in a new way, focusing on individual interpretation).

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	ORAL/ Methods of Evaluation: A. Required readings from text and their written analysis in preparation for in class discussions on the reading, including factors that influenced the art form, such as gender, culture, values, and societal perspectives. F. Collaborative learning and small group exercises, generating material for student choreography and in which that material will be discussed and evaluated. G. Final is the student's own choreography, of either a solo or a group dance, presented in class, that incorporates Hip-hop movement, or a hybrid of Hip-hop movement. Student will take full responsibility for its creation, the music selection and conducting of its rehearsals, including the teaching and polishing of the choreography. WRITTEN Communication/ Methods of Evaluation: A. Required readings from text and their written analysis in preparation for in class discussions on the reading, including factors that influenced the art form, such as gender, culture, values, and societal perspectives. B. Research paper and working outline for such project includes contributions such as gender, culture, values, and societal perspectives designed to demonstrate critical thinking skills and to problem solve as required in the assignments and the experimental investigations involving hip-hop dance terminology, theory and historical perspectives. C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs to demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances that include contributions such as gender, culture, values, and societal perspectives. COLLABORATIVE exercises/ Methods of Evaluation: F. Collaborative learning and small group exercises, generating material for student choreography and in which that material will be discussed and evaluated.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: A. Analyze and develop a greater appreciation for hip-hop dance as a popular art form and demonstrate critical thinking skills. Historical overview of the past and present to include: Development of Jazz dance Rock 'N Roll Pop Lock Breakdance Street Funk House Describe various forms and genres of hip-hop dance Subtleties of movement Distribution of time, space, energy, and unity. Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include: America (North, South, Central, etc.) Europe Asia, etc. Recognize different approaches to hip-hop choreography and style Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Effects of hip-hop on the specific international cultures D. Apply and discuss elementary hi- hop technique to improvisation and develop complex hip-hop movement phrases designed to demonstrate critical thinking skills. Compose elementary hip-hop movement phrases in a precise, expressive manner. Create hip-hop movement derivatives (combining given movement in a new way, focusing on individual interpretation).

Changed	Questions	Current Version	Proposed Version
!	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Method of Instruction: A. Required readings from text and their written analysis in preparation for in class discussions on the reading, including factors that influenced the art form, such as gender, culture, values, and societal perspectives. B. Research paper and working outline for such project includes contributions such as gender, culture, values, and societal perspectives designed to demonstrate critical thinking skills and to problem solve as required in the assignments and the experimental investigations involving hip-hop dance terminology, theory and historical perspectives. C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs to demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances that include contributions such as gender, culture, values, and societal perspectives. Outline: B. Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include: America (North, South, Central, etc.) Europe Asia, etc. D. Recognize different approaches to hip-hop choreography and style Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Effects of hip-hop on the specific international cultures

Changed	Questions	Current Version	Proposed Version
!	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: A. Analyze and develop a greater appreciation for hip-hop dance as a popular art form and demonstrate critical thinking skills. Historical overview of the past and present to include: Development of Jazz dance Rock 'N Roll Pop Lock Breakdance Street Funk House Describe various forms and genres of hip-hop dance Subtleties of movement Distribution of time, space, energy, and unity. B. Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include: America (North, South, Central, etc.) Europe Asia, etc. Recognize different approaches to hip-hop choreography and style Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Effects of hip-hop on the specific international cultures Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include: America (North, South, Central, etc.) Europe Asia, etc. Recognize different approaches to hip-hop choreography and style Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Effects of hip-hop on the specific international cultures B. Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include: America (North, South, Central, etc.) Europe Asia, etc. Recognize different approaches to hip-hop choreography and style Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Effects of hip-hop on the specific international cultures Identify the connections and contrasts between American hip-hop and hip-hop from around the world, designed to demonstrate critical thinking skills. Analysis and recognition of world hip-hop dance styles. Musical and cultural overview to include: America

Changed	Questions	Current Version	Proposed Version
			(North, South, Central, etc.) Europe Asia, etc. Recognize different approaches to hip-hop choreography and style Hip-hop dance in relationship to hip-hop culture, i.e. graffiti art & rap music. Effects of hip-hop on the specific international cultures
!	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: Outline: C. Practice and demonstrate elementary level hip-hop dance technique and discuss, identify and analyze the skills required for the art form. Body awareness Alignment and weight placement Use of multiple isolations Use of polyrhythms Fall and recovery Jumps and multiple turns Spatial orientation Elementary use of space and stage directions Traveling movement combinations Musicality D. Apply and discuss elementary hip-hop technique to improvisation and develop complex hip-hop movement phrases designed to demonstrate critical thinking skills. Compose elementary hip-hop movement phrases in a precise, expressive manner. Create hip-hop movement derivatives (combining given movement in a new way, focusing on individual interpretation). Methods of Instruction: D. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on the use of time, space, and energy, the unity of the composition, its transitions and the quality of the performance, which includes memorization, elementary level technique, projection, character study and confidence. F.. Collaborative learning and small group exercises, generating material for student choreography and in which that material will be discussed and evaluated. G. Final is the student's own choreography, of either a solo or a group dance, presented in class, that incorporates Hip-hop movement, or a hybrid of Hip-hop movement. Student will take full responsibility for its creation, the music selection and conducting of its rehearsals, including the teaching and polishing of the choreography

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DANC 023M	DANC 023M
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

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

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			3/23/2026	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	Y

Changed	Questions	Current Version	Proposed Version			
			3/23/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. **If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required**	There are no representative OER textbook options available for the topic of dance, however, textbooks for this course are **low cost**.

Changed	Questions	Current Version	Proposed Version				
						component of this edit. Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	
			3/23/2026	Specifications	Examples of Primary Texts and References	Suggested	Y

Changed	Questions	Current Version	Proposed Version				
						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? If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.	
			3/23/2026	Specifications	Assignments	Suggested	Y
			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. Y

Changed	Questions	Current Version	Proposed Version
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
❗	**Stage 6: Content Review Matrix Liaison**	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/22/26	Matrix B	All that apply	Required	Complete for your English advisory	Y
4/22/26	Basic Course Information	Attachments	Required	Complete and upload Matrix G for your DANC 23L prerequisite	Y

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DANCD023M
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000563429

Articulation

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

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Mi Chang	• Janet Shaw
	Course ID (CB01A and CB01B)	DANCD023N	DANCD023N
	Course Control Number	CCC000567575	CCC000567575
	Course Title (CB02)	Theory and Technique of Hip-Hop III (Popular American Dance III)	Theory and Technique of Hip-Hop III (Popular American Dance III)
	Short Course Title	THEORY TECHNQ OF HIP HOP III	THEORY TECHNQ OF HIP HOP III
	TOP Code (CB03)	1008.00	1008.00 Dance
	CIP Code	Dance, General	50.0301 Dance, General

Changed	Field	Current Version	Proposed Version
	Department	DANC - Dance	DANC - Dance
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	**Course Description**	This course explores the discipline of creative arts through the theory and practice of hip-hop dance advanced level technique, with an integrated fitness approach that focuses on developing the stabilization muscles of the center of the body. Concentration will be on muscles of the torso, back, hips, inner and outer thighs, chest and abdominal muscles will be used in conjunction with breathing, posture, and muscle awareness. The course includes exposure to great works and multicultural artists of the field and development of a working hip-hop dance vocabulary and performance skills.	Studio class. A continuation of the study and practice of hip-hop dance at an intermediate level, increasing skills of performance, coordination, isolation, energy manipulation, and using the body to express the rhythm and mood of the music. Exposure to great works and multicultural artists in the field is included.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Dance
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - DANCE

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU and UC transferable and meets a general education requirement for De Anza. This course provides advanced techniques in Hip-hop dance and advanced choreography for the quarterly dance production. It grew out of increasing student demand for more on Hip-hop dance this subject than was currently being covered in our beginning hip-hop dance courses.	This course is CSU and UC transferable and meets a general education requirement for De Anza. This course provides ~~advanced~~ a concentrated examination of intermediate techniques in Hip-hop dance and ~~advanced~~ intermediate choreography for the quarterly dance production. It grew out of increasing student demand for more on Hip-hop dance ~~this subject~~ than was currently being covered in our ~~beginning~~ basic and elementary hip-hop dance ~~courses.~~ classes.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	The course materials feature diverse perspectives, authors, and case studies, ensuring students see themselves reflected in the content. Discussions are facilitated to manage flow and encourage different viewpoints, promoting a safe space for respectful communication and challenging biases. There are no representative OER textbook options available for the topic of dance, however, textbooks for this course are low cost. 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.
❗	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

More Options

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

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(This course is included in the Social/Cultural Dance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Social/Cultural Dance Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** De Anza GE **Area(s)** • 2G7A - Approved. - No value	**System/Institution** De Anza GE **Area(s)** • 2G7A - Approved. - No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Discussion of assigned reading Quiz and examination review performed in class Guest speakers Collaborative learning and small group exercises Collaborative projects Dance discussion sessions and quizzes that evaluate the proceedings weekly dance exercises Visual aids	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Discussion of assigned reading Discussion and problem-solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises Collaborative projects Dance discussion sessions and quizzes that evaluate the proceedings' weekly dance exercises Demonstration and Visual aids

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Read "Fit and Well" textbook. Text focuses on Fitness and Nutrition which will result in a written midterm exam. 2. Critique of live dance performance. Three to four pages, MLA format, double-spaced, and 12" font. 3. Practice and discussion of performance aspects designed to demonstrate critical thinking skills. 1. Demonstrate and discuss Practice of technique and skills covered in class 2. Attendance and discussion of at a minimum of one live dance performance 3. Viewing and discussion of selected dance videos 4. Discuss and demonstrate movement problem-solving 4. Quarterly Dance Demonstration.	1. Read "Fit and Well" textbook. Text focuses on Fitness and Nutrition which will result in a written midterm exam. 2. Critique of live dance performance. Three to four pages, MLA format, double-spaced, and 12" font. 3. Practice and discussion of performance aspects designed to demonstrate critical thinking skills. 1. Demonstrate and discuss Practice of technique and skills covered in class 2. Attendance and discussion of at a minimum of one live dance performance 3. Viewing and discussion of selected dance videos 4. Discuss and demonstrate movement problem-solving 5. Collaborative learning and small group exercises leading to material for Collaborative projects & final student choreography; a multi-step process that provides students the opportunity to revise their work based on instructor feedback, peer feedback, and self-reflection 4. Quarterly Dance Demonstration.

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

Changed	Field	Current Version		Proposed Version	
		Methods of Evaluation	1. Required readings designed to demonstrate critical thinking skills from text as preparation for class discussion and application of concepts in written analysis. 2. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives. 3. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances designed to demonstrate critical thinking skills.	**Methods of Evaluation**	1. Required readings designed to demonstrate critical thinking skills from text as preparation for class discussion and application of concepts in written analysis. 2. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives. 3. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances, designed to demonstrate critical thinking skills.

Changed	Field	Current Version	Proposed Version
		4. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on time, space, energy, unity, transitions and quality of the performance value with includes memorization, technique, projection, character study and confidence. 5. Midterm is a written exam on the "Fit and Well" Brief edition which focuses on Fitness and Nutrition. 6. Final is the student's own choreography. Student will take full responsibility creating Hip-hop movement or a hybrid of Hip-hop movement either in a group or solo to complete their own dance choreography.	4. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on the use of time, space, and energy, the unity of the composition, its transitions and the quality of the performance, which includes memorization, intermediate level technique, projection, character study and confidence. 5. Midterm is a written exam on the "Fit and Well" Brief edition, focused on Fitness and Nutrition. 6. Collaborative learning and small group exercises, to generate material for student choreography and in which that material will be discussed and evaluated. 7. Final is the student's own choreography, of either a solo or a group dance, presented in class, that incorporates Hip-hop movement, or a hybrid of Hip-hop movement.

Changed	Field	Current Version	Proposed Version
			Student will take full responsibility for its creation, the music selection and conducting of its rehearsals, including the teaching and polishing of the choreography. Note for the above: When explaining assignments that will be evaluated, instructor will provide 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:** • Exercise shoes and appropriate clothing **Essential College Facilities:** • Updated Dance studio facilities as well as updated audio equipment	**Essential Student Materials:** • Exercise shoes and appropriate clothing **Essential College Facilities:** • Updated Dance studio facilities as well as updated audio equipment

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Fahey, T., Insel, P., Roth, W. "Fit and Well - Brief Edition," Most recent ed., McGraw - Hill Publishers, 2018. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness **Author** Thomas D. Fahey, Paul M. Insel and Walton T. Roth **Publisher** McGraw Hill **Date/Edition** 16th Edition January 1, 2024 **ISBN** ISBN10: 1266356606 | ISBN13: 9781266356605 **Title** Can't Stop. Won't Stop **Author** Jeff Chang **Publisher** Ebury **Date/Edition** January 1, 2007 **ISBN** 978-0091912215 **Title** Hip-Hop is History **Author** Questlove and Ben Greenman **Publisher** AUWA **Date/Edition** Jun 11, 2024 **ISBN** ISBN-13978-0374614072

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: Lanier, Hinoter. "Hip-Hop Dance" (Shall We Dance). Focus Readers, 2017. **May include, but are not limited to**: No value **Reading List**: Deagelis, Audrey. "Hip-Hop" (The Hip-Hop Insider). Abdo Publishing, 2017. **May include, but are not limited to**: No value **Reading List**: Royston, Angela. "Hip-Hop"(Love To Dance). Raintree, 2014. **May include, but are not limited to**: No value **Reading List**: Burrows, Jonathan. "A Choreographer's Handbook." Routledge USA-Canada, 2010. **May include, but are not limited to**: No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
❗	**Course Objectives**	• Describe Hip hop dance, Hip hop history and Hip hop cultural aspects that are covered in class. • Demonstrate Studio decorum and procedures in written and oral form. • Collaborate and create more advanced movement combinations withing specific styles using improvisation techniques such as improvisation in framework composition, guiding improvisation visually and role of evaluation in improvisation. • Perform hip-hop dance as a popular art from with an increasing degree of proficiency through advanced hip-hop movements, demonstrating increasing control of skill. • Apply exercise physiology and nutrition to more advanced hip hop technique.	• Describe Hip-hop dance, Hip-hop history and Hip-hop cultural aspects that are covered in class. • Demonstrate Studio decorum and procedures in written and oral form. • Collaborate and create more advanced (intermediate level) movement combinations withing specific styles using improvisation techniques such as improvisation in framework composition, guiding improvisation visually and the role of evaluation in improvisation. • Perform hip-hop dance as a popular art from with an increasing degree of proficiency through intermediate hip-hop movements, increasing control and skill. • Apply exercise physiology and nutrition to intermediate hip-hop technique.
❗	**CSLOs**	**CSLOs** Perform advanced steps and choreography required for successful collaboration and performance. **Expected SLO Performance** 0.0	**CSLOs** Perform Hip-hop intermediate steps and choreography required for successful collaboration and performance. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Describe Hip hop dance, Hip hop history and Hip hop cultural aspects that are covered in class. 1. Study the historical roots, evolution and cultural context of the dances. 1. African-american influence on the development of hip-hop. 2. American Puerto Rican Influence on the development of hip-hop dance. 2. Musicality related to hip-hop dances being studied. 1. On the beat/off the beat (up beat/down beat). 2. Instrumentation. 3. Dance phrasing 4. Accents. 5. How all of the above affect the style of dance. 2. Demonstrate Studio decorum and procedures in written and oral form. 1. classroom etiquette 2. alignment 3. technique 4. Costumes and how they relate to dance expression 3. Collaborate and create more advanced movement combinations withing specific styles using improvisation techniques such as improvisation in framework composition, guiding improvisation visually and role of evaluation in improvisation. 1. Developing logical movement combinations within the specific rhythmic and stylistic patterns of the dances. 2. Leading and following improvisations. 3. Developing improvisation into set choreography. 4. Perform hip-hop dance as a popular art from with an increasing degree of proficiency through advanced hip-hop movements, demonstrating increasing control of skill.	1. Describe Hip-hop dance, Hip-hop history and Hip-hop cultural aspects that are covered in class. 1. Study the historical roots, evolution and cultural context of the dances. 1. African-American influence on the development of hip-hop. 2. American Puerto Rican Influence on the development of hip-hop dance. 2. Musicality related to hip-hop dances being studied. 1. On the beat/off the beat (upbeat/down beat). 2. Instrumentation. 3. Dance phrasing 4. Accents. 5. How all of the above affect the style of dance. 2. Demonstrate Studio decorum and procedures in written and oral form. 1. classroom etiquette 2. alignment 3. technique 4. Costumes and how they relate to dance expression 3. Collaborate and create more advanced movement combinations within specific styles using improvisation techniques such as improvisation in framework composition, guiding improvisation visually, and examining the role of evaluation in improvisation. 1. Developing logical movement combinations within the specific rhythmic and stylistic patterns of the dances. 2. Leading and following improvisations. 3. Developing improvisation into set choreography. 4. Perform hip-hop dance as a popular art from with an increasing degree of proficiency through intermediate hip-hop movements, increasing control and skill.

Changed	Field	Current Version	Proposed Version
		1. memorization of progressively more advanced combinations 2. physical safety 3. increased body awareness 4. attention to alignment and more advanced body positioning 5. aesthetic valuing. 5. Apply exercise physiology and nutrition to more advanced hip hop technique. 1. Theories of anaerobic vs. aerobic exercise. 1. Developing cardiovascular endurance. 2. Continued Anaerobic training 3. Improving efficiency and body mechanics. 2. Nutritional concepts with special notes regarding specific needs for various populations:youth, adults, older adults, females and males. 1. Balanced diet for wellness. 2. Eating before class. 3. Post class food and fluids. 3. Flexibility concepts with special notes for various populations: youth, adults, older adults, females and males. 1. Techniques for overall flexibility. 2. Theories about stretching during warm-up. 3. Theories about stretching post exercise. 4. Techniques to avoid common injuries.	1. memorization of progressively more advanced combinations 2. physical safety 3. increased body awareness 4. attention to alignment and more advanced body positioning 5. aesthetic valuing. 5. Apply exercise physiology and nutrition to intermediate hip-hop technique. 1. Theories of anaerobic vs. aerobic exercise. 1. Developing cardiovascular endurance. 2. Continued Anaerobic training 3. Improving efficiency and body mechanics. 2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, females and males. 1. Balanced diet for wellness. 2. Eating before class. 3. Post class food and fluids. 3. Flexibility concepts with special notes for various populations: youth, adults, older adults, females and males. 1. Techniques for overall flexibility. 2. Theories about stretching during warm-up. 3. Theories about stretching post exercise. 4. Techniques to avoid common injuries.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	DANC D023M	DANC D023M
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	From Methods of Evaluation: B. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives.
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

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

H-Matrix Form

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

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: C. Collaborate and create more advanced movement combinations within specific styles using improvisation techniques such as improvisation in framework composition, guiding improvisation visually, and examining the role of evaluation in improvisation. Developing logical movement combinations within the specific rhythmic and stylistic patterns of the dances. Leading and following improvisations. Developing improvisation into set choreography. D. Perform hip-hop dance as a popular art from with an increasing degree of proficiency through intermediate hip-hop movements, increasing control and skill. memorization of progressively more advanced combinations physical safety increased body awareness attention to alignment and more advanced body positioning aesthetic valuing.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Oral/ Methods of Evaluation: A. Required readings designed to demonstrate critical thinking skills from text as preparation for class discussion and application of concepts in written analysis. F. Collaborative learning and small group exercises, to generate material for student choreography and in which that material will be discussed and evaluated. Assignments: C. Practice and discussion of performance aspects designed to demonstrate critical thinking skills. Demonstrate and discuss Practice of technique and skills covered in class Attendance and discussion of at a minimum of one live dance performance Viewing and discussion of selected dance videos Discuss and demonstrate movement problem-solving Written/ Methods of Evaluation: B. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives. C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances, designed to demonstrate critical thinking skills. Collaborative exercises/ Course Outline: C. Collaborate and create more advanced movement combinations within specific styles using improvisation techniques such as improvisation in framework composition, guiding improvisation visually, and examining the role of evaluation in improvisation. Developing logical movement combinations within the specific rhythmic and stylistic patterns of the dances. Leading and following improvisations. Developing improvisation into set choreography.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Method of Evaluation: A. Required readings designed to demonstrate critical thinking skills from text as preparation for class discussion and application of concepts in written analysis. B. Research paper, and working outline for such project, designed to demonstrate critical thinking skills and to problem solve as required in the assignments and experimental investigations involving hip-hop dance terminology, theory and historical perspectives. C. Field project writing assignment, a preliminary outline or synopsis of this, and a completed set of response paragraphs; all the above demonstrate the student's growth in synthesizing, evaluating, and analyzing outside creative projects and live performances, designed to demonstrate critical thinking skills. E. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on the use of time, space, and energy, the unity of the composition, its transitions and the quality of the performance, which includes memorization, intermediate level technique, projection, character study and confidence. F. Collaborative learning and small group exercises, to generate material for student choreography and in which that material will be discussed and evaluated.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: A. Describe Hip-hop dance, Hip-hop history and Hip-hop cultural aspects that are covered in class. Study the historical roots, evolution and cultural context of the dances. African-American influence on the development of hip-hop. American Puerto Rican Influence on the development of hip-hop dance.
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: A. Describe Hip-hop dance, Hip-hop history and Hip-hop cultural aspects that are covered in class. Study the historical roots, evolution and cultural context of the dances. African-American influence on the development of hip-hop. American Puerto Rican Influence on the development of hip-hop dance.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: C. Practice and discussion of performance aspects designed to demonstrate critical thinking skills. Demonstrate and discuss Practice of technique and skills covered in class Attendance and discussion of at a minimum of one live dance performance Viewing and discussion of selected dance videos Discuss and demonstrate movement problem-solving Quarterly Dance Demonstration. Methods of Evaluation: D. Dance Demonstration will be evaluated by the quality of the final dance choreography by focusing on the use of time, space, and energy, the unity of the composition, its transitions and the quality of the performance, which includes memorization, intermediate level technique, projection, character study and confidence. F. Collaborative learning and small group exercises, to generate material for student choreography and in which that material will be discussed and evaluated. G. Final is the student's own choreography, of either a solo or a group dance, presented in class, that incorporates Hip-hop movement, or a hybrid of Hip-hop movement. Student will take full responsibility for its creation, the music selection and conducting of its rehearsals, including the teaching and polishing of the choreography.

Comments

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

Changed	Questions	Current Version	Proposed Version
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DANC 023N	DANC 023N
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

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

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

Changed	Questions	Current Version	Proposed Version				
			3/23/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. **If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the**	Y

Changed	Questions	Current Version	Proposed Version				
						required component of this edit. Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	
			3/23/2026	Specifications	Examples of Primary Texts and References	Suggested	Y

Changed	Questions	Current Version	Proposed Version			
					Thanks for this list of assignments. Do assignments do one or more of the following: (1)Encourage students to connect course content to their own life, background, and experiences; (2) 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.	
			3/23/2026	SpecificationsAssignmentsSuggested		Y

Changed	Questions	Current Version	Proposed Version					
			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.	Y
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/22/26	Matrix B	All that apply	Required	Complete for your English advisory	Y
			4/22/26	Basic Course Information	Attachments	Required	Complete and upload Matrix G for your DANC 23M prerequisite	Y
	Stage 7: Dean of Online Learning	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DANCD023N
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000567575

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	

Changed	Field	Current Version
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
Comments	Stage 3: DEI
Comments	Stage 5: De Anza General Education
Comments	Stage 6: Content Review Matrix Liaison
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Vernon Gallegos • Shaw, Janet
	Course ID (CB01A and CB01B)	DANCD038A	DANCD038A
	Course Control Number	CCC000039085	CCC000039085
	Course Title (CB02)	Appreciation of Dance	Appreciation of Dance
	Short Course Title	APPREC OF DANCE	APPREC OF DANCE
	TOP Code (CB03)	1008.00	1008.00 Dance
	CIP Code	Dance, General	50.0301 Dance, General
	Department	DANC - Dance	DANC - Dance
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	**Course Description**	This course is a study of dance as a cultural phenomenon, form of communication, socialization, recreation, artistic expression, and entertainment. Students will explore the history, traditions and works of outstanding artists.	Students in this course will explore dance as a broader cultural phenomenon, as well as a diverse and varied form of communication, socialization, recreation, artistic expression, and entertainment. Upon completing the course, students will have gained foundational knowledge of the history, traditions and works of outstanding dance and performance artists.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Dance
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - DANCE

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and Cal-GETC. This is a major preparation requirement in the discipline of Dance for UC and CSU. This course gives students a perspective on how dance influences international cultures and history.	This course meets a general education requirement for De Anza and Cal-GETC. This is a major preparation requirement in the discipline of Dance for UC and CSU. This course gives students a perspective on how dance influences international cultures and history.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	This course provides students with foundational knowledge in diverse dance practices. The course outline specifically scaffolds discussion of dance cultures from around the world, and provides space for discussion of the relationship between dance and gender. Methods of instruction are varied to provide multiple means of representation and engagement in keeping with best practices from Universal Design for Learning. No appropriate representative textbooks that are OER, ZTC text compliant on the topic of dance currently exist, but 1 of the text on the list for this course is available, new, for $16.95, hence available at a low cost for students. Examples of Primary Texts and References listed meet Universal Design for Learning Standards (accessible and inclusive language, explanations of technical terms, etc.)
❗	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Methods of Instruction

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

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

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** Cal-GETC **Area(s)** • CA3A - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value	**System/Institution** Cal-GETC **Area(s)** • CA3A - Approved. **-** No value **System/Institution** De Anza GE **Area(s)** • 2G3X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Homework and extended projects Discussion of assigned reading Field observation of live performance Guest speakers Collaborative learning and small group exercises In-class exploration of Internet sites	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Homework and extended projects Discussion of assigned reading Field observation of live performance Guest speakers Collaborative learning and small group exercises In-class exploration of Internet sites

Changed	Field	Current Version	Proposed Version
	Assignments	1. Reading 1. From text 2. From outside sources such as media reviews 2. Writing 1. Weekly one-page essays and discussions of dance topics 2. Evaluations and assessments of video recordings of dance performances 3. Major term-paper/critique of live performance attended 4. Final research project	1. Reading 1. From text 2. From outside sources such as media reviews 2. Writing 1. Weekly one-page essays and discussions of dance topics 2. Evaluations and assessments of video recordings of dance performances 3. Major term-paper/critique of live performance attended 4. Final research project
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Weekly Quizzes that evaluate mastery of key concepts from class readings 2. Written critiques of live dance performances that reflect logical conclusions supported by verifiable evidence. 3. Mid-term and final exam on text and lectures 4. Evaluation of final research project for accuracy, logic and completion.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Weekly Quizzes that evaluate mastery of key concepts from class readings 2. Written critiques of live dance performances that reflect logical conclusions supported by verifiable evidence. 3. Mid-term and final exam on text and lectures 4. Evaluation of final research project for accuracy, logic and completion.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • Lecture room with flexible seating and space for practical movement experiences and demonstrations	**Essential Student Materials:** • None **Essential College Facilities:** • Lecture room with flexible seating and space for practical movement experiences and demonstrations

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Lihs,Harriet.Appreciating Dance (A guide to the world's Liveliest Art) 5th edition.Hightstown, NJ: Princeton Book Co.2018. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** "Dance Appreciation", **Author** King, L.M. & Emini, Emmamuel **Publisher** Touched to Touch Publishers **Date/Edition** 16th Edition, 2023 **ISBN** 9798377819394
		Title No value **Author** Ambrosio,Nora.Learning About Dance (Dance as an Art Form and Entertainment) 7th edition. Kendall/Hunt Publishing Co. 2016. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** "Understanding Dance: Different Ways of Seeing, Feeling, and Sensing Dance". **Author** AmMcCormick, Sarah **Publisher** Sentia Publishing **Date/Edition** 2021 **ISBN** 978-0989152808
			Title Appreciating Dance: A Guide to the World's Liveliest Art **Author** Lihs, Harriet **Publisher** Princeton Book Company **Date/Edition** 5th Copyright 2018-08-01 **ISBN** • ISBN13: 9780871273956 • ISBN10: 0871273950 • eBook ISBN(s): 9780871273994 • Additional ISBN(s): 9780871273185

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Banes, Sally. Dancing Women: Female Bodies on Stage. New York, NY: Rooutledge,1998.
May include, but are not limited to	No value

Reading List	Cass, John. Dancing Through History. New York, NY: Prentice Hall,1993.
May include, but are not limited to	No value

Reading List	Copeland and Cohen. What is Dance? (Readings in Theory and Criticism). New York, NY: Oxford University Press,1993.
May include, but are not limited to	No value

Reading List	Ellison, Nancy. The Ballet Book: Learning and Appreciating the Secrets of Dance. New York, NY: Universe, 2003.
May include, but are not limited to	No value

Reading List	Kerner, Mary. Barefoot to Balanchine (How to Watch Dance). New York: Doubleday,1990.
May include, but are not limited to	No value

Changed	Field	Current Version	Proposed Version
	Reading List	Lihs, Harriet R. Appreciating Dance: A Guide to the world's Liveliest Art. Hightstown, NJ: Princeton Book Co. Pub, 2002.	
	May include, but are not limited to	No value	
	Reading List	Manning, Susan. Modern Dance Negro Dance: Race in Motion. Minneapolis, MN: 2004.	
	May include, but are not limited to	No value	
	Reading List	McDonagh, Dan. The Rise and Fall and Rise of Modern Dance. NewYork: Outerbridge & Dienstfrey, 1984.	
	May include, but are not limited to	No value	
	Reading List	Ambrosio, Nora. Learning About Dance (An introduction to Dance as an Art form and Entertainment). New York NY: Kendall/Hunt Publishing Co. 2008	
	May include, but are not limited to	No value	
	Reading List	https://www.contemporary-dance.org/dance-websites.html	
	May include, but are not limited to	No value	

Changed	Field	Current Version	Proposed Version
		Reading List dance.gotop100.com **May include, but are not limited to** No value	
		Reading List https://www.dancemagazine.com **May include, but are not limited to** No value	
		Reading List https:www.nycballet.com **May include, but are not limited to** No value	
		Reading List https:www.facebook.com/AmericanBalletTheatre **May include, but are not limited to** No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Analyze dance as a cultural phenomenon. • Identify important figures from the different dance genres • Analyze artistic standards as they relate to dance performance and criticism • Analyze issues associated with dance as a profession and life style	• Analyze dance as a cultural phenomenon. • Identify important figures from the different dance genres • Analyze artistic standards as they relate to dance performance and criticism • Analyze issues associated with dance as a profession and life style
	CSLOs	**CSLOs** Identify his/her own relationship to dance as a cultural phenomenon. **Expected SLO Performance** 0.0 **CSLOs** Analyze and integrate their own artistic standards as they relate to dance performance and criticism. **Expected SLO Performance** 0.0 **CSLOs** Demonstrate a general understanding of the history of dance in America. **Expected SLO Performance** 0.0	**CSLOs** Identify his/her own relationship to dance as a cultural phenomenon. **Expected SLO Performance** 0.0 **CSLOs** Analyze and integrate their own artistic standards as they relate to dance performance and criticism. **Expected SLO Performance** 0.0 **CSLOs** Demonstrate a general understanding of the history of dance in America. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Analyze dance as a cultural phenomenon. 1. Primitive Period: ? to 3000 B.C. 1. The human body as universal instrument of communication 2. Dance as ritual 2. Ancient period: 3000 B.C. to 400 A.D. 1. Dramatic intent 2. Aesthetics 3. classic theatrical dance - India, China , Greece 3. Medieval period: 400 A.D.to 1400 A.D. 1. Classic theatrical dance - Japan, "Middle East" 2. Europe- Danse Macabre 4. Renaissance period 1400A.D. to 1700A.D. 1. European Enlightenment 2. Ballet, Bugaku, Kabuki 5. Contemporary period: 1700A.D. to present 1. World Concert Ritual Dance 2. European roots, American realization 3. Modern dance: a new freedom of expression 4. Post modern dance: transformation and metamorphosis 5. Contemporary dance 6. Social Dance 1. Domestic 2. Competitive 7. Tap, Jazz, and Musical Theatre Dance 1. Film 2. African-American influences 2. Identify important figures from the different dance genres 1. Ballet: Petipa, Fokine, Nijinsky, Balanchine etc. 2. Modern Dance:Duncan, Graham, Limon etc. 3. Post Modern: Cunningham, Nikolais,Paxton etc. 4. Contemporary Dance: Bausch, Tharp, Dove, Battle, Copeland etc. 3. Analyze artistic standards as they relate to dance performance and criticism 1. Identification analysis and description of structure of a dance 2. Identification analysis and description of the form of the	1. Analyze dance as a cultural phenomenon. 1. Primitive Period: ? to 3000 B.C. 1. The human body as universal instrument of communication 2. Dance as ritual 2. Ancient period: 3000 B.C. to 400 A.D. 1. Dramatic intent 2. Aesthetics 3. classic theatrical dance - India, China , Greece 3. Medieval period: 400 A.D. to 1400 A.D. 1. Classic theatrical dance - Japan, "Middle East" 2. Europe- Danse Macabre 4. Renaissance period 1400A.D. to 1700A.D. 1. European Enlightenment 2. Ballet, Bugaku, Kabuki 5. Contemporary period: 1700A.D. to present 1. World Concert Ritual Dance 2. European roots, American realization 3. Modern dance: a new freedom of expression 4. Post modern dance: transformation and metamorphosis 5. Contemporary dance 6. Social Dance 1. Domestic 2. Competitive 7. Tap, Jazz, and Musical Theatre Dance 1. Film 2. African-American influences 2. Identify important figures from the different dance genres 1. Ballet: Petipa, Fokine, Nijinsky, Balanchine etc. 2. Modern Dance: Duncan, Graham, Limon etc. 3. Post Modern: Cunningham, Nikolais, Paxton etc. 4. Contemporary Dance: Bausch, Tharp, Dove, Battle, Copeland etc. 3. Analyze artistic standards as they relate to dance performance and criticism 1. Identification analysis and description of structure of a dance 2. Identification analysis and description of the form of the

Changed	Field	Current Version	Proposed Version
		dance(relationship of component parts) 3. Identify performance evaluation criteria, including aesthetics, objectivity, choreographic style, subject matter, social context, individual artistic performances 4. Analyze issues associated with dance as a profession and life style 1. The making of a dancer 2. Dance and gender 3. Careers in dance	dance (relationship of component parts) 3. Identify performance evaluation criteria, including aesthetics, objectivity, choreographic style, subject matter, social context, individual artistic performances 4. Analyze issues associated with dance as a profession and lifestyle 1. The making of a dancer 2. Dance and gender 3. Careers in dance
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

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

Changed	Questions	Current Version	Proposed Version
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	From Assignments. B.Writing Weekly one-page essays and discussions of dance topics Evaluations and assessments of video recordings of dance performances Major term-paper/critique of live performance attended Final research project
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline A. Analyze dance as a cultural phenomenon. 1. Primitive Period: ? to 3000 B.C. a. The human body as universal instrument of communication b. Dance as ritual 2. Ancient period: 3000 B.C. to 400 A.D. a. Dramatic intent b. Aesthetics c. classic theatrical dance - India, China , Greece 3. Medieval period: 400 A.D. to 1400 A.D. a. Classic theatrical dance - Japan, "Middle East" b. Europe- Danse Macabre 4. Renaissance period 1400A.D. to 1700A.D. a. European Enlightenment b. Ballet, Bugaku, Kabuki 5. Contemporary period: 1700A.D. to present a. World Concert Ritual Dance b. European roots, American realization c. Modern dance: a new freedom of expression d. Post modern dance: transformation and metamorphosis e. Contemporary dance 6. Social Dance a. Domestic b. Competitive 7. Tap, Jazz, and Musical Theatre Dance a. Film b. African-American influences B. Identify important figures from the different dance genres 1. Ballet: Petipa, Fokine, Nijinsky, Balanchine etc. 2. Modern Dance: Duncan, Graham, Limon etc. 3. Post Modern: Cunningham, Nikolais, Paxton etc. 4. Contemporary Dance: Bausch, Tharp, Dove, Battle, Copeland etc. C. Analyze artistic standards as they relate to dance performance and criticism 1. Identification analysis and description of structure of a dance 2. Identification analysis and description of the form of the dance (relationship of component parts) 3. Identify performance evaluation criteria, including aesthetics, objectivity, choreographic style, subject matter, social context, individual artistic performances
❗	**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	ORAL Assignments: B. Writing 1. Weekly one-page essays and discussions of dance topics 2. Evaluations and assessments of video recordings of dance performances 3. Major term-paper/critique of live performance attended 4. Final research project WRITTEN COMMUNICATION Assignments: B. Writing 1. Weekly one-page essays and discussions of dance topics 2. Evaluations and assessments of video recordings of dance performances 3. Major term-paper/critique of live performance attended 4. Final research project Methods of Evaluation: B. Written critiques of live dance performances that reflect logical conclusions supported by verifiable evidence. COLLABORATIVE Assignments: B. Writing 1. Weekly one-page essays and discussions of dance topics 2. Evaluations and assessments of video recordings of dance performances

Changed	Questions	Current Version	Proposed Version
!	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation: B. Written critiques of live dance performances that reflect logical conclusions supported by verifiable evidence.\Assignments: B. Writing 1. Weekly one-page essays and discussions of dance topics 2. Evaluations and assessments of video recordings of dance performances
!	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: A. Analyze dance as a cultural phenomenon. 1. Primitive Period: ? to 3000 B.C. a. The human body as universal instrument of communication b. Dance as ritual 2. Ancient period: 3000 B.C. to 400 A.D. a. Dramatic intent b. Aesthetics c. classic theatrical dance - India, China , Greece 3. Medieval period: 400 A.D. to 1400 A.D. a. Classic theatrical dance - Japan, "Middle East" b. Europe- Danse Macabre 4. Renaissance period 1400A.D. to 1700A.D. a. European Enlightenment b. Ballet, Bugaku, Kabuki 5. Contemporary period: 1700A.D. to present a. World Concert Ritual Dance b. European roots, American realization c. Modern dance: a new freedom of expression d. Post modern dance: transformation and metamorphosis e. Contemporary dance 6. Social Dance a. Domestic b. Competitive 7. Tap, Jazz, and Musical Theatre Dance a. Film b. African-American influences B. Identify important figures from the different dance genres 1. Ballet: Petipa, Fokine, Nijinsky, Balanchine etc. 2. Modern Dance: Duncan, Graham, Limon etc. 3. Post Modern: Cunningham, Nikolais, Paxton etc. 4. Contemporary Dance: Bausch, Tharp, Dove, Battle, Copeland etc. C. Analyze artistic standards as they relate to dance performance and criticism 1. Identification analysis and description of structure of a dance 2. Identification analysis and description of the form of the dance (relationship of component parts) 3. Identify performance evaluation criteria, including aesthetics, objectivity, choreographic style, subject matter, social context, individual artistic performances D. Analyze issues associated with dance as a profession and lifestyle 1. The making of a dancer 2. Dance and gender 3. Careers in dance

Changed	Questions	Current Version	Proposed Version
!	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline:A. Analyze dance as a cultural phenomenon. 1. Primitive Period: ? to 3000 B.C. a. The human body as universal instrument of communication b. Dance as ritual 2. Ancient period: 3000 B.C. to 400 A.D. a. Dramatic intent b. Aesthetics c. classic theatrical dance - India, China , Greece 3. Medieval period: 400 A.D. to 1400 A.D. a. Classic theatrical dance - Japan, "Middle East" b. Europe- Danse Macabre 4. Renaissance period 1400A.D. to 1700A.D. a. European Enlightenment b. Ballet, Bugaku, Kabuki 5. Contemporary period: 1700A.D. to present a. World Concert Ritual Dance b. European roots, American realization c. Modern dance: a new freedom of expression d. Post modern dance: transformation and metamorphosis e. Contemporary dance 6. Social Dance a. Domestic b. Competitive 7. Tap, Jazz, and Musical Theatre Dance a. Film b. African-American influences
!	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: C. Analyze artistic standards as they relate to dance performance and criticism 1. Identification analysis and description of structure of a dance 2. Identification analysis and description of the form of the dance (relationship of component parts) 3. Identify performance evaluation criteria, including aesthetics, objectivity, choreographic style, subject matter, social context, individual artistic performances D. Analyze issues associated with dance as a profession and lifestyle 1. The making of a dancer 2. Dance and gender 3. Careers in dance

Comments

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

Changed	Questions	Current Version	Proposed Version
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DANC 038A	DANC 038A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

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

Changed	Questions	Current Version	Proposed Version					
!	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			11/04/2025	Basic Course Information	Course Description	Suggested	Consider a few small revisions to the course description that emphasize a student-centered approach/perspective. For example: "**Students in this course will explore dance as a broader** cultural phenomenon, **as well as a diverse and varied** form of communication, socialization, recreation, artistic expression, and entertainment. **Upon completing the course, students will have gained foundational knowledge of** the history, traditions and works of outstanding **dance and performance** artists." I believe these changes were made, please indicate with "Y" in the next column	Y

Changed	Questions	Current Version	Proposed Version				
			11/04/2025	Basic Course Information	DEI Review	Suggested	Consider several revisions to point to specific aspects of the course that are specifically equity-driven/equity-minded. For example: "**This course provides students with foundational knowledge in diverse dance practices. The course outline specifically scaffolds discussion of dance cultures from around the world, and provides space for discussion of the relationship between dance and gender. Methods of instruction are varied to provide multiple means of representation and engagement in keeping with best practices from Universal Design for Learning**."
			12/08/2025	Specifications	Examples of Primary Texts and References	Required	I believe these changes were made, please indicate with "Y" in the next column Thanks for providing these examples of primary texts and references. Are there OER options, ZTC options, or ways for students to obtain these materials at low cost? Title 5 requirements and recommendations advocate for OER and/or other cost conscious and accessible options. If there are no appropriate representative textbooks that are OER, ZTC, or otherwise cost-conscious, please note this in the DEI Box on eLumen. **This will satisfy the "required" element of this edit.** Thank you!

Changed	Questions	Current Version	Proposed Version				
			12/08/2025	Specifications	Examples of Primary Texts and References	Suggested	If Examples of Primary Texts and References meet Universal Design for Learning Standards (accessible and inclusive language, explanations of technical terms, etc.) please confirm this in the Initiator's Comments and/or DEI box.	Y
			12/08/2025	Specifications	Assignments	Suggested	All assignments are based on reading and writing (no alternative means of engagement, action, or expression). Consider adding other assignments types if appropriate. If not appropriate, you can disregard - this is a suggested edit. Additionally, please note opportunities for student choice and revision if appropriate. If not appropriate, please disregard.	disregarded
			11/04/2025	Specifications	Methods of Evaluation	Suggested	**It's great to see this list of methods of evaluation! It looks like most/all of these are reading/writing based. Are there other assessments and/or methods of evaluation used in the course that are not based in reading/writing (visual/video, performative, observation of group work, etc.)? If so, it would be great to include those in order to show that there are multiple ways for students to demonstrate and express knowledge/proficiency (in keeping with best practices from Universal Design for Learning, specifically action and expression).**	N/A

Changed	Questions	Current Version	Proposed Version						
			12/12/2025	Outline		Course Outline	Suggested	Course outline discusses "social context; dance and gender; careers in dance" and many dance practices and cultures. Consider adding a place for students to reflect on possible barriers to inclusion or inequity in the field/discipline if appropriate. If not appropriate, please disregard.	disregarded
	Stage 4: Articulation Officer	No Value	No Value						
❗	**Stage 5: De Anza General Education**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response** Y In reference to Criteria 2: Some of the discussions, evaluations and assessments are done out loud (oral), in groups (collaborative) and as a class. There are many ways this could be structured in an online class. For example, the class watches a dance performance that is posted in Canvas from which topics for discussion are given to the students. Topics like: what did they find the most effective in the dance: the costumes, the choreography or the lighting? What part of the dance interested them the most, and why?, etc. Groups are assigned by Canvas. Students meet in their assigned groups by Zoom, conduct an oral discussion on the topics they were given, then put together a group presentation or review of the dance, which they record and convert to an mp4 file, which is then turned in to Canvas for the instructor to review. I added the above to comments at the bottom of De Anza GE Form. I was informed by reviewer by email to make no additional revisions on this curriculum, having provided her with the information above.		
			4/19/26	De Anza GE Form	Criteria 2	Required	**Please provide explicit examples of verbal and collaborative communication.**		

Changed	Questions	Current Version	Proposed Version					
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date** **4/25/26**	**Tab** Matrix B	**Part - Field** All that apply	**Type of Edit** Required	**Edit** Please complete for your English advisory	**Initiator - Indicate "Y" When Completed or Initiator's Response** Y
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DANCD038A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000039085

Articulation

Changed	Field	Current Version

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

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD052.	DMTD052.

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000567571	CCC000567571
	Course Title (CB02)	Geometric Dimensioning and Tolerancing: CAD Applications	Geometric Dimensioning and Tolerancing: CAD Applications
	Short Course Title	GEOM DIMENSG/TOLERANCNG: CAD	GEOM DIMENSG/TOLERANCNG: CAD
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	**Course Description**	This course will focus on geometric dimensioning and tolerancing, utilizing ASME Y14.5M-2009 standards as they apply to engineering and manufacturing drawings. CAD drawings will be completed from solid models using multiple datums, symbols, feature control frames, and other GD&T specifications.	This course focuses on geometric dimensioning and tolerancing (GD&T) using the ASME Y14.5M-2018 standards as applied to engineering and manufacturing drawings. Students learn to accurately interpret and apply GD&T principles to ensure design intent, part interchangeability, and proper assembly. Through hands-on exercises, students create CAD drawings from solid models, applying multiple datums, symbols, feature control frames, and other GD&T specifications. The course emphasizes practical application, enabling students to produce drawings that communicate precise manufacturing and inspection requirements..
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)

Changed	Field	Current Version	Proposed Version
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CSU transferable course, in a CTE program, was developed based on the needs of major corporations in the local community, as discussed at our advisory board meetings. This GD&T course develops the student's ability to create drawings and document mechanical designs. This course is included in the Computer-Aided Design-Mechanical Certificate of Achievement.	This CSU transferable course, in a CTE program, was developed based on the needs of major corporations in the local community, as discussed at our advisory board meetings. This GD&T course develops the student's ability to create drawings and document mechanical designs. This course is included in the Computer-Aided Design-Mechanical Certificate of Achievement.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to Computer-Aided Design (CAD) software, Geometric Dimensioning and Tolerancing (GD&T) configurations and drawing templates. Students also have access to fully equipped computer labs, technical resources, and tutoring services. These resources are designed to ensure that all students have the tools, guidance, and support needed to succeed, regardless of their prior experience or background in CAD and engineering design. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
	Please check all areas in the COR that address DEI.	No value	• Specifications - Examples of Primary Texts and References

More Options

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

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program**: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1	1
	Lecture Hours - Out of Class	2	2
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	12	12
	Lecture Hours - Course Out-of-Class per Term	24	24
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	24	24
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	36	36
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
	Assignments	1. Reading from GD&T textbook and references. 2. Workbook assignments from GD&T text. 3. Laboratory assignments requiring students to show understanding of GD&T using CAD models and engineering drawings.	1. Reading from GD&T textbook and references. 2. Workbook assignments from GD&T text. 3. Laboratory assignments requiring students to show understanding of GD&T using CAD models and engineering drawings.

Changed	Field	Current Version	Proposed Version
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Quizzes to evaluate correctness and proper use of GD&T symbols and concepts as well as application of industry standards. 2. Completion and correctness of text book worksheets demonstrating understanding of GD&T and ISO standards. 3. Midterm and final exam, including modeling and drawing components, that require students to apply concepts examined through the course as stated in the evaluation rubric.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes to evaluate correctness and proper use of GD&T symbols and concepts as well as application of industry standards. 2. Completion and correctness of text book worksheets demonstrating understanding of GD&T and ISO standards. 3. Midterm and final exam, including modeling and drawing components, that require students to apply concepts examined through the course as stated in the evaluation rubric.
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Madsen, David. "Geometric Dimensioning and Tolerancing." Ninth Edition Tinley Park Ill: Goodheart Willcox, 2013. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Geometric Dimensioning and Tolerancing: Principles and Practices **Author** Madsen, David **Publisher** Goodheart-Willcox **Date/Edition** 2027 / 11th Edition **ISBN** 9798897371969
!	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Explain the dimensioning and tolerancing concepts and industry practices • Identify and interpret standard symbols. • Analyze the characteristics and standard practices of dimensioning using feature control frames. • Demonstrate tolerancing and specifications. • Apply datums to engineering design. • Illustrate and identify mating parts requirements and specifications. • Analyze and input geometric non-position features.	• Explain the dimensioning and tolerancing concepts and industry practices • Identify and interpret standard symbols. • Analyze the characteristics and standard practices of dimensioning using feature control frames. • Demonstrate tolerancing and specifications. • Apply datums to engineering design. • Illustrate and identify mating parts requirements and specifications. • Analyze and input geometric non-position features.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Create a document package containing components modeled using CAD design tools in accordance with ASME standards and engineering drawings compliant with ASME Y14.5. **Expected SLO Performance** 0.0	**CSLOs** Create a document package containing components modeled using CAD design tools in accordance with ASME standards and engineering drawings compliant with ASME Y14.5. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Explain the dimensioning and tolerancing concepts and industry practices 1. History. 2. Coordinate systems. 3. Y14.5M standards. 4. ISO standards. 2. Identify and interpret standard symbols. 1. Feature control frames. 2. Size. 3. Coordinate. 4. Geometric Y14.5 and ISO symbols. 3. Analyze the characteristics and standard practices of dimensioning using feature control frames. 1. Size. 2. Position. 3. Datums. 4. Features. 4. Demonstrate tolerancing and specifications. 1. Size. 2. Position. 3. Non-position features. 4. Maximum material condition. 5. Regardless of feature size. 6. Least material condition. 7. Use an application of symbols. 5. Apply datums to engineering design. 1. Use. 2. Primary. 3. Secondary. 4. Tertiary. 6. Illustrate and identify mating parts requirements and specifications. 1. Control of features. 2. Limits. 3. Tolerances. 7. Analyze and input geometric non-position features. 1. Flatness. 2. Straightness. 3. Circularity. 4. Cylindricity. 5. Perpendicularity. 6. Angularity. 7. Parallelism. 8. Profile. 9. Run out.	1. Explain the dimensioning and tolerancing concepts and industry practices 1. History. 2. Coordinate systems. 3. Y14.5M standards. 4. ISO standards. 2. Identify and interpret standard symbols. 1. Feature control frames. 2. Size. 3. Coordinate. 4. Geometric Y14.5 and ISO symbols. 3. Analyze the characteristics and standard practices of dimensioning using feature control frames. 1. Size. 2. Position. 3. Datums. 4. Features. 4. Demonstrate tolerancing and specifications. 1. Size. 2. Position. 3. Non-position features. 4. Maximum material condition. 5. Regardless of feature size. 6. Least material condition. 7. Use an application of symbols. 5. Apply datums to engineering design. 1. Use. 2. Primary. 3. Secondary. 4. Tertiary. 6. Illustrate and identify mating parts requirements and specifications. 1. Control of features. 2. Limits. 3. Tolerances. 7. Analyze and input geometric non-position features. 1. Flatness. 2. Straightness. 3. Circularity. 4. Cylindricity. 5. Perpendicularity. 6. Angularity. 7. Parallelism. 8. Profile. 9. Run out.

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Applying Datums 2. Dimensioning 3. Position Tolerancing 4. Features 5. Use of Symbols	1. Applying Datums 2. Dimensioning 3. Position Tolerancing 4. Features 5. Use of Symbols

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value

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

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
❗	**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**	No Value	Assignments: A: Reading from GD&T textbook and references. B: Workbook assignments from GD&T text.
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

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

G-Matrix Form

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

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

H-Matrix Form

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

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

De Anza GE Form

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

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

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

Comments

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

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

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DMT 052	DMT 052
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	01/14/2020	01/14/2020
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			03/23/2026	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. Y - See DEI statement**	

Changed	Questions	Current Version	Proposed Version			
			03/23/2026	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. **Y - See DEI statement**
			03/23/2026	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. N/A

Changed	Questions	Current Version	Proposed Version			
			03/23/2026	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, no problem -- just let me know in the initiator response box. N/A
			03/23/2026	Outline	Course Outline	Suggested	This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, 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, no problem --- just let me know in the initiator response box. N/A
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				
	Stage 6: Content Review Matrix Liaison	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
!	**Stage 7: Dean of Online Learning**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y- Forgot to upload.
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DMTD052.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000567571

Articulation

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

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Mike Appio

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	DMTD060A	DMTD060A
	Course Control Number	CCC000548606	CCC000548606
	Course Title (CB02)	SolidWorks (Introduction)	SolidWorks (Introduction)
	Short Course Title	SOLIDWORKS (INTRODUCTION)	SOLIDWORKS (INTRODUCTION)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
❗	**Course Description**	This course covers the fundamentals of computer-aided design and drafting using SolidWorks software, and applications of SolidWorks in creating manufacturing models (parts, assemblies, and drawings).	This course introduces the fundamentals of computer-aided design and drafting using SolidWorks. Students learn how to create and modify 3D models and apply SolidWorks tools to develop manufacturing designs, including parts, assemblies, and technical drawings. The course emphasizes practical applications used in engineering and manufacturing.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.	SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
	Please check all areas in the COR that address DEI.	No value	• Specifications - Examples of Primary Texts and References

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program**: Additive Manufacturing Technology: 3D Design and Production **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Additive Manufacturing Technology: 3D Design and Production **Award Type**: Certificate of Achievement (COA)
		Associated Program: Advanced Manufacturing and Prototyping Technician **Award Type**: Certificate of Achievement-Advanced (COA-A)	**Associated Program**: Advanced Manufacturing and Prototyping Technician **Award Type**: Certificate of Achievement-Advanced (COA-A)
		Associated Program: Advanced Manufacturing and Prototyping Technician **Award Type**: Associate in Science (A.S.) Degree	**Associated Program**: Advanced Manufacturing and Prototyping Technician **Award Type**: Associate in Science (A.S.) Degree
		Associated Program: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	96	96
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects

Changed	Field	Current Version	Proposed Version
	Assignments	1. On-line video lectures, viewed as assigned during the course. 2. CAD projects demonstrating progressive mastery of SolidWorks 3. Reading from text.	1. On-line video lectures, viewed as assigned during the course. 2. CAD projects demonstrating progressive mastery of SolidWorks 3. Reading from text.
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects.Exam will be evaluated on accuracy and completeness of solid modeling requirements. 3. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects.Exam will be evaluated on accuracy and completeness of solid modeling requirements. 3. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory
❗	**Examples of Primary Texts and References**	**Title**: No value **Author**: Planchard, "Engineering Design With SolidWorks." SDC, 2020. **Publisher**: No value **Date/Edition**: No value **ISBN**: No value	**Title**: Engineering Design with SOLIDWORKS 2026 **Author**: Planchard **Publisher**: SDC Publications **Date/Edition**: 2026 **ISBN**: 9781630577704
❗	**Suggested Reading List**	**Reading List**: None. **May include, but are not limited to**: No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Demonstrate the basic menu structure and graphical user interface used within SolidWorks. • Demonstrate competency in creation of basic sketches. • Apply dimensions and constraints to sketches. • Develop basic techniques for creating "Sketched Features". • Apply basic techniques for creating "Reference Features". • Create and modify solid parts. • Create and modify solid assemblies. • Produce and modify basic Engineering Drawings (derived from Solid Model).	• Demonstrate the basic menu structure and graphical user interface used within SolidWorks. • Demonstrate competency in creation of basic sketches. • Apply dimensions and constraints to sketches. • Develop basic techniques for creating "Sketched Features". • Apply basic techniques for creating "Reference Features". • Create and modify solid parts. • Create and modify solid assemblies. • Produce and modify basic Engineering Drawings (derived from Solid Model).
	CSLOs	**CSLOs** Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks. **Expected SLO Performance** 0.0	**CSLOs** Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Demonstrate the basic menu structure and graphical user interface used within SolidWorks. 1. SolidWorks toolbars and menu. 2. Create a new file, save a newly created or edited file, and open an existing file. 2. Demonstrate competency in creation of basic sketches. 1. Use of basic sketch tools through simple exercises. 2. Define specific terms, such as Sketch Planes & Datum Features. 3. Create simple geometry using basic sketch tools. 3. Apply dimensions and constraints to sketches. 1. Apply dimensions and logical constraints to basic geometry. 2. Modify and/or delete sketch dimensions and constraints. 4. Develop basic techniques for creating “Sketched Features”. 1. Create Extruded and Revolved features. 2. Create so-called “Sweep” and “Loft” features. 5. Apply basic techniques for creating “Reference Features”. 1. Create Hole Features and Shell Features. 2. Create Fillet and Chamfer Features. 6. Create and modify solid parts. 1. Add overall dimensions and geometric relationships. 2. Edit and/or delete overall dimensions and geometric relationships. 7. Create and modify solid assemblies. 1. Add 3D components to an existing assembly. 2. Delete existing 3D components from an assembly.	1. Demonstrate the basic menu structure and graphical user interface used within SolidWorks. 1. SolidWorks toolbars and menu. 2. Create a new file, save a newly created or edited file, and open an existing file. 2. Demonstrate competency in creation of basic sketches. 1. Use of basic sketch tools through simple exercises. 2. Define specific terms, such as Sketch Planes & Datum Features. 3. Create simple geometry using basic sketch tools. 3. Apply dimensions and constraints to sketches. 1. Apply dimensions and logical constraints to basic geometry. 2. Modify and/or delete sketch dimensions and constraints. 4. Develop basic techniques for creating “Sketched Features”. 1. Create Extruded and Revolved features. 2. Create so-called “Sweep” and “Loft” features. 5. Apply basic techniques for creating “Reference Features”. 1. Create Hole Features and Shell Features. 2. Create Fillet and Chamfer Features. 6. Create and modify solid parts. 1. Add overall dimensions and geometric relationships. 2. Edit and/or delete overall dimensions and geometric relationships. 7. Create and modify solid assemblies. 1. Add 3D components to an existing assembly. 2. Delete existing 3D components from an assembly.

Changed	Field	Current Version	Proposed Version
		3. Add, delete, or modify geometric mate constraints within an existing assembly. 8. Produce and modify basic Engineering Drawings (derived from Solid Model). 1. Create standard orthographic drawing layout for detailed drawings. 2. Create section views and auxiliary views. 3. Create assembly drawings using exploded views, item balloons, and parts lists.	3. Add, delete, or modify geometric mate constraints within an existing assembly. 8. Produce and modify basic Engineering Drawings (derived from Solid Model). 1. Create standard orthographic drawing layout for detailed drawings. 2. Create section views and auxiliary views. 3. Create assembly drawings using exploded views, item balloons, and parts lists.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Toolbars and menu 2. Basic sketching 3. Creating features 4. Solid parts and assemblies	1. Toolbars and menu 2. Basic sketching 3. Creating features 4. Solid parts and assemblies

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
!	**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**	No Value	Methods of Evaluation: Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

De Anza GE Form

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

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

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

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value

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

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DMT 060A	DMT 060A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	01/14/2020	01/14/2020
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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

Changed	Questions	Current Version	Proposed Version				
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**
			03/23/2026	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. Y - See DEI statement**

Changed	Questions	Current Version	Proposed Version			
			03/23/2026	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. **Y - See DEI statement**
			03/23/2026	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. N/A

Changed	Questions	Current Version	Proposed Version			
			03/23/2026	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, no problem -- just let me know in the initiator response box. N/A
			03/23/2026	Outline	Course Outline	Suggested	This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, 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 not appropriate, no problem --- just let me know in the initiator response box. N/A
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
	Stage 6: Content Review Matrix Liaison	No Value	No Value					
❗	**Stage 7: Dean of Online Learning**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y- Forgot to upload
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DMTD060A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000548606

Articulation

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

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD060B	DMTD060B

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000374888	CCC000374888
	Course Title (CB02)	SolidWorks (Introduction)	SolidWorks (Introduction)
	Short Course Title	SOLIDWORKS (INTRODUCTION)	SOLIDWORKS (INTRODUCTION)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	**Course Description**	This course covers the fundamentals of computer-aided design and drafting using SolidWorks software, and applications of SolidWorks in creating manufacturing models (parts, assemblies, and drawings).	This course introduces the fundamentals of computer-aided design and drafting using SolidWorks. Students learn how to create and modify 3D models and apply SolidWorks tools to develop manufacturing designs, including parts, assemblies, and technical drawings. The course emphasizes practical applications used in engineering and manufacturing.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.	SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program**: Additive Manufacturing Technology: 3D Design and Production **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Additive Manufacturing Technology: 3D Design and Production **Award Type**: Certificate of Achievement (COA)
		Associated Program: Advanced Manufacturing and Prototyping Technician **Award Type**: Certificate of Achievement-Advanced (COA-A)	**Associated Program**: Advanced Manufacturing and Prototyping Technician **Award Type**: Certificate of Achievement-Advanced (COA-A)
		Associated Program: Advanced Manufacturing and Prototyping Technician **Award Type**: Associate in Science (A.S.) Degree	**Associated Program**: Advanced Manufacturing and Prototyping Technician **Award Type**: Associate in Science (A.S.) Degree
		Associated Program: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects
	Assignments	1. On-line video lectures, viewed as assigned during the course. 2. CAD projects demonstrating progressive mastery of SolidWorks 3. Reading from text.	1. On-line video lectures, viewed as assigned during the course. 2. CAD projects demonstrating progressive mastery of SolidWorks 3. Reading from text.

Changed	Field	Current Version	Proposed Version
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects.Exam will be evaluated on accuracy and completeness of solid modeling requirements. 3. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects.Exam will be evaluated on accuracy and completeness of solid modeling requirements. 3. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory
!	**Examples of Primary Texts and References**	**Title** No value **Author** Planchard, "Engineering Design With SolidWorks." SDC, 2020. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Engineering Design with SOLIDWORKS 2026 **Author** Planchard **Publisher** SDC Publications **Date/Edition** 2026 **ISBN** 9781630577704

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Demonstrate the basic menu structure and graphical user interface used within SolidWorks. • Demonstrate competency in creation of basic sketches. • Apply dimensions and constraints to sketches. • Develop basic techniques for creating "Sketched Features". • Apply basic techniques for creating "Reference Features". • Create and modify solid parts. • Create and modify solid assemblies. • Produce and modify basic Engineering Drawings (derived from Solid Model).	• Demonstrate the basic menu structure and graphical user interface used within SolidWorks. • Demonstrate competency in creation of basic sketches. • Apply dimensions and constraints to sketches. • Develop basic techniques for creating "Sketched Features". • Apply basic techniques for creating "Reference Features". • Create and modify solid parts. • Create and modify solid assemblies. • Produce and modify basic Engineering Drawings (derived from Solid Model).
	CSLOs	**CSLOs** Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks. **Expected SLO Performance** 0.0	**CSLOs** Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Demonstrate the basic menu structure and graphical user interface used within SolidWorks. 1. SolidWorks toolbars and menu. 2. Create a new file, save a newly created or edited file, and open an existing file. 2. Demonstrate competency in creation of basic sketches. 1. Use of basic sketch tools through simple exercises. 2. Define specific terms, such as Sketch Planes & Datum Features. 3. Create simple geometry using basic sketch tools. 3. Apply dimensions and constraints to sketches. 1. Apply dimensions and logical constraints to basic geometry. 2. Modify and/or delete sketch dimensions and constraints. 4. Develop basic techniques for creating “Sketched Features”. 1. Create Extruded and Revolved features. 2. Create so-called “Sweep” and “Loft” features. 5. Apply basic techniques for creating “Reference Features”. 1. Create Hole Features and Shell Features. 2. Create Fillet and Chamfer Features. 6. Create and modify solid parts. 1. Add overall dimensions and geometric relationships. 2. Edit and/or delete overall dimensions and geometric relationships. 7. Create and modify solid assemblies. 1. Add 3D components to an existing assembly. 2. Delete existing 3D components from an assembly. 3. Add, delete, or modify geometric mate constraints within an existing assembly. 8. Produce and modify basic Engineering Drawings (derived from Solid Model). 1. Create standard orthographic drawing layout for detailed drawings.	1. Demonstrate the basic menu structure and graphical user interface used within SolidWorks. 1. SolidWorks toolbars and menu. 2. Create a new file, save a newly created or edited file, and open an existing file. 2. Demonstrate competency in creation of basic sketches. 1. Use of basic sketch tools through simple exercises. 2. Define specific terms, such as Sketch Planes & Datum Features. 3. Create simple geometry using basic sketch tools. 3. Apply dimensions and constraints to sketches. 1. Apply dimensions and logical constraints to basic geometry. 2. Modify and/or delete sketch dimensions and constraints. 4. Develop basic techniques for creating “Sketched Features”. 1. Create Extruded and Revolved features. 2. Create so-called “Sweep” and “Loft” features. 5. Apply basic techniques for creating “Reference Features”. 1. Create Hole Features and Shell Features. 2. Create Fillet and Chamfer Features. 6. Create and modify solid parts. 1. Add overall dimensions and geometric relationships. 2. Edit and/or delete overall dimensions and geometric relationships. 7. Create and modify solid assemblies. 1. Add 3D components to an existing assembly. 2. Delete existing 3D components from an assembly. 3. Add, delete, or modify geometric mate constraints within an existing assembly. 8. Produce and modify basic Engineering Drawings (derived from Solid Model). 1. Create standard orthographic drawing layout for detailed drawings.

Changed	Field	Current Version	Proposed Version
		2. Create section views and auxiliary views. 3. Create assembly drawings using exploded views, item balloons, and parts lists.	2. Create section views and auxiliary views. 3. Create assembly drawings using exploded views, item balloons, and parts lists.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Toolbars and menu 2. Basic sketching 3. Creating features 4. Solid parts and assemblies	1. Toolbars and menu 2. Basic sketching 3. Creating features 4. Solid parts and assemblies

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value

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

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
❗	**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**	No Value	Methods of Evaluation: Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

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

G-Matrix Form

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

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

H-Matrix Form

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

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

De Anza GE Form

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

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

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

Comments

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

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

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DMT 060B	DMT 060B
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	01/14/2020	01/14/2020
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			03/23/2026	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. Y- See DEI statement.**	

Changed	Questions	Current Version	Proposed Version			
			03/23/2026	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. **Y- See DEI statement.**
			03/23/2026	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. N/A

Changed	Questions	Current Version	Proposed Version			
			03/23/2026 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, no problem -- just let me know in the initiator response box. N/A
			03/23/2026 Outline	Course Outline	Suggested	This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, 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 not appropriate, no problem --- just let me know in the initiator response box. N/A
	Stage 4: Articulation Officer	No Value	No Value			
	Stage 5: De Anza General Education	No Value	No Value			
	Stage 6: Content Review Matrix Liaison	No Value	No Value			

Changed	Questions	Current Version	Proposed Version					
!	**Stage 7: Dean of Online Learning**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y- Forgot to upload
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DMTD060B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000374888

Articulation

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

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD060C	DMTD060C

Changed	Field	Current Version	Proposed Version
	Course Control Number	ccc000452105	ccc000452105
	Course Title (CB02)	SolidWorks (Introduction)	SolidWorks (Introduction)
	Short Course Title	SOLIDWORKS (INTRODUCTION)	SOLIDWORKS (INTRODUCTION)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
❗	**Course Description**	This course covers the fundamentals of computer-aided design and drafting using SolidWorks software, and applications of SolidWorks in creating manufacturing models (parts, assemblies, and drawings).	This course introduces the fundamentals of computer-aided design and drafting using SolidWorks. Students learn how to create and modify 3D models and apply SolidWorks tools to develop manufacturing designs, including parts, assemblies, and technical drawings. The course emphasizes practical applications used in engineering and manufacturing.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.	SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program**: Additive Manufacturing Technology: 3D Design and Production **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Additive Manufacturing Technology: 3D Design and Production **Award Type**: Certificate of Achievement (COA)
		Associated Program: Advanced Manufacturing and Prototyping Technician **Award Type**: Certificate of Achievement-Advanced (COA-A)	**Associated Program**: Advanced Manufacturing and Prototyping Technician **Award Type**: Certificate of Achievement-Advanced (COA-A)
		Associated Program: Advanced Manufacturing and Prototyping Technician **Award Type**: Associate in Science (A.S.) Degree	**Associated Program**: Advanced Manufacturing and Prototyping Technician **Award Type**: Associate in Science (A.S.) Degree
		Associated Program: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects
	Assignments	1. On-line video lectures, viewed as assigned during the course. 2. CAD projects demonstrating progressive mastery of SolidWorks 3. Reading from text.	1. On-line video lectures, viewed as assigned during the course. 2. CAD projects demonstrating progressive mastery of SolidWorks 3. Reading from text.

Changed	Field	Current Version	Proposed Version
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects.Exam will be evaluated on accuracy and completeness of solid modeling requirements. 3. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects.Exam will be evaluated on accuracy and completeness of solid modeling requirements. 3. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory
!	**Examples of Primary Texts and References**	**Title** No value **Author** Planchard, "Engineering Design With SolidWorks." SDC, 2020. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Engineering Design with SOLIDWORKS 2026 **Author** Planchard **Publisher** SDC Publications **Date/Edition** 2026 **ISBN** 9781630577704

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Demonstrate the basic menu structure and graphical user interface used within SolidWorks. • Demonstrate competency in creation of basic sketches. • Apply dimensions and constraints to sketches. • Develop basic techniques for creating "Sketched Features". • Apply basic techniques for creating "Reference Features". • Create and modify solid parts. • Create and modify solid assemblies. • Produce and modify basic Engineering Drawings (derived from Solid Model).	• Demonstrate the basic menu structure and graphical user interface used within SolidWorks. • Demonstrate competency in creation of basic sketches. • Apply dimensions and constraints to sketches. • Develop basic techniques for creating "Sketched Features". • Apply basic techniques for creating "Reference Features". • Create and modify solid parts. • Create and modify solid assemblies. • Produce and modify basic Engineering Drawings (derived from Solid Model).
	CSLOs	**CSLOs** Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks. **Expected SLO Performance** 0.0	**CSLOs** Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Demonstrate the basic menu structure and graphical user interface used within SolidWorks. 1. SolidWorks toolbars and menu. 2. Create a new file, save a newly created or edited file, and open an existing file. 2. Demonstrate competency in creation of basic sketches. 1. Use of basic sketch tools through simple exercises. 2. Define specific terms, such as Sketch Planes & Datum Features. 3. Create simple geometry using basic sketch tools. 3. Apply dimensions and constraints to sketches. 1. Apply dimensions and logical constraints to basic geometry. 2. Modify and/or delete sketch dimensions and constraints. 4. Develop basic techniques for creating “Sketched Features”. 1. Create Extruded and Revolved features. 2. Create so-called “Sweep” and “Loft” features. 5. Apply basic techniques for creating “Reference Features”. 1. Create Hole Features and Shell Features. 2. Create Fillet and Chamfer Features. 6. Create and modify solid parts. 1. Add overall dimensions and geometric relationships. 2. Edit and/or delete overall dimensions and geometric relationships. 7. Create and modify solid assemblies. 1. Add 3D components to an existing assembly. 2. Delete existing 3D components from an assembly. 3. Add, delete, or modify geometric mate constraints within an existing assembly. 8. Produce and modify basic Engineering Drawings (derived from Solid Model). 1. Create standard orthographic drawing layout for detailed drawings.	1. Demonstrate the basic menu structure and graphical user interface used within SolidWorks. 1. SolidWorks toolbars and menu. 2. Create a new file, save a newly created or edited file, and open an existing file. 2. Demonstrate competency in creation of basic sketches. 1. Use of basic sketch tools through simple exercises. 2. Define specific terms, such as Sketch Planes & Datum Features. 3. Create simple geometry using basic sketch tools. 3. Apply dimensions and constraints to sketches. 1. Apply dimensions and logical constraints to basic geometry. 2. Modify and/or delete sketch dimensions and constraints. 4. Develop basic techniques for creating “Sketched Features”. 1. Create Extruded and Revolved features. 2. Create so-called “Sweep” and “Loft” features. 5. Apply basic techniques for creating “Reference Features”. 1. Create Hole Features and Shell Features. 2. Create Fillet and Chamfer Features. 6. Create and modify solid parts. 1. Add overall dimensions and geometric relationships. 2. Edit and/or delete overall dimensions and geometric relationships. 7. Create and modify solid assemblies. 1. Add 3D components to an existing assembly. 2. Delete existing 3D components from an assembly. 3. Add, delete, or modify geometric mate constraints within an existing assembly. 8. Produce and modify basic Engineering Drawings (derived from Solid Model). 1. Create standard orthographic drawing layout for detailed drawings.

Changed	Field	Current Version	Proposed Version
		2. Create section views and auxiliary views. 3. Create assembly drawings using exploded views, item balloons, and parts lists.	2. Create section views and auxiliary views. 3. Create assembly drawings using exploded views, item balloons, and parts lists.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Toolbars and menu 2. Basic sketching 3. Creating features 4. Solid parts and assemblies	1. Toolbars and menu 2. Basic sketching 3. Creating features 4. Solid parts and assemblies

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value

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

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
❗	**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**	No Value	Methods of Evaluation: Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

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

G-Matrix Form

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

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

H-Matrix Form

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

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

De Anza GE Form

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

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

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

Comments

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

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

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DMT 060C	DMT 060C
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	01/14/2020	01/14/2020
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			03/23/2026	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. Y - See DEI statement**	

Changed	Questions	Current Version	Proposed Version			
			03/23/2026	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. **Y - See DEI statement**
			03/23/2026	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. N/A

Changed	Questions	Current Version	Proposed Version			
			03/23/2026 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, no problem -- just let me know in the initiator response box. N/A
			03/23/2026 Outline	Course Outline	Suggested	This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, 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 not appropriate, no problem --- just let me know in the initiator response box. N/A
	Stage 4: Articulation Officer	No Value	No Value			
	Stage 5: De Anza General Education	No Value	No Value			
	Stage 6: Content Review Matrix Liaison	No Value	No Value			

Changed	Questions	Current Version	Proposed Version					
!	**Stage 7: Dean of Online Learning**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y-Forgot to upload
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DMTD060C
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	ccc000452105

Articulation

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

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD060D	DMTD060D

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000511475	CCC000511475
	Course Title (CB02)	SolidWorks (Introduction)	SolidWorks (Introduction)
	Short Course Title	SOLIDWORKS (INTRODUCTION)	SOLIDWORKS (INTRODUCTION)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
❗	**Course Description**	This course covers the fundamentals of computer-aided design and drafting using SolidWorks software, and applications of SolidWorks in creating manufacturing models (parts, assemblies, and drawings).	This course introduces the fundamentals of computer-aided design and drafting using SolidWorks. Students learn how to create and modify 3D models and apply SolidWorks tools to develop manufacturing designs, including parts, assemblies, and technical drawings. The course emphasizes practical applications used in engineering and manufacturing.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.	SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program**: Additive Manufacturing Technology: 3D Design and Production **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Additive Manufacturing Technology: 3D Design and Production **Award Type**: Certificate of Achievement (COA)
		Associated Program: Advanced Manufacturing and Prototyping Technician **Award Type**: Certificate of Achievement-Advanced (COA-A)	**Associated Program**: Advanced Manufacturing and Prototyping Technician **Award Type**: Certificate of Achievement-Advanced (COA-A)
		Associated Program: Advanced Manufacturing and Prototyping Technician **Award Type**: Associate in Science (A.S.) Degree	**Associated Program**: Advanced Manufacturing and Prototyping Technician **Award Type**: Associate in Science (A.S.) Degree
		Associated Program: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects
	Assignments	1. On-line video lectures, viewed as assigned during the course. 2. CAD projects demonstrating progressive mastery of SolidWorks 3. Reading from text.	1. On-line video lectures, viewed as assigned during the course. 2. CAD projects demonstrating progressive mastery of SolidWorks 3. Reading from text.

Changed	Field	Current Version	Proposed Version
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects.Exam will be evaluated on accuracy and completeness of solid modeling requirements. 3. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects.Exam will be evaluated on accuracy and completeness of solid modeling requirements. 3. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory
!	**Examples of Primary Texts and References**	**Title** No value **Author** Planchard, "Engineering Design With SolidWorks." SDC, 2020. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Engineering Design with SOLIDWORKS 2026 **Author** Planchard **Publisher** SDC Publications **Date/Edition** 2026 **ISBN** 9781630577704

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Demonstrate the basic menu structure and graphical user interface used within SolidWorks. • Demonstrate competency in creation of basic sketches. • Apply dimensions and constraints to sketches. • Develop basic techniques for creating "Sketched Features". • Apply basic techniques for creating "Reference Features". • Create and modify solid parts. • Create and modify solid assemblies. • Produce and modify basic Engineering Drawings (derived from Solid Model).	• Demonstrate the basic menu structure and graphical user interface used within SolidWorks. • Demonstrate competency in creation of basic sketches. • Apply dimensions and constraints to sketches. • Develop basic techniques for creating "Sketched Features". • Apply basic techniques for creating "Reference Features". • Create and modify solid parts. • Create and modify solid assemblies. • Produce and modify basic Engineering Drawings (derived from Solid Model).
	CSLOs	**CSLOs** Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks. **Expected SLO Performance** 0.0	**CSLOs** Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Demonstrate the basic menu structure and graphical user interface used within SolidWorks. 1. SolidWorks toolbars and menu. 2. Create a new file, save a newly created or edited file, and open an existing file. 2. Demonstrate competency in creation of basic sketches. 1. Use of basic sketch tools through simple exercises. 2. Define specific terms, such as Sketch Planes & Datum Features. 3. Create simple geometry using basic sketch tools. 3. Apply dimensions and constraints to sketches. 1. Apply dimensions and logical constraints to basic geometry. 2. Modify and/or delete sketch dimensions and constraints. 4. Develop basic techniques for creating “Sketched Features”. 1. Create Extruded and Revolved features. 2. Create so-called “Sweep” and “Loft” features. 5. Apply basic techniques for creating “Reference Features”. 1. Create Hole Features and Shell Features. 2. Create Fillet and Chamfer Features. 6. Create and modify solid parts. 1. Add overall dimensions and geometric relationships. 2. Edit and/or delete overall dimensions and geometric relationships. 7. Create and modify solid assemblies. 1. Add 3D components to an existing assembly. 2. Delete existing 3D components from an assembly. 3. Add, delete, or modify geometric mate constraints within an existing assembly. 8. Produce and modify basic Engineering Drawings (derived from Solid Model). 1. Create standard orthographic drawing layout for detailed drawings.	1. Demonstrate the basic menu structure and graphical user interface used within SolidWorks. 1. SolidWorks toolbars and menu. 2. Create a new file, save a newly created or edited file, and open an existing file. 2. Demonstrate competency in creation of basic sketches. 1. Use of basic sketch tools through simple exercises. 2. Define specific terms, such as Sketch Planes & Datum Features. 3. Create simple geometry using basic sketch tools. 3. Apply dimensions and constraints to sketches. 1. Apply dimensions and logical constraints to basic geometry. 2. Modify and/or delete sketch dimensions and constraints. 4. Develop basic techniques for creating “Sketched Features”. 1. Create Extruded and Revolved features. 2. Create so-called “Sweep” and “Loft” features. 5. Apply basic techniques for creating “Reference Features”. 1. Create Hole Features and Shell Features. 2. Create Fillet and Chamfer Features. 6. Create and modify solid parts. 1. Add overall dimensions and geometric relationships. 2. Edit and/or delete overall dimensions and geometric relationships. 7. Create and modify solid assemblies. 1. Add 3D components to an existing assembly. 2. Delete existing 3D components from an assembly. 3. Add, delete, or modify geometric mate constraints within an existing assembly. 8. Produce and modify basic Engineering Drawings (derived from Solid Model). 1. Create standard orthographic drawing layout for detailed drawings.

Changed	Field	Current Version	Proposed Version
		2. Create section views and auxiliary views. 3. Create assembly drawings using exploded views, item balloons, and parts lists.	2. Create section views and auxiliary views. 3. Create assembly drawings using exploded views, item balloons, and parts lists.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Toolbars and menu 2. Basic sketching 3. Creating features 4. Solid parts and assemblies	1. Toolbars and menu 2. Basic sketching 3. Creating features 4. Solid parts and assemblies

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value

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

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
❗	**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**	No Value	Methods of Evaluation: Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

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

G-Matrix Form

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

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

H-Matrix Form

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

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

De Anza GE Form

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

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

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

Comments

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

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

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DMT 060D	DMT 060D
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	01/14/2020	01/14/2020
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			03/23/2026	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. Y - See DEI statement**	

Changed	Questions	Current Version	Proposed Version			
			03/23/2026	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. **Y - See DEI statement**
			03/23/2026	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. N/A

Changed	Questions	Current Version	Proposed Version			
			03/23/2026 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, no problem -- just let me know in the initiator response box. N/A
			03/23/2026 Outline	Course Outline	Suggested	This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, 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 not appropriate, no problem --- just let me know in the initiator response box. N/A
	Stage 4: Articulation Officer	No Value	No Value			
	Stage 5: De Anza General Education	No Value	No Value			
	Stage 6: Content Review Matrix Liaison	No Value	No Value			

Changed	Questions	Current Version	Proposed Version					
!	**Stage 7: Dean of Online Learning**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y-Forgot to upload
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DMTD060D
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000511475

Articulation

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

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD060E	DMTD060E

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000519312	CCC000519312
	Course Title (CB02)	SolidWorks (Introduction)	SolidWorks (Introduction)
	Short Course Title	SOLIDWORKS (INTRODUCTION)	SOLIDWORKS (INTRODUCTION)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
❗	**Course Description**	This course covers the fundamentals of computer-aided design and drafting using SolidWorks software, and applications of SolidWorks in creating manufacturing models (parts, assemblies, and drawings).	This course introduces the fundamentals of computer-aided design and drafting using SolidWorks. Students learn how to create and modify 3D models and apply SolidWorks tools to develop manufacturing designs, including parts, assemblies, and technical drawings. The course emphasizes practical applications used in engineering and manufacturing.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.	SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This introductory course develops the students' ability to create and document mechanical designs and is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program**: Additive Manufacturing Technology: 3D Design and Production **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Additive Manufacturing Technology: 3D Design and Production **Award Type**: Certificate of Achievement (COA)
		Associated Program: Advanced Manufacturing and Prototyping Technician **Award Type**: Certificate of Achievement-Advanced (COA-A)	**Associated Program**: Advanced Manufacturing and Prototyping Technician **Award Type**: Certificate of Achievement-Advanced (COA-A)
		Associated Program: Advanced Manufacturing and Prototyping Technician **Award Type**: Associate in Science (A.S.) Degree	**Associated Program**: Advanced Manufacturing and Prototyping Technician **Award Type**: Associate in Science (A.S.) Degree
		Associated Program: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects
	Assignments	1. On-line video lectures, viewed as assigned during the course. 2. CAD projects demonstrating progressive mastery of SolidWorks 3. Reading from text.	1. On-line video lectures, viewed as assigned during the course. 2. CAD projects demonstrating progressive mastery of SolidWorks 3. Reading from text.

Changed	Field	Current Version	Proposed Version
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects.Exam will be evaluated on accuracy and completeness of solid modeling requirements. 3. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects.Exam will be evaluated on accuracy and completeness of solid modeling requirements. 3. Final Examination evaluating student's comprehensive understanding of basic SolidWorks CAD modeling by means of accuracy and completeness of solid models.
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory
!	**Examples of Primary Texts and References**	**Title** No value **Author** Planchard, "Engineering Design With SolidWorks." SDC, 2020. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Engineering Design with SOLIDWORKS 2026 **Author** Planchard **Publisher** SDC Publications **Date/Edition** 2026 **ISBN** 9781630577704

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Demonstrate the basic menu structure and graphical user interface used within SolidWorks. • Demonstrate competency in creation of basic sketches. • Apply dimensions and constraints to sketches. • Develop basic techniques for creating "Sketched Features". • Apply basic techniques for creating "Reference Features". • Create and modify solid parts. • Create and modify solid assemblies. • Produce and modify basic Engineering Drawings (derived from Solid Model).	• Demonstrate the basic menu structure and graphical user interface used within SolidWorks. • Demonstrate competency in creation of basic sketches. • Apply dimensions and constraints to sketches. • Develop basic techniques for creating "Sketched Features". • Apply basic techniques for creating "Reference Features". • Create and modify solid parts. • Create and modify solid assemblies. • Produce and modify basic Engineering Drawings (derived from Solid Model).
	CSLOs	**CSLOs** Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks. **Expected SLO Performance** 0.0	**CSLOs** Create an entry-level Document Package which includes (as assigned) Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using SolidWorks. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Demonstrate the basic menu structure and graphical user interface used within SolidWorks. 1. SolidWorks toolbars and menu. 2. Create a new file, save a newly created or edited file, and open an existing file. 2. Demonstrate competency in creation of basic sketches. 1. Use of basic sketch tools through simple exercises. 2. Define specific terms, such as Sketch Planes & Datum Features. 3. Create simple geometry using basic sketch tools. 3. Apply dimensions and constraints to sketches. 1. Apply dimensions and logical constraints to basic geometry. 2. Modify and/or delete sketch dimensions and constraints. 4. Develop basic techniques for creating “Sketched Features”. 1. Create Extruded and Revolved features. 2. Create so-called “Sweep” and “Loft” features. 5. Apply basic techniques for creating “Reference Features”. 1. Create Hole Features and Shell Features. 2. Create Fillet and Chamfer Features. 6. Create and modify solid parts. 1. Add overall dimensions and geometric relationships. 2. Edit and/or delete overall dimensions and geometric relationships. 7. Create and modify solid assemblies. 1. Add 3D components to an existing assembly. 2. Delete existing 3D components from an assembly. 3. Add, delete, or modify geometric mate constraints within an existing assembly. 8. Produce and modify basic Engineering Drawings (derived from Solid Model). 1. Create standard orthographic drawing layout for detailed drawings.	1. Demonstrate the basic menu structure and graphical user interface used within SolidWorks. 1. SolidWorks toolbars and menu. 2. Create a new file, save a newly created or edited file, and open an existing file. 2. Demonstrate competency in creation of basic sketches. 1. Use of basic sketch tools through simple exercises. 2. Define specific terms, such as Sketch Planes & Datum Features. 3. Create simple geometry using basic sketch tools. 3. Apply dimensions and constraints to sketches. 1. Apply dimensions and logical constraints to basic geometry. 2. Modify and/or delete sketch dimensions and constraints. 4. Develop basic techniques for creating “Sketched Features”. 1. Create Extruded and Revolved features. 2. Create so-called “Sweep” and “Loft” features. 5. Apply basic techniques for creating “Reference Features”. 1. Create Hole Features and Shell Features. 2. Create Fillet and Chamfer Features. 6. Create and modify solid parts. 1. Add overall dimensions and geometric relationships. 2. Edit and/or delete overall dimensions and geometric relationships. 7. Create and modify solid assemblies. 1. Add 3D components to an existing assembly. 2. Delete existing 3D components from an assembly. 3. Add, delete, or modify geometric mate constraints within an existing assembly. 8. Produce and modify basic Engineering Drawings (derived from Solid Model). 1. Create standard orthographic drawing layout for detailed drawings.

Changed	Field	Current Version	Proposed Version
		2. Create section views and auxiliary views. 3. Create assembly drawings using exploded views, item balloons, and parts lists.	2. Create section views and auxiliary views. 3. Create assembly drawings using exploded views, item balloons, and parts lists.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Toolbars and menu 2. Basic sketching 3. Creating features 4. Solid parts and assemblies	1. Toolbars and menu 2. Basic sketching 3. Creating features 4. Solid parts and assemblies

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value

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

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
❗	**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**	No Value	Methods of Evaluation: Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements.
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

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

G-Matrix Form

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

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

H-Matrix Form

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

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

De Anza GE Form

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

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

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

Comments

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

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

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DMT 060E	DMT 060E
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	01/14/2020	01/14/2020
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			03/23/2026	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. Y - See DEI statement**	

Changed	Questions	Current Version	Proposed Version			
			03/23/2026	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. **Y - See DEI statement**
			03/23/2026	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. N/A

Changed	Questions	Current Version	Proposed Version			
			03/23/2026 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, no problem -- just let me know in the initiator response box. N/A
			03/23/2026 Outline	Course Outline	Suggested	This is likely not feasible/appropriate given the technical nature of the course, but if appropriate, 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 not appropriate, no problem --- just let me know in the initiator response box. N/A
	Stage 4: Articulation Officer	No Value	No Value			
	Stage 5: De Anza General Education	No Value	No Value			
	Stage 6: Content Review Matrix Liaison	No Value	No Value			

Changed	Questions	Current Version	Proposed Version					
!	**Stage 7: Dean of Online Learning**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y- Forgot to upload
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DMTD060E
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000519312

Articulation

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

De Anza College

Change Report

06/05/2026

Summary of Changes

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

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Req/Adv	Prerequisite(s):
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

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

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD061A	DMTD061A
	Course Control Number	CCC000548605	CCC000548605
	Course Title (CB02)	SolidWorks (Intermediate)	SolidWorks (Intermediate)
	Short Course Title	SOLIDWORKS (INTERMEDIATE)	SOLIDWORKS (INTERMEDIATE)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	**Course Description**	This course covers the intermediate-level application of SolidWorks in creating and maintaining solid models and drawings. Special emphasis is given to the creation and development of new drawings based on preexisting solid models.	This course covers intermediate-level applications of SolidWorks in creating and maintaining solid models and technical drawings. Students learn to modify existing models and generate detailed drawings from preexisting solid models. Emphasis is placed on accuracy, efficiency, and the use of industry-standard drafting practices used in engineering and manufacturing.
!	**Course Type (CB27)**	No value	• Lower Division

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

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This intermediate course develops the students' ability to create drawings and detail mechanical designs. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.	SolidWorks is a CSU transferable course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. This intermediate course develops the students' ability to create drawings and detail mechanical designs. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program**: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	72	72

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects
	Assignments	1. On-line video lectures, viewed as assigned during the course 2. CAD projects demonstrating progressive mastery of SolidWorks Drawing Tools 3. Reading from text.	1. On-line video lectures, viewed as assigned during the course 2. CAD projects demonstrating progressive mastery of SolidWorks Drawing Tools 3. Reading from text.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and Completeness of assigned CAD drawing projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & intermediate-level CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements. 3. Final Examination evaluating student's use and accuracy of intermediate-level SolidWorks CAD Drawing Tools.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Accuracy and Completeness of assigned CAD drawing projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & intermediate-level CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements. 3. Final Examination evaluating student's use and accuracy of intermediate-level SolidWorks CAD Drawing Tools.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Planchard, "Drawing and Detailing with SolidWorks 2014." SDC, 2014. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Mastering Modern CAD Drawings with SOLIDWORKS 2026 **Author** Lani Tran **Publisher** SDC Publications **Date/Edition** 2026 **ISBN** 9781630577865
❗	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Define intermediate-level drawing tools & techniques • Apply engineering standards and common practices to a project using SolidWorks tools. • Build multiple part/assembly configurations that interact with Design Tables, Drawings and Bills-of-Materials (Parts Lists). • Create & edit user-defined Drawing Templates & Sheet Formats. • Apply common types & styles of drawing views to the subject model in all model configurations.	• Define intermediate-level drawing tools & techniques • Apply engineering standards and common practices to a project using SolidWorks tools. • Build multiple part/assembly configurations that interact with Design Tables, Drawings and Bills-of-Materials (Parts Lists). • Create & edit user-defined Drawing Templates & Sheet Formats. • Apply common types & styles of drawing views to the subject model in all model configurations.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs**: Create & modify "Course-Supplied" intermediate-level Parts and Assemblies, using SolidWorks. **Expected SLO Performance**: 0.0	**CSLOs**: Create & modify "Course-Supplied" intermediate-level Parts and Assemblies, using SolidWorks. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Define intermediate-level drawing tools & techniques 1. Create and/or display dimensions using SolidWorks Drawing Interface. 2. Apply Drawing Tools to Drawing Template and Sheet Format for multi-sheet drawings 3. Create “Company-Personalized” Drawing Templates and Sheet Formats, incorporating company-specific standards & practices. 2. Apply engineering standards and common practices to a project using SolidWorks tools. 1. ANSI sheet standards. 2. ASME detailing standards as applied to mechanical drawing. 3. Implement Company-Specific drafting standards to published drawings. 3. Build multiple part/assembly configurations that interact with Design Tables, Drawings and Bills-of-Materials (Parts Lists). 1. Establish parametric Bill-Of-Materials. 2. Set and save configuration data for multi-phase projects. 4. Create & edit user-defined Drawing Templates & Sheet Formats. 1. Create user-defined project specific sheet formats. 2. Create drawing templates incorporating company specific notes & standards. 5. Apply common types & styles of drawing views to the subject model in all model configurations. 1. Drawing view icon commands. 2. Setup and configuration presets. 3. Creation and appropriate uses of advanced view	1. Define intermediate-level drawing tools & techniques 1. Create and/or display dimensions using SolidWorks Drawing Interface. 2. Apply Drawing Tools to Drawing Template and Sheet Format for multi-sheet drawings 3. Create “Company-Personalized” Drawing Templates and Sheet Formats, incorporating company-specific standards & practices. 2. Apply engineering standards and common practices to a project using SolidWorks tools. 1. ANSI sheet standards. 2. ASME detailing standards as applied to mechanical drawing. 3. Implement Company-Specific drafting standards to published drawings. 3. Build multiple part/assembly configurations that interact with Design Tables, Drawings and Bills-of-Materials (Parts Lists). 1. Establish parametric Bill-Of-Materials. 2. Set and save configuration data for multi-phase projects. 4. Create & edit user-defined Drawing Templates & Sheet Formats. 1. Create user-defined project specific sheet formats. 2. Create drawing templates incorporating company specific notes & standards. 5. Apply common types & styles of drawing views to the subject model in all model configurations. 1. Drawing view icon commands. 2. Setup and configuration presets. 3. Creation and appropriate uses of advanced view

Changed	Field	Current Version	Proposed Version
		types.	types.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Drawing tools 2. Templates 3. Engineering standard and practices 4. ASME standards 5. Bills-of-Materials	1. Drawing tools 2. Templates 3. Engineering standard and practices 4. ASME standards 5. Bills-of-Materials

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202122	No Value
❗	**Banner Division**	2AT	No Value
❗	**Catalog Term (21-22)**	21-22	No Value
❗	**5 Year Revision Year (2021)**	2020	No Value
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 061A	DMT 061A
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	DMT	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	01/14/2020	01/14/2020
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Two hours lecture, six hours laboratory (96 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233007	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	095300	No Value
❗	**Percent**	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	No Value	No Value
!	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
!	**Prerequisite(s):**	DMT D060A, DMT D060B, DMT D060C, DMT D060D or DMT D060E	DMT D060A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Blue Form

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

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

A-Matrix Form

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

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

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

De Anza GE Form

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

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

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

Comments

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

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/20/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course.	N/A The DMT department will engage in collaborative DEI-focused work during departmental meetings to review and refine suggestions noted.

Changed	Questions	Current Version	Proposed Version			
					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) 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, that's fine, just let me know in the Initiator response box.	
			4/20/2026	SpecificationsAssignments	Suggested	N/A

Changed	Questions	Current Version	Proposed Version				
			4/20/2026	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.	N/A

Changed	Questions	Current Version	Proposed Version				
			4/20/2026 Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, 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, that's fine, just let me know in the initiator response box.	N/A
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/27/26	Basic Course Information.	Attachments.	Required	The material in the left hand column needs to come from the top level objectives of the requisite course. These can be found under the Learning Outcomes tab. (The right hand columns are fine.)	Y
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DMTD061A
	Distance Education Approved	Yes

Changed	Field	Current Version
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000548605

Articulation

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

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Req/Adv	Prerequisite(s):
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

Section	Changed field
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD062A	DMTD062A
	Course Control Number	CCC000574473	CCC000574473
	Course Title (CB02)	SolidWorks: Top-Down Design and Advanced System Tools	SolidWorks: Top-Down Design and Advanced System Tools
	Short Course Title	SOLIDWORKS: TOP-DOWN DESIGN	SOLIDWORKS: TOP-DOWN DESIGN
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	Advanced 3D Solid Modeling techniques using SolidWorks. Emphasis is on Advanced Assembly Mates, Large Assembly Management Tools, and Top-Down Design. In addition, time is given to safe and proper development of new Solid Models and Drawing Documents from legacy solid models, using so-called Top-Down Assembly techniques.	This course covers advanced 3D solid modeling techniques using SolidWorks. Emphasis is placed on advanced assembly mates, large assembly management tools, and top-down design methods. Students learn strategies for efficiently creating, organizing, and modifying complex assemblies while maintaining strong design relationships between components. The course also introduces methods for safely developing new solid models and drawing documents from legacy models. Using top-down assembly techniques, students practice building parts within assemblies to improve design intent, streamline modifications, and enhance overall model performance in large and complex projects.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone course in a CTE program that was developed based on the needs of both long-established and start-up corporations in the local community, as discussed in our advisory board meetings. It is CSU transferable. SolidWorks, a 3D parametric solid modeler, has a strong presence in the Mechanical Design Community, both world wide as well as here in Silicon Valley. Our Technical Advisory Committee members have indicated that at any given time, about half of their job position descriptions require SolidWorks as a required skill. Today's engineer/designer must have 3D Parametric Modeling skills covering all three basic aspects of the program type: (1) Parts; (2) Assemblies; (3) Drawings. This course develops the student's ability to create and document advanced mechanical designs.	This is a stand-alone course in a CTE program that was developed based on the needs of both long-established and start-up corporations in the local community, as discussed in our advisory board meetings. It is CSU transferable. SolidWorks, a 3D parametric solid modeler, has a strong presence in the Mechanical Design Community, both world wide as well as here in Silicon Valley. Our Technical Advisory Committee members have indicated that at any given time, about half of their job position descriptions require SolidWorks as a required skill. Today's engineer/designer must have 3D Parametric Modeling skills covering all three basic aspects of the program type: (1) Parts; (2) Assemblies; (3) Drawings. This course develops the student's ability to create and document advanced mechanical designs.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This course is designed to advance the skills learned in our Design and Manufacturing technologies program, as well as creating an “on the job experience”, as advised by our industry advisory committee. This courses will be added and/or included in new certificate paths in the following year

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

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

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

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
!	**Will the course be UC transferable?**	No value	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 value	No

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	96	96
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects
	Assignments	1. On-line video lectures, viewed as assigned during the course. 2. 36 CAD projects demonstrating progressive mastery of SolidWorks Drawing Tools 3. Reading from text (70% by page count) is required.	1. On-line video lectures, viewed as assigned during the course. 2. 36 CAD projects demonstrating progressive mastery of SolidWorks Drawing Tools 3. Reading from text (70% by page count) is required.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and Completeness of assigned CAD projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects.Exam will be evaluated on completeness of solid modeling requirements. 3. Final Examination evaluating student's comprehensive understanding of Top-Down Design in SolidWorks CAD projects by means of accuracy and completeness of advanced techniques.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Accuracy and Completeness of assigned CAD projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on completeness of solid modeling requirements. 3. Final Examination evaluating student's comprehensive understanding of Top-Down Design in SolidWorks CAD projects by means of accuracy and completeness of advanced techniques.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title**: No value **Author**: Tran, Paul "SolidWorks 2015 Part II - Advanced Techniques", SDC, 2014 **Publisher**: No value **Date/Edition**: No value **ISBN**: No value	**Title**: SOLIDWORKS 2026 Advanced Techniques **Author**: Lani Tran **Publisher**: SDC Publications 2026 **Date/Edition**: 2026 **ISBN**: 9781630577773
	Suggested Reading List	**Reading List**: Lombard, "SolidWorks 2013 Bible", Wiley, 2013 **May include, but are not limited to**: No value	**Reading List**: Lombard, "SolidWorks 2013 Bible", Wiley, 2013 **May include, but are not limited to**: No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Learn advanced-level Assembly Design and Solid Modeling Techniques. • Apply commonly accepted engineering standards & practices to a given project using specialized SolidWorks tools. • Build multiple part & assembly configurations that interact with Design Tables, Bills-of-Materials (Parts Lists), and complex Detail/Assembly Drawings. • Utilize SolidWorks Sheet Metal Module in a Top-Down Assembly Environment. • Create & edit/manipulate very large, complex assemblies ("unlimited" number of parts) containing multi-level, nested configurations as a method.	• Learn advanced-level Assembly Design and Solid Modeling Techniques. • Apply commonly accepted engineering standards & practices to a given project using specialized SolidWorks tools. • Build multiple part & assembly configurations that interact with Design Tables, Bills-of-Materials (Parts Lists), and complex Detail/Assembly Drawings. • Utilize SolidWorks Sheet Metal Module in a Top-Down Assembly Environment. • Create & edit/manipulate very large, complex assemblies ("unlimited" number of parts) containing multi-level, nested configurations as a method.
	CSLOs	**CSLOs** Create and edit/maintain large & complex SolidWorks Assemblies using Advanced 3D Solid Modeling techniques & methods. **Expected SLO Performance** 0.0	**CSLOs** Create and edit/maintain large & complex SolidWorks Assemblies using Advanced 3D Solid Modeling techniques & methods. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Learn advanced-level Assembly Design and Solid Modeling Techniques. 1. Create and work with 3D Sketches, Splines, Curves & Points. 2. Apply Datum Tools to develop complex Datum Geometry: Compound Angle Planes, Datum Curves, Coordinates Systems. 3. Use Advanced Solid Features such as Sweeps, Lofts, each with non-linear pathways and Multiple Guide Curves. 2. Apply commonly accepted engineering standards & practices to a given project using specialized SolidWorks tools. 1. ANSI Drafting Standards are discussed in some detail, with a mention to other common drafting standards used around the world. 2. ASME Geometric Dimensioning/Tolerancing Standards as applied to Mechanical Designs & Drawings. 3. Custom (Industry- or Company-Specific) Mechanical Design & Drafting Standards are developed as a part of program training. 3. Build multiple part & assembly configurations that interact with Design Tables, Bills-of-Materials (Parts Lists), and complex Detail/Assembly Drawings. 1. Create Automated Parametric Bill-of-Materials. 2. Establish & extract configuration-specific data for multi-phase projects. 4. Utilize SolidWorks Sheet Metal Module in a Top-Down Assembly Environment.	1. Learn advanced-level Assembly Design and Solid Modeling Techniques. 1. Create and work with 3D Sketches, Splines, Curves & Points. 2. Apply Datum Tools to develop complex Datum Geometry: Compound Angle Planes, Datum Curves, Coordinates Systems. 3. Use Advanced Solid Features such as Sweeps, Lofts, each with non-linear pathways and Multiple Guide Curves. 2. Apply commonly accepted engineering standards & practices to a given project using specialized SolidWorks tools. 1. American National Standards Institute (ANSI) Drafting Standards are discussed in some detail, with a mention to other common drafting standards used around the world. 2. American Society of Mechanical Engineers (ASME) Geometric Dimensioning/Tolerancing Standards as applied to Mechanical Designs & Drawings. 3. Custom (Industry- or Company-Specific) Mechanical Design & Drafting Standards are developed as a part of program training. 3. Build multiple part & assembly configurations that interact with Design Tables, Bills-of-Materials (Parts Lists), and complex Detail/Assembly Drawings. 1. Create Automated Parametric Bill-of-Materials. 2. Establish & extract configuration-specific data for multi-phase projects.

Changed	Field	Current Version	Proposed Version
		1. Create custom sheet metal parts in the context of its host assembly, using external references to develop the part's physical geometry. 2. Utilize Advanced Sheet Metal features & tools to extend user capability beyond the relevant content in the pre-requisite course. 5. Create & edit/manipulate very large, complex assemblies ("unlimited" number of parts) containing multi-level, nested configurations as a method. 1. Utilize so-called Configurations (as defined by SolidWorks) to develop & control very large assemblies through the use of Design Tables. 2. Use "Envelope Part Method" and/or "Skeleton Part Method" to control very large assemblies.	4. Utilize SolidWorks Sheet Metal Module in a Top-Down Assembly Environment. 1. Create custom sheet metal parts in the context of its host assembly, using external references to develop the part's physical geometry. 2. Utilize Advanced Sheet Metal features & tools to extend user capability beyond the relevant content in the pre-requisite course. 5. Create & edit/manipulate very large, complex assemblies ("unlimited" number of parts) containing multi-level, nested configurations as a method. 1. Utilize so-called Configurations (as defined by SolidWorks) to develop & control very large assemblies through the use of Design Tables. 2. Use "Envelope Part Method" and/or "Skeleton Part Method" to control very large assemblies.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Advanced System sets toolbars and menu 2. Methods of Top-Down Design 3. Complex 3D Solid parts and assemblies 4. Multibody design techniques	1. Advanced System sets toolbars and menu 2. Methods of Top-Down Design 3. Complex 3D Solid parts and assemblies 4. Multibody design techniques

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202122	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Banner Division**	2AT	No Value
❗	**Catalog Term (21-22)**	21-22	No Value
❗	**5 Year Revision Year (2021)**	2020	No Value
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2016	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 062A	DMT 062A
	Course Status	New Stand-Alone	New Stand-Alone
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	DMT	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	10/20/2015	10/20/2015

Changed	Questions	Current Version	Proposed Version
❗	**Emergency Approval**	No	No Value
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Two hours lecture, six hours laboratory (96 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233007	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	095300	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• (mc-changed 5-yr rev yr from 2016 to 2020 per redistribution)	• (mc-changed 5-yr rev yr from 2016 to 2020 per redistribution)
❗	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
❗	**Prerequisite(s):**	DMT D061A, DMT D061B, DMT D061C, DMT D061D or DMT D061E	DMT D060A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value

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

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

De Anza GE Form

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

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

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

Comments

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

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/20/2026	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) 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, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
			4/20/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
			4/20/2026 Outline	Course Outline	Suggested	Consider defining acronyms in the outline (for example, ANSI and ASME). Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, 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, that's fine, just let me know in the initiator response box.	Y - Completed
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/27/26	Basic Course Information.	Attachments.	Required	The material in the left hand column needs to come from the top level objectives of the requisite course. These can be found under the Learning Outcomes tab. (The right hand column is fine)	Y
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DMTD062A
	Distance Education Approved	Yes

Changed	Field	Current Version
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000574473

Articulation

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

De Anza College

Change Report

06/05/2026

Summary of Changes

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

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Req/Adv	Prerequisite(s):
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

Section	Changed field
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD063A	DMTD063A
	Course Control Number	CCC000574472	CCC000574472
	Course Title (CB02)	SolidWorks: Surface Modeling	SolidWorks: Surface Modeling
	Short Course Title	SOLIDWORKS: SURFACE MODELING	SOLIDWORKS: SURFACE MODELING
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	Surface design using SolidWorks software to create organic 3D shapes that follow processed-based (or task-based) approach to modeling. Application of multifaceted surfaces features in designing product models and molds for industry.	This course introduces surface design techniques using SolidWorks to create complex and organic 3D shapes. The course follows a process-based (task-based) approach to modeling, enabling students to develop efficient workflows for constructing advanced surface geometry. Students learn how to apply multifaceted surface features to design product models and industrial molds. Emphasis is placed on creating smooth, continuous surfaces, controlling surface quality, and integrating surface modeling with solid modeling techniques for real-world product development and manufacturing applications.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. It is CSU transferable. SolidWorks, a 3-D parametric solid modeler, is used worldwide in mechanical design and is a requirement in over half of all job openings/descriptions in the Silicon Valley. Advanced mechanical designers/engineers must have parametric modeling skills, with emphasis on creation and development of products from surface models.	This is a stand-alone course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. It is CSU transferable. SolidWorks, a 3-D parametric solid modeler, is used worldwide in mechanical design and is a requirement in over half of all job openings/descriptions in the Silicon Valley. Advanced mechanical designers/engineers must have parametric modeling skills, with emphasis on creation and development of products from surface models.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This course is designed to advance the skills learned in our Design and Manufacturing technologies program, as well as creating an “on the job experience”, as advised by our industry advisory committee. This courses will be added and/or included in new certificate paths in the following year

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric surfacing software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

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

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	96	96
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	4	4

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

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
	Assignments	1. On-line video lectures, viewed as assigned during the course. 2. 24 CAD projects demonstrating progressive mastery of SolidWorks Surfacing Tools 3. Reading from text (65% by page count) is required.	1. On-line video lectures, viewed as assigned during the course. 2. 24 CAD projects demonstrating progressive mastery of SolidWorks Surfacing Tools 3. Reading from text (65% by page count) is required.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Mid-term examination covering assigned video lectures, textbook reading, & Surfacing CAD projects. Exam will be evaluated on completeness of solid modeling requirements. 3. Final examination evaluating student's comprehensive understanding of SolidWorks CAD Surfacing Tools and advanced techniques.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Mid-term examination covering assigned video lectures, textbook reading, & Surfacing CAD projects. Exam will be evaluated on completeness of solid modeling requirements. 3. Final examination evaluating student's comprehensive understanding of SolidWorks CAD Surfacing Tools and advanced techniques.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Lombard, Matt. "SolidWorks Surfacing and Complex Shape Modeling Bible", J. Wiley & Sons 2011 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Mastering Surface Modeling with SOLIDWORKS 2026: Basic through Advanced Techniques **Author** Lani Tran **Publisher** SDC Publications **Date/Edition** 2026 **ISBN** 9781630577834
	Suggested Reading List	**Reading List** SolidProfessor: Surfacing Modules **May include, but are not limited to** No value	**Reading List** SolidProfessor: Surfacing Modules **May include, but are not limited to** No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Create surfaces using splines and points • Manipulate surfaces features. • Apply surface construction tools. • Examine surface information. • Apply surface replacement tools. • Create surfaces from boundary curves. • Employ variable section sweeps. • Apply imported geometry.	• Create surfaces using splines and points • Manipulate surfaces features. • Apply surface construction tools. • Examine surface information. • Apply surface replacement tools. • Create surfaces from boundary curves. • Employ variable section sweeps. • Apply imported geometry.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs**: Create and edit/manipulate complex SolidWorks Surfacing design using Advanced 3D Surfacing Modeling techniques & methods. **Expected SLO Performance**: 0.0	**CSLOs**: Create and edit/manipulate complex SolidWorks Surfacing design using Advanced 3D Surfacing Modeling techniques & methods. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Create surfaces using splines and points 1. Basic Surface feature types. 2. Create and edit surface features. 3. Capped ends. 4. Merged surfaces. 5. Protrusions, cuts and slots. 2. Manipulate surfaces features. 1. Extending surfaces. 2. Curves through reference points. 3. Extending surfaces. 4. Curves through reference points. 3. Apply surface construction tools. 1. Datum points. 2. Datum curves. 3. Redefining datum curves. 4. Examine surface information. 1. Surface display for analysis 2. Derivation of radius analysis. 3. Curvature spline analysis 5. Apply surface replacement tools. 1. Surface replacement procedures. 2. Patches and quilts 6. Create surfaces from boundary curves. 1. Surface continuity. 2. Blend control points. 3. Approximate blends. 7. Employ variable section sweeps. 1. Involute surfaces 2. Sweeps and cuts 8. Apply imported geometry. 1. Working with imported geometry. 2. Manipulating the geometry as imported. 3. Modify geometry non-parametrically.	1. Create surfaces using splines and points 1. Basic Surface feature types. 2. Create and edit surface features. 3. Capped ends. 4. Merged surfaces. 5. Protrusions, cuts and slots. 2. Manipulate surfaces features. 1. Extending surfaces. 2. Curves through reference points. 3. Extending surfaces. 4. Curves through reference points. 3. Apply surface construction tools. 1. Datum points. 2. Datum curves. 3. Redefining datum curves. 4. Examine surface information. 1. Surface display for analysis 2. Derivation of radius analysis. 3. Curvature spline analysis 5. Apply surface replacement tools. 1. Surface replacement procedures. 2. Patches and quilts 6. Create surfaces from boundary curves. 1. Surface continuity. 2. Blend control points. 3. Approximate blends. 7. Employ variable section sweeps. 1. Involute surfaces 2. Sweeps and cuts 8. Apply imported geometry. 1. Working with imported geometry. 2. Manipulating the geometry as imported. 3. Modify geometry non-parametrically.
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Surface toolbars and menu 2. Solid-Surface Hybrid Modeling 3. Blends and Patches 4. Repairing and editing import geometry.	1. Surface toolbars and menu 2. Solid-Surface Hybrid Modeling 3. Blends and Patches 4. Repairing and editing import geometry.

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2AT	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2016	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 063A	DMT 063A
	Course Status	New Stand-Alone	New Stand-Alone
!	**Course Status Code**	A	No Value
!	**Banner Department**	DMT	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	10/20/2015	10/20/2015
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Two hours lecture, six hours laboratory (96 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233007	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	095300	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• (mc-changed 5-yr rev yr from 2016 to 2020 per redistribution)	• (mc-changed 5-yr rev yr from 2016 to 2020 per redistribution)
❗	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
❗	**Prerequisite(s):**	DMT D060A, DMT D060B, DMT D060C, DMT D060D or DMT D060E	DMT D060A
	Corequisite(s):	No Value	No Value

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

Blue Form

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

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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

De Anza GE Form

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

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

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

Comments

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

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/20/2026	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) 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, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
			4/20/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
			4/20/2026 Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, 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, that's fine, just let me know in the initiator response box.	N/A The DMT department will engage in collaborative DEI-focused work during departmental meetings to review and refine future revisions and to develop new courses. As mentioned this is very hard to add to highly technical courses.
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/27/26	Basic Course Information.	Attachments.	Required	The material in the left hand column needs to come from the top level objectives of the requisite course. These can be found under the Learning Outcomes tab.	Y - Complete
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DMTD063A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000574472

Articulation

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

De Anza College

Change Report

06/05/2026

Summary of Changes

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

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Req/Adv	Prerequisite(s):
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

Section	Changed field
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD064A	DMTD064A
	Course Control Number	CCC000618088	CCC000618088
	Course Title (CB02)	SolidWorks Simulation (Finite Element Analysis)	SolidWorks Simulation (Finite Element Analysis)
	Short Course Title	SOLDWRKS SIM (FINITE ELEM ANA)	SOLDWRKS SIM (FINITE ELEM ANA)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	This course covers the application of SolidWorks Simulation using Finite Element Analysis (FEA) to validate and optimize 3D models by measuring stress and displacement distributions of new designs through simulating responses to structural and thermal loads.	This course focuses on the application of SolidWorks Simulation using Finite Element Analysis (FEA) to validate and optimize 3D designs. Students learn how to evaluate the performance of models by analyzing stress, strain, and displacement distributions under various conditions. Through simulation, students study how new designs respond to structural and thermal loads. Emphasis is placed on setting up simulation studies, applying appropriate boundary conditions and loads, interpreting analysis results, and using the findings to improve design efficiency, reliability, and performance.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. It is CSU transferable. This advanced parametric modeling course emphasizes on validating and optimizing mechanical designs with Simulation using Finite Element Analysis (FEA).	This is a stand-alone course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. It is CSU transferable. This advanced parametric modeling course emphasizes on validating and optimizing mechanical designs with Simulation using Finite Element Analysis (FEA).

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This course is designed to advance the skills learned in our Design and Manufacturing technologies program, as well as creating an “on the job experience”, as advised by our industry advisory committee. This courses will be added and/or included in new certificate paths in the following year

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling Finite Element Analysis (FEA) software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

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

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

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	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 value	No

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	96	96
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
	Assignments	1. Class exercises and written reports 2. CAD projects using simulation (FEA) software 3. Reading from text and reference materials	1. Class exercises and written reports 2. CAD projects using simulation (FEA) software 3. Reading from text and reference materials

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Quizzes to evaluate accuracy and correct use of various tools and modeling methods. 2. Mid-term Examination covering assigned video lectures, textbook reading, & advanced-level CAD projects. Exam will be evaluated on completeness of simulation (FEA) requirements. 3. Final Examination evaluating student's use and accuracy of advanced-level SolidWorks simulation (FEA) Tools as defined by grading rubric.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Quizzes to evaluate accuracy and correct use of various tools and modeling methods. 2. Mid-term Examination covering assigned video lectures, textbook reading, & advanced-level CAD projects. Exam will be evaluated on completeness of simulation (FEA) requirements. 3. Final Examination evaluating student's use and accuracy of advanced-level SolidWorks simulation (FEA) Tools as defined by grading rubric.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory with SolidWorks software	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory with SolidWorks software

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Kurowski, Paul. Engineering Analysis with SOLIDWORKS Simulation,Schroff Development Corporation,2019 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Engineering Analysis with SOLIDWORKS Simulation 2026 **Author** Dr. Paul Kurowski **Publisher** SDC Publications 2026 **Date/Edition** 2026 **ISBN** 9781630577797
!	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Identify the need, application, and limitations of SolidWorks Simulation to 3D designs • Apply software-specific graphical user interface • Create sensitivity studies and complete von mises stress analysis studies. • Recall and apply simulation product studies and visualization animation. • Derive and optimize project models for analysis.	• Identify the need, application, and limitations of SolidWorks Simulation to 3D designs • Apply software-specific graphical user interface • Create sensitivity studies and complete von mises stress analysis studies. • Recall and apply simulation product studies and visualization animation. • Derive and optimize project models for analysis.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Utilize and manipulate complex industry design analysis tools through simulating responses to structural and thermal loads using SolidWorks Simulation with Finite Element Analysis techniques & methodologies. **Expected SLO Performance** 0.0	**CSLOs** Utilize and manipulate complex industry design analysis tools through simulating responses to structural and thermal loads using SolidWorks Simulation with Finite Element Analysis techniques & methodologies. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Identify the need, application, and limitations of SolidWorks Simulation to 3D designs 1. Background, theory and need for finite element analysis 2. Studies available in SolidWorks Simulation 3. SolidWorks Simulation 2. Apply software-specific graphical user interface 1. Model import from SolidWorks integrated mode 2. Apply material, loads, and constraints 3. Create finite element mesh and run processor 4. Display results 3. Create sensitivity studies and complete von mises stress analysis studies. 1. Problem definition 2. Model idealization 3. Assigning proper loads, constraints, and materials 4. Displaying results, motion study 5. Typical errors and how to avoid them 4. Recall and apply simulation product studies and visualization animation. 1. Varying design parameters vs. output 2. Consideration of impossible meshes 3. Using global and local sensitivity studies 4. Results analysis by graphical interpretation 5. Derive and optimize project models for analysis. 1. Design controls and goal definitions 2. Techniques to minimize processing time 3. Convergence methods 4. Sample projects	1. Identify the need, application, and limitations of SolidWorks Simulation to 3D designs 1. Background, theory and need for finite element analysis 2. Studies available in SolidWorks Simulation 3. SolidWorks Simulation 2. Apply software-specific graphical user interface 1. Model import from SolidWorks integrated mode 2. Apply material, loads, and constraints 3. Create finite element mesh and run processor 4. Display results 3. Create sensitivity studies and complete von mises stress analysis studies. 1. Problem definition 2. Model idealization 3. Assigning proper loads, constraints, and materials 4. Displaying results, motion study 5. Typical errors and how to avoid them 4. Recall and apply simulation product studies and visualization animation. 1. Varying design parameters vs. output 2. Consideration of impossible meshes 3. Using global and local sensitivity studies 4. Results analysis by graphical interpretation 5. Derive and optimize project models for analysis. 1. Design controls and goal definitions 2. Techniques to minimize processing time 3. Convergence methods 4. Sample projects

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Stress Analysis 2. Non Linear and Dynamic Stress Analasys 3. Vibration Analysis 4. Thermal Analysis	1. Stress Analysis 2. Non Linear and Dynamic Stress Analasys 3. Vibration Analysis 4. Thermal Analysis

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202122	No Value
❗	**Banner Division**	2AT	No Value
❗	**Catalog Term (21-22)**	21-22	No Value
❗	**5 Year Revision Year (2021)**	2020	No Value
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 064A	DMT 064A
	Course Status	New Stand-Alone	New Stand-Alone
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	DMT	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	05/28/2019	05/28/2019
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Two hours lecture, six hours laboratory (96 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233007	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	095300	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
❗	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
❗	**Prerequisite(s):**	DMT D060A, DMT D060B, DMT D060C, DMT D060D or DMT D060E	DMT D060A
	Corequisite(s):	No Value	No Value

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

Blue Form

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

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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
!	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/20/2026	Basic Course Information	Course Description	Suggested	Consider revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course	N/A Will review and refine future revisions.

Changed	Questions	Current Version	Proposed Version			
					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) 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, that's fine, just let me know in the Initiator response box.	
			4/20/2026	SpecificationsAssignments	Suggested	N/A

Changed	Questions	Current Version	Proposed Version				
			4/20/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
			4/20/2026 Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, 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, that's fine, just let me know in the initiator response box.	N/A The DMT department will engage in collaborative DEI-focused work during departmental meetings to review and refine future revisions and to develop new courses. As mentioned this is very hard to add to highly technical courses.
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/27/26	Basic Course Information.	Attachments.	Required	The material in the left hand column needs to come from the top level objectives of the requisite course. These can be found under the Learning Outcomes tab.	Y
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	DMTD064A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000618088

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Mike Appio

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	DMTD065B	DMTD065B
	Course Control Number	CCC000583507	CCC000583507
	Course Title (CB02)	Creo Parametric (Introduction)	Creo Parametric (Introduction)
	Short Course Title	CREO PARAMETRIC (INTRODUCTION)	CREO PARAMETRIC (INTRODUCTION)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	**Course Description**	This course covers the fundamentals of computer-aided design using Creo Parametric. Application of Creo Parametric software in creating manufacturing models, understanding parametric, parent-child derived features to create 3-D parts, assemblies, and drawings.	This course introduces the fundamentals of computer-aided design (CAD) using PTC Creo Parametric. Students learn how to create and modify parametric 3D models commonly used in engineering design and manufacturing. Topics include parametric modeling concepts, parent–child feature relationships, and the development of 3D parts, assemblies, and technical drawings. Through hands-on exercises and practical applications, students gain experience in building and managing parametric models that support efficient product design and multiple manufacturing processes.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	Creo is a CSU transferable course in a CTE program that was developed based on the needs of large scale industries and is requested by our advisory board. This introductory course enables a student to create and document mechanical designs and also coordinate the database management of small though large-scale products. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.	Creo is a CSU transferable course in a CTE program that was developed based on the needs of large scale industries and is requested by our advisory board. This introductory course enables a student to create and document mechanical designs and also coordinate the database management of small though large-scale products. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No	No

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Additive Manufacturing Technology: 3D Design and Production **Award Type** Certificate of Achievement (COA)	**Associated Program** Additive Manufacturing Technology: 3D Design and Production **Award Type** Certificate of Achievement (COA)
		Associated Program Advanced Manufacturing and Prototyping Technician **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Advanced Manufacturing and Prototyping Technician **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Advanced Manufacturing and Prototyping Technician **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Advanced Manufacturing and Prototyping Technician **Award Type** Associate in Science (A.S.) Degree
		Associated Program Computer Aided Design - Mechanical **Award Type** Certificate of Achievement (COA)	**Associated Program** Computer Aided Design - Mechanical **Award Type** Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	96	96
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects
	Assignments	1. CAD projects as assigned using Creo Parametric software. 2. On-line video lectures, viewed as assigned during the course. 3. Required reading from textbook.	1. CAD projects as assigned using Creo Parametric software. 2. On-line video lectures, viewed as assigned during the course. 3. Required reading from textbook.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Final examination evaluating student's comprehensive understanding of basic Creo Parametric CAD tools as defined in the grading rubric.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Final examination evaluating student's comprehensive understanding of basic Creo Parametric CAD tools as defined in the grading rubric.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Lamit, Louis Gary, "Creo Parametric 5.0", CreateSpace Independent Publishing Platform, 2018. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Creo Parametric 9.0 Basic Design **Author** Steven G. Smith **Publisher** CADQuest Inc **Date/Edition** 2022 **ISBN** 1930933789

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Describe specific CAD software and hardware requirements. • Explain system usage, desktop features, and folder creation and manipulation. • Define fundamental understanding of Creo core concepts. • Create drawings from assemblies and part models • Interpret the use of sketching tool. • Apply extrude, revolve and rib tools • Construct assemblies with constraints.	• Describe specific CAD software and hardware requirements. • Explain system usage, desktop features, and folder creation and manipulation. • Define fundamental understanding of Creo core concepts. • Create drawings from assemblies and part models • Interpret the use of sketching tool. • Apply extrude, revolve and rib tools • Construct assemblies with constraints.
	CSLOs	**CSLOs** Create an entry-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric. **Expected SLO Performance** 0.0	**CSLOs** Create an entry-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Describe specific CAD software and hardware requirements. 1. CAD Workstations. 2. Software system requirements. 3. CADTRAIN training software. 2. Explain system usage, desktop features, and folder creation and manipulation. 1. Login procedure. 2. Desktop features. 3. Create folders. 3. Define fundamental understanding of Creo core concepts. 1. Introduction. 2. Starting the software. 3. The software windows. 4. Modes. 5. Multiple graphics windows. 6. Changing directory. 7. Creating files. 8. Naming files. 9. Saving and retrieving files. 4. Create drawings from assemblies and part models 1. Sketching and modeling. 2. Modifying designs 3. Dimensioning sketches 4. Assembly creation 5. Drawing extraction 6. Formatting drawings 5. Interpret the use of sketching tool. 1. Sketcher references 2. Sketcher methodology 3. Design intent in sketch 4. Fully defined sketches 6. Apply extrude, revolve and rib tools 1. Controlling depth settings 2. Adding/removing material 3. Internal vs external sketches 7. Construct assemblies with constraints. 1. Default constraint 2. Coincident vs distance 3. Fully constrained vs packaged components	1. Describe specific CAD software and hardware requirements. 1. CAD Workstations. 2. Software system requirements. 3. PTC LMS training software. 2. Explain system usage, desktop features, and folder creation and manipulation. 1. Login procedure. 2. Desktop features. 3. Create folders. 3. Define fundamental understanding of Creo core concepts. 1. Introduction. 2. Starting the software. 3. The software windows. 4. Modes. 5. Multiple graphics windows. 6. Changing directory. 7. Creating files. 8. Naming files. 9. Saving and retrieving files. 4. Create drawings from assemblies and part models 1. Sketching and modeling. 2. Modifying designs 3. Dimensioning sketches 4. Assembly creation 5. Drawing extraction 6. Formatting drawings 5. Interpret the use of sketching tool. 1. Sketcher references 2. Sketcher methodology 3. Design intent in sketch 4. Fully defined sketches 6. Apply extrude, revolve and rib tools 1. Controlling depth settings 2. Adding/removing material 3. Internal vs external sketches 7. Construct assemblies with constraints. 1. Default constraint 2. Coincident vs distance 3. Fully constrained vs packaged components

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. CAD Workstations 2. System usage 3. Graphics windows 4. Drawings 5. Assemblies 6. Sketching 7. Extrude tools	1. CAD Workstations 2. System usage 3. Graphics windows 4. Drawings 5. Assemblies 6. Sketching 7. Extrude tools

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
!	**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**	No Value	Assignments: A. On-line video lectures, viewed as assigned during the course. B. Required reading from textbook.
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DMT 065B	DMT 065B
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	01/14/2020	01/14/2020
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**

Changed	Questions	Current Version	Proposed Version			
			4/13/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to

Changed	Questions	Current Version	Proposed Version			
						the DEI Box if appropriate. This will satisfy the required component of this edit. **Y - See DEI statement**
			4/13/2026	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. **Y - See DEI statement**

Changed	Questions	Current Version	Proposed Version		
					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;
			4/13/2026	SpecificationsAssignmentsSuggested	(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, that's fine, just let me know in the Initiator response box. N/A

Changed	Questions	Current Version	Proposed Version			
			4/13/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box. N/A

Changed	Questions	Current Version	Proposed Version			
			4/13/2026 Outline	Course Outline	Suggested	Consider defining acronyms in outline (for example: PTC LMS). Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, 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, that's fine, just let me know in the initiator response box. N/A
	Stage 4: Articulation Officer	No Value	No Value			
	Stage 5: De Anza General Education	No Value	No Value			

Changed	Questions	Current Version	Proposed Version					
	Stage 6: Content Review Matrix Liaison	No Value	No Value					
❗	**Stage 7: Dean of Online Learning**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y- Forgot to upload
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	DMTD065B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000583507

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Mike Appio

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	DMTD065C	DMTD065C
	Course Control Number	CCC000583508	CCC000583508
	Course Title (CB02)	Creo Parametric (Introduction)	Creo Parametric (Introduction)
	Short Course Title	CREO PARAMETRIC (INTRODUCTION)	CREO PARAMETRIC (INTRODUCTION)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	**Course Description**	This course covers the fundamentals of computer-aided design using Creo Parametric. Application of Creo Parametric software in creating manufacturing models, understanding parametric, parent-child derived features to create 3-D parts, assemblies, and drawings.	This course introduces the fundamentals of computer-aided design (CAD) using PTC Creo Parametric. Students learn how to create and modify parametric 3D models commonly used in engineering design and manufacturing. Topics include parametric modeling concepts, parent–child feature relationships, and the development of 3D parts, assemblies, and technical drawings. Through hands-on exercises and practical applications, students gain experience in building and managing parametric models that support efficient product design and multiple manufacturing processes.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	Creo is a CSU transferable course in a CTE program that was developed based on the needs of large scale industries and is requested by our advisory board. This introductory course enables a student to create and document mechanical designs and also coordinate the database management of small though large-scale products. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.	Creo is a CSU transferable course in a CTE program that was developed based on the needs of large scale industries and is requested by our advisory board. This introductory course enables a student to create and document mechanical designs and also coordinate the database management of small though large-scale products. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No	No

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Additive Manufacturing Technology: 3D Design and Production **Award Type** Certificate of Achievement (COA)	**Associated Program** Additive Manufacturing Technology: 3D Design and Production **Award Type** Certificate of Achievement (COA)
		Associated Program Advanced Manufacturing and Prototyping Technician **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Advanced Manufacturing and Prototyping Technician **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Advanced Manufacturing and Prototyping Technician **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Advanced Manufacturing and Prototyping Technician **Award Type** Associate in Science (A.S.) Degree
		Associated Program Computer Aided Design - Mechanical **Award Type** Certificate of Achievement (COA)	**Associated Program** Computer Aided Design - Mechanical **Award Type** Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	96	96
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects
	Assignments	1. CAD projects as assigned using Creo Parametric software. 2. On-line video lectures, viewed as assigned during the course. 3. Required reading from textbook.	1. CAD projects as assigned using Creo Parametric software. 2. On-line video lectures, viewed as assigned during the course. 3. Required reading from textbook.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Final examination evaluating student's comprehensive understanding of basic Creo Parametric CAD tools as defined in the grading rubric.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Final examination evaluating student's comprehensive understanding of basic Creo Parametric CAD tools as defined in the grading rubric.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Lamit, Louis Gary, "Creo Parametric 5.0", CreateSpace Independent Publishing Platform, 2018. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Creo Parametric 9.0 Basic Design **Author** Steven G. Smith **Publisher** CADQuest Inc **Date/Edition** 2022 **ISBN** 1930933789

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Describe specific CAD software and hardware requirements. • Explain system usage, desktop features, and folder creation and manipulation. • Define fundamental understanding of Creo core concepts. • Create drawings from assemblies and part models • Interpret the use of sketching tool. • Apply extrude, revolve and rib tools • Construct assemblies with constraints.	• Describe specific CAD software and hardware requirements. • Explain system usage, desktop features, and folder creation and manipulation. • Define fundamental understanding of Creo core concepts. • Create drawings from assemblies and part models • Interpret the use of sketching tool. • Apply extrude, revolve and rib tools • Construct assemblies with constraints.
	CSLOs	**CSLOs** Create an entry-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric. **Expected SLO Performance** 0.0	**CSLOs** Create an entry-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Describe specific CAD software and hardware requirements. 1. CAD Workstations. 2. Software system requirements. 3. CADTRAIN training software. 2. Explain system usage, desktop features, and folder creation and manipulation. 1. Login procedure. 2. Desktop features. 3. Create folders. 3. Define fundamental understanding of Creo core concepts. 1. Introduction. 2. Starting the software. 3. The software windows. 4. Modes. 5. Multiple graphics windows. 6. Changing directory. 7. Creating files. 8. Naming files. 9. Saving and retrieving files. 4. Create drawings from assemblies and part models 1. Sketching and modeling. 2. Modifying designs 3. Dimensioning sketches 4. Assembly creation 5. Drawing extraction 6. Formatting drawings 5. Interpret the use of sketching tool. 1. Sketcher references 2. Sketcher methodology 3. Design intent in sketch 4. Fully defined sketches 6. Apply extrude, revolve and rib tools 1. Controlling depth settings 2. Adding/removing material 3. Internal vs external sketches 7. Construct assemblies with constraints. 1. Default constraint 2. Coincident vs distance 3. Fully constrained vs packaged components	1. Describe specific CAD software and hardware requirements. 1. CAD Workstations. 2. Software system requirements. 3. CADTRAIN training software. 2. Explain system usage, desktop features, and folder creation and manipulation. 1. Login procedure. 2. Desktop features. 3. Create folders. 3. Define fundamental understanding of Creo core concepts. 1. Introduction. 2. Starting the software. 3. The software windows. 4. Modes. 5. Multiple graphics windows. 6. Changing directory. 7. Creating files. 8. Naming files. 9. Saving and retrieving files. 4. Create drawings from assemblies and part models 1. Sketching and modeling. 2. Modifying designs 3. Dimensioning sketches 4. Assembly creation 5. Drawing extraction 6. Formatting drawings 5. Interpret the use of sketching tool. 1. Sketcher references 2. Sketcher methodology 3. Design intent in sketch 4. Fully defined sketches 6. Apply extrude, revolve and rib tools 1. Controlling depth settings 2. Adding/removing material 3. Internal vs external sketches 7. Construct assemblies with constraints. 1. Default constraint 2. Coincident vs distance 3. Fully constrained vs packaged components

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. CAD Workstations 2. System usage 3. Graphics windows 4. Drawings 5. Assemblies 6. Sketching 7. Extrude tools	1. CAD Workstations 2. System usage 3. Graphics windows 4. Drawings 5. Assemblies 6. Sketching 7. Extrude tools

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
!	**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**	No Value	Assignments: A. On-line video lectures, viewed as assigned during the course. B. Required reading from textbook.
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DMT 065C	DMT 065C
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	01/14/2020	01/14/2020
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**

Changed	Questions	Current Version	Proposed Version			
			4/13/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to

Changed	Questions	Current Version	Proposed Version			
						the DEI Box if appropriate. This will satisfy the required component of this edit. **Y - See DEI statement**
			4/13/2026	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. **Y - See DEI statement**

Changed	Questions	Current Version	Proposed Version		
					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;
			4/13/2026	SpecificationsAssignmentsSuggested	(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, that's fine, just let me know in the Initiator response box. N/A

Changed	Questions	Current Version	Proposed Version			
			4/13/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box. N/A

Changed	Questions	Current Version	Proposed Version			
			4/13/2026 Outline	Course Outline	Suggested	Consider defining acronyms in outline (for example: PTC LMS). Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, 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, that's fine, just let me know in the initiator response box. N/A
	Stage 4: Articulation Officer	No Value	No Value			
	Stage 5: De Anza General Education	No Value	No Value			

Changed	Questions	Current Version	Proposed Version					
	Stage 6: Content Review Matrix Liaison	No Value	No Value					
❗	**Stage 7: Dean of Online Learning**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y- Forgot to upload
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	DMTD065C
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000583508

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Mike Appio

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	DMTD065D	DMTD065D
	Course Control Number	CCC000583509	CCC000583509
	Course Title (CB02)	Creo Parametric (Introduction)	Creo Parametric (Introduction)
	Short Course Title	CREO PARAMETRIC (INTRODUCTION)	CREO PARAMETRIC (INTRODUCTION)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	**Course Description**	This course covers the fundamentals of computer-aided design using Creo Parametric. Application of Creo Parametric software in creating manufacturing models, understanding parametric, parent-child derived features to create 3-D parts, assemblies, and drawings.	This course introduces the fundamentals of computer-aided design (CAD) using PTC Creo Parametric. Students learn how to create and modify parametric 3D models commonly used in engineering design and manufacturing. Topics include parametric modeling concepts, parent–child feature relationships, and the development of 3D parts, assemblies, and technical drawings. Through hands-on exercises and practical applications, students gain experience in building and managing parametric models that support efficient product design and multiple manufacturing processes.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	Creo is a CSU transferable course in a CTE program that was developed based on the needs of large scale industries and is requested by our advisory board. This introductory course enables a student to create and document mechanical designs and also coordinate the database management of small though large-scale products. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.	Creo is a CSU transferable course in a CTE program that was developed based on the needs of large scale industries and is requested by our advisory board. This introductory course enables a student to create and document mechanical designs and also coordinate the database management of small though large-scale products. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No	No

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Additive Manufacturing Technology: 3D Design and Production **Award Type** Certificate of Achievement (COA)	**Associated Program** Additive Manufacturing Technology: 3D Design and Production **Award Type** Certificate of Achievement (COA)
		Associated Program Advanced Manufacturing and Prototyping Technician **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Advanced Manufacturing and Prototyping Technician **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Advanced Manufacturing and Prototyping Technician **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Advanced Manufacturing and Prototyping Technician **Award Type** Associate in Science (A.S.) Degree
		Associated Program Computer Aided Design - Mechanical **Award Type** Certificate of Achievement (COA)	**Associated Program** Computer Aided Design - Mechanical **Award Type** Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	96	96
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects
	Assignments	1. CAD projects as assigned using Creo Parametric software. 2. On-line video lectures, viewed as assigned during the course. 3. Required reading from textbook.	1. CAD projects as assigned using Creo Parametric software. 2. On-line video lectures, viewed as assigned during the course. 3. Required reading from textbook.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Final examination evaluating student's comprehensive understanding of basic Creo Parametric CAD tools as defined in the grading rubric.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Final examination evaluating student's comprehensive understanding of basic Creo Parametric CAD tools as defined in the grading rubric.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Lamit, Louis Gary, "Creo Parametric 5.0", CreateSpace Independent Publishing Platform, 2018. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Creo Parametric 9.0 Basic Design **Author** Steven G. Smith **Publisher** CADQuest Inc **Date/Edition** 2022 **ISBN** 1930933789

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Describe specific CAD software and hardware requirements. • Explain system usage, desktop features, and folder creation and manipulation. • Define fundamental understanding of Creo core concepts. • Create drawings from assemblies and part models • Interpret the use of sketching tool. • Apply extrude, revolve and rib tools • Construct assemblies with constraints.	• Describe specific CAD software and hardware requirements. • Explain system usage, desktop features, and folder creation and manipulation. • Define fundamental understanding of Creo core concepts. • Create drawings from assemblies and part models • Interpret the use of sketching tool. • Apply extrude, revolve and rib tools • Construct assemblies with constraints.
	CSLOs	**CSLOs** Create an entry-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric. **Expected SLO Performance** 0.0	**CSLOs** Create an entry-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Describe specific CAD software and hardware requirements. 1. CAD Workstations. 2. Software system requirements. 3. CADTRAIN training software. 2. Explain system usage, desktop features, and folder creation and manipulation. 1. Login procedure. 2. Desktop features. 3. Create folders. 3. Define fundamental understanding of Creo core concepts. 1. Introduction. 2. Starting the software. 3. The software windows. 4. Modes. 5. Multiple graphics windows. 6. Changing directory. 7. Creating files. 8. Naming files. 9. Saving and retrieving files. 4. Create drawings from assemblies and part models 1. Sketching and modeling. 2. Modifying designs 3. Dimensioning sketches 4. Assembly creation 5. Drawing extraction 6. Formatting drawings 5. Interpret the use of sketching tool. 1. Sketcher references 2. Sketcher methodology 3. Design intent in sketch 4. Fully defined sketches 6. Apply extrude, revolve and rib tools 1. Controlling depth settings 2. Adding/removing material 3. Internal vs external sketches 7. Construct assemblies with constraints. 1. Default constraint 2. Coincident vs distance 3. Fully constrained vs packaged components	1. Describe specific CAD software and hardware requirements. 1. CAD Workstations. 2. Software system requirements. 3. CADTRAIN training software. 2. Explain system usage, desktop features, and folder creation and manipulation. 1. Login procedure. 2. Desktop features. 3. Create folders. 3. Define fundamental understanding of Creo core concepts. 1. Introduction. 2. Starting the software. 3. The software windows. 4. Modes. 5. Multiple graphics windows. 6. Changing directory. 7. Creating files. 8. Naming files. 9. Saving and retrieving files. 4. Create drawings from assemblies and part models 1. Sketching and modeling. 2. Modifying designs 3. Dimensioning sketches 4. Assembly creation 5. Drawing extraction 6. Formatting drawings 5. Interpret the use of sketching tool. 1. Sketcher references 2. Sketcher methodology 3. Design intent in sketch 4. Fully defined sketches 6. Apply extrude, revolve and rib tools 1. Controlling depth settings 2. Adding/removing material 3. Internal vs external sketches 7. Construct assemblies with constraints. 1. Default constraint 2. Coincident vs distance 3. Fully constrained vs packaged components

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. CAD Workstations 2. System usage 3. Graphics windows 4. Drawings 5. Assemblies 6. Sketching 7. Extrude tools	1. CAD Workstations 2. System usage 3. Graphics windows 4. Drawings 5. Assemblies 6. Sketching 7. Extrude tools

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
!	**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**	No Value	Assignments: A. On-line video lectures, viewed as assigned during the course. B. Required reading from textbook.
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DMT 065D	DMT 065D
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	01/14/2020	01/14/2020
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**

Changed	Questions	Current Version	Proposed Version			
			4/13/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to	**Y - See DEI statement**

Changed	Questions	Current Version	Proposed Version				
						the DEI Box if appropriate. This will satisfy the required component of this edit. Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	
			4/13/2026	Specifications	Examples of Primary Texts and References	Suggested	**Y - See DEI statement**

Changed	Questions	Current Version	Proposed Version			
					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) 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, that's fine, just let me know in the Initiator response box.	
			4/13/2026	SpecificationsAssignments	Suggested	N/A

Changed	Questions	Current Version	Proposed Version					
			4/13/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
			4/13/2026 Outline	Course Outline	Suggested	Consider defining acronyms in outline (for example: PTC LMS). Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, 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, that's fine, just let me know in the initiator response box.	N/A
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				
	Stage 6: Content Review Matrix Liaison	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 7: Dean of Online Learning**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y-Forgot to upload
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	DMTD065D
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000583509

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
C-Matrix Form	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.
Comments	Stage 3: DEI
Comments	Stage 7: Dean of Online Learning
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Mike Appio

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	DMTD065E	DMTD065E
	Course Control Number	CCC000583510	CCC000583510
	Course Title (CB02)	Creo Parametric (Introduction)	Creo Parametric (Introduction)
	Short Course Title	CREO PARAMETRIC (INTRODUCTION)	CREO PARAMETRIC (INTRODUCTION)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	**Effective Term**	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	**Course Description**	This course covers the fundamentals of computer-aided design using Creo Parametric. Application of Creo Parametric software in creating manufacturing models, understanding parametric, parent-child derived features to create 3-D parts, assemblies, and drawings.	This course introduces the fundamentals of computer-aided design (CAD) using PTC Creo Parametric. Students learn how to create and modify parametric 3D models commonly used in engineering design and manufacturing. Topics include parametric modeling concepts, parent–child feature relationships, and the development of 3D parts, assemblies, and technical drawings. Through hands-on exercises and practical applications, students gain experience in building and managing parametric models that support efficient product design and multiple manufacturing processes.
	Course Type (CB27)	• Lower Division	• Lower Division
!	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	Creo is a CSU transferable course in a CTE program that was developed based on the needs of large scale industries and is requested by our advisory board. This introductory course enables a student to create and document mechanical designs and also coordinate the database management of small though large-scale products. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.	Creo is a CSU transferable course in a CTE program that was developed based on the needs of large scale industries and is requested by our advisory board. This introductory course enables a student to create and document mechanical designs and also coordinate the database management of small though large-scale products. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling software, along with access to computer labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No	No

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Additive Manufacturing Technology: 3D Design and Production **Award Type** Certificate of Achievement (COA)	**Associated Program** Additive Manufacturing Technology: 3D Design and Production **Award Type** Certificate of Achievement (COA)
		Associated Program Advanced Manufacturing and Prototyping Technician **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Advanced Manufacturing and Prototyping Technician **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Advanced Manufacturing and Prototyping Technician **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Advanced Manufacturing and Prototyping Technician **Award Type** Associate in Science (A.S.) Degree
		Associated Program Computer Aided Design - Mechanical **Award Type** Certificate of Achievement (COA)	**Associated Program** Computer Aided Design - Mechanical **Award Type** Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	96	96
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects
	Assignments	1. CAD projects as assigned using Creo Parametric software. 2. On-line video lectures, viewed as assigned during the course. 3. Required reading from textbook.	1. CAD projects as assigned using Creo Parametric software. 2. On-line video lectures, viewed as assigned during the course. 3. Required reading from textbook.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Final examination evaluating student's comprehensive understanding of basic Creo Parametric CAD tools as defined in the grading rubric.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Final examination evaluating student's comprehensive understanding of basic Creo Parametric CAD tools as defined in the grading rubric.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Lamit, Louis Gary, "Creo Parametric 5.0", CreateSpace Independent Publishing Platform, 2018. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Creo Parametric 9.0 Basic Design **Author** Steven G. Smith **Publisher** CADQuest Inc **Date/Edition** 2022 **ISBN** 1930933789

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Describe specific CAD software and hardware requirements. • Explain system usage, desktop features, and folder creation and manipulation. • Define fundamental understanding of Creo core concepts. • Create drawings from assemblies and part models • Interpret the use of sketching tool. • Apply extrude, revolve and rib tools • Construct assemblies with constraints.	• Describe specific CAD software and hardware requirements. • Explain system usage, desktop features, and folder creation and manipulation. • Define fundamental understanding of Creo core concepts. • Create drawings from assemblies and part models • Interpret the use of sketching tool. • Apply extrude, revolve and rib tools • Construct assemblies with constraints.
	CSLOs	**CSLOs** Create an entry-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric. **Expected SLO Performance** 0.0	**CSLOs** Create an entry-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Describe specific CAD software and hardware requirements. 1. CAD Workstations. 2. Software system requirements. 3. CADTRAIN training software. 2. Explain system usage, desktop features, and folder creation and manipulation. 1. Login procedure. 2. Desktop features. 3. Create folders. 3. Define fundamental understanding of Creo core concepts. 1. Introduction. 2. Starting the software. 3. The software windows. 4. Modes. 5. Multiple graphics windows. 6. Changing directory. 7. Creating files. 8. Naming files. 9. Saving and retrieving files. 4. Create drawings from assemblies and part models 1. Sketching and modeling. 2. Modifying designs 3. Dimensioning sketches 4. Assembly creation 5. Drawing extraction 6. Formatting drawings 5. Interpret the use of sketching tool. 1. Sketcher references 2. Sketcher methodology 3. Design intent in sketch 4. Fully defined sketches 6. Apply extrude, revolve and rib tools 1. Controlling depth settings 2. Adding/removing material 3. Internal vs external sketches 7. Construct assemblies with constraints. 1. Default constraint 2. Coincident vs distance 3. Fully constrained vs packaged components	1. Describe specific CAD software and hardware requirements. 1. CAD Workstations. 2. Software system requirements. 3. CADTRAIN training software. 2. Explain system usage, desktop features, and folder creation and manipulation. 1. Login procedure. 2. Desktop features. 3. Create folders. 3. Define fundamental understanding of Creo core concepts. 1. Introduction. 2. Starting the software. 3. The software windows. 4. Modes. 5. Multiple graphics windows. 6. Changing directory. 7. Creating files. 8. Naming files. 9. Saving and retrieving files. 4. Create drawings from assemblies and part models 1. Sketching and modeling. 2. Modifying designs 3. Dimensioning sketches 4. Assembly creation 5. Drawing extraction 6. Formatting drawings 5. Interpret the use of sketching tool. 1. Sketcher references 2. Sketcher methodology 3. Design intent in sketch 4. Fully defined sketches 6. Apply extrude, revolve and rib tools 1. Controlling depth settings 2. Adding/removing material 3. Internal vs external sketches 7. Construct assemblies with constraints. 1. Default constraint 2. Coincident vs distance 3. Fully constrained vs packaged components

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. CAD Workstations 2. System usage 3. Graphics windows 4. Drawings 5. Assemblies 6. Sketching 7. Extrude tools	1. CAD Workstations 2. System usage 3. Graphics windows 4. Drawings 5. Assemblies 6. Sketching 7. Extrude tools

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
!	**Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.**	No Value	Assignments: A. On-line video lectures, viewed as assigned during the course. B. Required reading from textbook.
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	DMT 065E	DMT 065E
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	01/14/2020	01/14/2020
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**

Changed	Questions	Current Version	Proposed Version			
			4/13/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to	**Y - See DEI statement**

Changed	Questions	Current Version	Proposed Version				
						the DEI Box if appropriate. This will satisfy the required component of this edit. Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	
			4/13/2026	Specifications	Examples of Primary Texts and References	Suggested	**Y - See DEI statement**

Changed	Questions	Current Version	Proposed Version			
					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) 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, that's fine, just let me know in the Initiator response box.	
			4/13/2026	SpecificationsAssignments	Suggested	N/A

Changed	Questions	Current Version	Proposed Version					
			4/13/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
			4/13/2026 Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, 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, that's fine, just let me know in the initiator response box.	N/A
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				
	Stage 6: Content Review Matrix Liaison	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 7: Dean of Online Learning**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/24/26	Basic Course Information	Proposed Details - Attachments	Required	Please complete and upload your Online Course Delivery Request form as a pdf file.	Y- Forgot to upload
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	DMTD065E
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000583510

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Req/Adv	Prerequisite(s):
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

Section	Changed field
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD066B	DMTD066B
	Course Control Number	CCC000583511	CCC000583511
	Course Title (CB02)	Creo Parametric (Intermediate)	Creo Parametric (Intermediate)
	Short Course Title	CREO PARAMETRIC (NTERMEDIATE)	CREO PARAMETRIC (NTERMEDIATE)
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	This course covers the intermediate-level application of Creo Parametric that expands the basic knowledge and understanding of solid models and drawings. Special emphasis is given to the creation of parts, assemblies, and drawings which are more complex and technically more difficult than those projects found in the course prerequisite.	This course builds on foundational knowledge of Parametric Technology Corporation (PTC) Creo Parametric, focusing on intermediate-level applications in solid modeling and technical drawings. Students expand their skills in creating more complex and technically challenging parts, assemblies, and drawings than those encountered in the prerequisite course. Emphasis is placed on enhancing modeling efficiency, mastering advanced feature techniques, and applying best practices in assembly design and documentation to support realistic engineering and manufacturing scenarios.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CSU transferable course in a CTE program was developed based on the needs of large scale industries as requested by our advisory board. This intermediate Creo course enables a student to create and document mechanical designs, with special emphasis given to the creation of parts, assemblies, and drawings. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.	This CSU transferable course in a CTE program was developed based on the needs of large scale industries as requested by our advisory board. This intermediate Creo course enables a student to create and document mechanical designs, with special emphasis given to the creation of parts, assemblies, and drawings. This course is included on the Computer-Aided Design-Mechanical Certificate of Achievement.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
!	**Is this a CTE (Career Technical Education) course?**	No value	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
!	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	**Is this a mirrored credit/noncredit course?**	No value	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
!	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling software, as well as access to fully equipped computer labs, technical resources, and tutoring services. These resources are designed to ensure that every student has the tools, guidance, and support necessary to succeed, regardless of prior experience or background in computer-aided design. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐

Changed	Field	Current Version	Proposed Version
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
!	**Will the course be UC transferable?**	No value	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 value	No

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program**: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Computer Aided Design - Mechanical **Award Type**: Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	96	96
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Laboratory discussion sessions that evaluate the proceedings weekly laboratory exercises	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Laboratory discussion sessions that evaluate the proceedings weekly laboratory exercises
❗	**Assignments**	1. On-line video lectures, viewed as assigned during the course. 2. CAD projects demonstrating progressive mastery of Creo 3. Assigned reading from text.	1. On-line video lectures, viewed as assigned during the course. 2. Computer aided design (CAD) projects demonstrating progressive mastery of Creo 3. Assigned reading from text.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and Completeness of assigned CAD projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements as defined in the grading rubric. 3. Final examination evaluating student's comprehensive understanding of intermedite Creo Parametric CAD tools as defined in the grading rubric.	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and Completeness of assigned computer aided design (CAD) projects. 2. Mid-term Examination covering assigned video lectures, textbook reading, & basic CAD projects. Exam will be evaluated on accuracy and completeness of solid modeling requirements as defined in the grading rubric. 3. Final examination evaluating student's comprehensive understanding of intermediate Creo Parametric CAD tools as defined in the grading rubric.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD Computer Laboratory	**Essential Student Materials:** • None **Essential College Facilities:** • CAD Computer Laboratory

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Lamit, Louis Gary, "Creo Parametric 5.0", CreateSpace Independent Publishing Platform, 2018. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Creo Parametric 7.0 Sheetmetal Design Author **Author** Steven G. Smith **Publisher** CADQuest Inc. **Date/Edition** 2021 **ISBN** 1930933738
❗	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Create assemblies of 3D components using constraints. • Construct exploded assemblies from assembled components. • Construct and alter drawing formats, title blocks, and views. • Derive 2D details from 3D solid models. • Establish a variety of views types including section and auxiliary views on a drawing. • Generate assembly drawings and produce bill of materials and title block tables. • Produce drawings with exploded views. • Create augmented reality experience of parts and assemblies • Demonstrate model based definition process to create 3-D drawings.	• Create assemblies of 3D components using constraints. • Construct exploded assemblies from assembled components. • Construct and alter drawing formats, title blocks, and views. • Derive 2D details from 3D solid models. • Establish a variety of views types including section and auxiliary views on a drawing. • Generate assembly drawings and produce bill of materials and title block tables. • Produce drawings with exploded views. • Create augmented reality experience of parts and assemblies • Demonstrate model based definition process to create 3-D drawings.
	CSLOs	**CSLOs**: Create an intermediate-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric. **Expected SLO Performance**: 0.0	**CSLOs**: Create an intermediate-level Document Package which includes Solid Parts, Assemblies, and Basic Drawings for Parts and Assemblies, using Creo Parametric. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Create assemblies of 3D components using constraints. 1. Geometrically relate components to form an assembly. 2. Create a sub-assembly. 3. Use a variety of assembly constraints. 2. Construct exploded assemblies from assembled components. 1. Create exploded views. 2. Edit exploded views. 3. Create unique component visibility settings. 4. Move and rotate components in an assembly. 3. Construct and alter drawing formats, title blocks, and views. 1. Create drawings with multiple views 2. Create and save title blocks and sheet formats. 3. Change the scale of a view. 4. Display appropriate views for detailing a project. 4. Derive 2D details from 3D solid models. 1. Use ASME standards to detail drawings. 2. Dimension a part. 3. Create and save configuration files. 4. Add geometric tolerancing information to a drawing. 5. Establish a variety of views types including section and auxiliary views on a drawing. 1. Identify the need for sectional views to clarify interior features of a part. 2. Establish configuration files to use when detailing and creating section drawings. 3. Identify cutting planes and the resulting views. 4. Create sections along datum planes. 6. Generate assembly drawings and produce bill of materials and title block tables.	1. Create assemblies of 3D components using constraints. 1. Geometrically relate components to form an assembly. 2. Create a sub-assembly. 3. Use a variety of assembly constraints. 2. Construct exploded assemblies from assembled components. 1. Create exploded views. 2. Edit exploded views. 3. Create unique component visibility settings. 4. Move and rotate components in an assembly. 3. Construct and alter drawing formats, title blocks, and views. 1. Create drawings with multiple views 2. Create and save title blocks and sheet formats. 3. Change the scale of a view. 4. Display appropriate views for detailing a project. 4. Derive 2D details from 3D solid models. 1. Use American Society of Mechanical Engineers (ASME) standards to detail drawings. 2. Dimension a part. 3. Create and save configuration files. 4. Add geometric tolerancing information to a drawing. 5. Establish a variety of views types including section and auxiliary views on a drawing. 1. Identify the need for sectional views to clarify interior features of a part. 2. Establish configuration files to use when detailing and creating section drawings. 3. Identify cutting planes and the resulting views. 4. Create sections along datum planes. 6. Generate assembly drawings and produce bill of materials and title

Changed	Field	Current Version	Proposed Version
		1. Create an assembly drawing. 2. Generate a parts list from a bill of materials (BOM). 3. Balloon an assembly drawing. 4. Create a section assembly view and change component visibility. 5. Create a macro-driven table to automatically generate a parts list. 7. Produce drawings with exploded views. 1. Create drawings with exploded views. 2. Use multiple sheets. 3. Make assembly drawing sheets with multiple models. 4. Create balloons on exploded assemblies. 8. Create augmented reality experience of parts and assemblies 1. Publish from Creo 2. Sharing through phone app. 9. Demonstrate model based definition process to create 3-D drawings. 1. Using existing dimensions 2. Creating notes 3. Creating datum references 4. Creating GD&T call-outs 5. Publishing to Creo view	block tables. 1. Create an assembly drawing. 2. Generate a parts list from a bill of materials (BOM). 3. Balloon an assembly drawing. 4. Create a section assembly view and change component visibility. 5. Create a macro-driven table to automatically generate a parts list. 7. Produce drawings with exploded views. 1. Create drawings with exploded views. 2. Use multiple sheets. 3. Make assembly drawing sheets with multiple models. 4. Create balloons on exploded assemblies. 8. Create augmented reality experience of parts and assemblies 1. Publish from Creo 2. Sharing through phone app. 9. Demonstrate model based definition process to create 3-D drawings. 1. Using existing dimensions 2. Creating notes 3. Creating datum references 4. Creating Geometric Dimensioning and Tolerancing (GD&T) call-outs 5. Publishing to Creo view
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Assemblies of 3D components 2. Drawing formats, title blocks, and views 3. 2D details from 3D solid models. 4. Section and auxiliary views 5. Bill of materials 6. Drawings with exploded views 7. Model based definition	1. Assemblies of 3D components 2. Drawing formats, title blocks, and views 3. 2D details from 3D solid models. 4. Section and auxiliary views 5. Bill of materials 6. Drawings with exploded views 7. Model based definition

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202122	No Value
❗	**Banner Division**	2AT	No Value
❗	**Catalog Term (21-22)**	21-22	No Value
❗	**5 Year Revision Year (2021)**	2020	No Value
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 066B	DMT 066B
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	DMT	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	01/14/2020	01/14/2020
❗	**Emergency Approval**	No	No Value
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Two hours lecture, six hours laboratory (96 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233007	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	095300	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
❗	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
❗	**Prerequisite(s):**	DMT D065A, DMT D065B, DMT D065C, DMT D065D or DMT D065E	DMT D065B
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**

Changed	Questions	Current Version	Proposed Version				
			4/23/2026	Specifications	Examples of Required Primary Texts and References	Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under $50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if	In statement

Changed	Questions	Current Version	Proposed Version				
						appropriate. This will satisfy the required component of this edit. Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	
		4/23/2026	Specifications	Examples of Primary Texts and References	Suggested		In statement

Changed	Questions	Current Version	Proposed Version			
					Consider defining CAD the first time it is used as an acronym. 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) 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, that's fine, just let me know in the Initiator response box.	Y N/A - The DMT department will engage in collaborative work during departmental meetings to review and refine future revisions and new courses.
			4/23/2026 SpecificationsAssignments	Suggested		

Changed	Questions	Current Version	Proposed Version				
			4/23/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
						Consider defining ASME. **Y - complete** This may not be appropriate given the highly technical nature of this course, but if appropriate, 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, that's fine, just let me know in the initiator response box.	
			4/23/2026 Outline	Course Outline	Suggested		N/A
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/29/26	Matrix G		Required	The material in the left hand column can only come from the course objectives (not the expanded content). The material in the right hand column is fine.	Y-Complete
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	DMTD066B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000583511

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status

Section	Changed field
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Req/Adv	Prerequisite(s):
Comments	Stage 3: DEI
Comments	Stage 8: SLO Coordinator
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.

Section	Changed field
DEI Review	Please check all areas in the COR that address DEI.
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD067B	DMTD067B
	Course Control Number	CCC000578240	CCC000578240
	Course Title (CB02)	Creo Parametric: Top-Down Design and Advanced System Tools	Creo Parametric: Top-Down Design and Advanced System Tools
	Short Course Title	CREO PARAMET: TOP-DOWN DESIGN	CREO PARAMET: TOP-DOWN DESIGN
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	Advanced 3D Solid Modeling techniques using Creo Parametric. Emphasis is on Advanced Assembly Mates, Large Assembly Management Tools, and Top-Down Design. In addition, time is given to safe and proper development of new Solid Models and Drawing Documents from legacy solid models, using Top-Down Assembly techniques. Exploration of intricate models (parts, assemblies, sheetmetal and complex feature sets).	This course covers advanced 3D solid modeling techniques using Parametric Technology Corporation (PTC) Creo Parametric, with a focus on advanced assembly mates, large assembly management tools, and top-down design methodologies. Students learn best practices for safely developing new solid models and drawing documents from legacy models using top-down assembly techniques. The course also emphasizes the exploration and creation of intricate models, including complex parts, assemblies, and advanced feature sets, enabling students to tackle sophisticated engineering design challenges.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. It is a CSU transferable course. Creo Parametric, a 3-D parametric solid modeler, is used worldwide in mechanical design and is a requirement in over half of all job openings/descriptions in the Silicon Valley. Mechanical designers / engineers must have advanced parametric modeling skills to be employable. This course develops the students' ability to create and document mechanical designs.	This is a stand-alone course in a CTE program that was developed based on the needs of major and start-up corporations in the local community, as discussed at our advisory board meetings. It is a CSU transferable course. Creo Parametric, a 3-D parametric solid modeler, is used worldwide in mechanical design and is a requirement in over half of all job openings/descriptions in the Silicon Valley. Mechanical designers / engineers must have advanced parametric modeling skills to be employable. This course develops the students' ability to create and document mechanical designs.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This course is designed to advance the skills learned in our Design and Manufacturing technologies program, as well as creating an “on the job experience”, as advised by our industry advisory committee. This courses will be added and/or included in new certificate paths in the following year.

CTE Course

Changed	Field	Current Version	Proposed Version
!	**Is this a CTE (Career Technical Education) course?**	No value	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
!	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No value	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling software, as well as access to fully equipped computer labs, technical resources, and tutoring services. These resources are designed to ensure that every student has the tools, guidance, and support necessary to succeed, regardless of prior experience or background in computer-aided design. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
❗	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	No
	If yes, identify the UC/CSU campus, course and major.	No value	

Changed	Field	Current Version	Proposed Version
❗	**Will the course be UC transferable?**	No value	No

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	96	96
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.

Changed	Field	Current Version	Proposed Version
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class Homework and extended projects
❗	**Assignments**	1. 18 on-line video lectures, viewed as assigned during the course. 2. 45 CAD projects demonstrating progressive mastery of Creo Parametric. 3. Reading from text (75% by page count) is required.	1. 18 on-line video lectures, viewed as assigned during the course. 2. 45 computer aided design (CAD) projects demonstrating progressive mastery of Creo Parametric. 3. Reading from text (75% by page count) is required.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and completeness of assigned CAD projects. 2. Mid-term examination covering assigned video lectures, textbook reading, & advanced CAD projects. Exam will be evaluated on completeness of complex design requirements. 3. Final examination evaluating student's comprehensive understanding of advanced Creo Parametric CAD modeling by means of accuracy and completeness of UDFs, Pro/Program and Simplified Reps.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Accuracy and completeness of assigned computer aided design (CAD) projects. 2. Mid-term examination covering assigned video lectures, textbook reading, & advanced CAD projects. Exam will be evaluated on completeness of complex design requirements. 3. Final examination evaluating student's comprehensive understanding of advanced Creo Parametric CAD modeling by means of accuracy and completeness of User-Defined Features (UDF), Pro/Program and Simplified Reps.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory
!	**Examples of Primary Texts and References**	**Title** No value **Author** Smith,Steven G. "Creo Parametric Advanced Design", CADQuest Inc. 2013 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Creo Parametric 7.0 Advanced Design **Author** Steven G. Smith **Publisher** CADQuest Inc. **Date/Edition** 2021 **ISBN** 1930933746
!	**Suggested Reading List**	**Reading List** Jayanta Sarkar. "Computer Aided Design - A Conceptual Approach", CRC Press, 2014 **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Learn the advanced menu structure and graphical user interface used within Creo Parametric. • Achieve competency in creation of advanced sketches. • Apply blends and sweeps to sketches geometry. • Learn advanced techniques for creating "Pattern Features". • Learn advanced techniques for creating "User Defined Features". • Create and modify advanced rounds on solid parts. • Create and modify parametric relations in solid assembly parts. • Create and modify advanced Engineering Drawings (derived from Solid Models and Assemblies).	• Learn the advanced menu structure and graphical user interface used within Creo Parametric. • Achieve competency in creation of advanced sketches. • Apply blends and sweeps to sketches geometry. • Learn advanced techniques for creating "Pattern Features". • Learn advanced techniques for creating "User Defined Features". • Create and modify advanced rounds on solid parts. • Create and modify parametric relations in solid assembly parts. • Create and modify advanced Engineering Drawings (derived from Solid Models and Assemblies).

Changed	Field	Current Version	Proposed Version
!	CSLOs	**CSLOs** Functioning as a designer using Creo Parametric, the student will create an engineering document package which complies with industry-defined standards and shall include the following; components modeled using CAD design tools, assemblies generated from multiple components and engineering drawings for components and assemblies. **Expected SLO Performance** 0.0	**CSLOs** Functioning as a designer using Creo Parametric, the student will create an engineering document package which complies with industry-defined standards and shall include the following; components modeled using CAD design tools, assemblies generated from multiple components and engineering drawings for components and assemblies. **Expected SLO Performance** 0.0
			CSLOs Design and create a complete engineering documentation package using Creo Parametric that meets industry standards, including components modeled using CAD design tools, assemblies generated from multiple components and engineering drawings for components and assemblies. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Learn the advanced menu structure and graphical user interface used within Creo Parametric. 1. Demonstrate use of Creo Parametric advanced system tools. 2. Create a new file, save a newly created or edited file, and open an existing file. 2. Achieve competency in creation of advanced sketches. 1. Learn advanced sketch tools through multifaceted exercises. 2. Define specific terms, such as Sketch Planes & Datum Features. 3. Create complex geometry and 3D splines using advanced sketch tools. 3. Apply blends and sweeps to sketches geometry. 1. Apply dimensions and logical constraints to advanced geometry. 2. Manipulate and sketch variable section sweeps. 4. Learn advanced techniques for creating “Pattern Features”. 1. Create table driven pattern features. 2. Create a Pro/Table driven geometry. 5. Learn advanced techniques for creating “User Defined Features”. 1. Create part and assembly “UDF” and Shell Features. 2. Create On-Surface and manage UDFs. 6. Create and modify advanced rounds on solid parts. 1. Add overall dimensions and geometric relationships to round sets. 2. Edit relationships for Auto Round features. 7. Create and modify parametric relations in solid assembly parts.	1. Learn the advanced menu structure and graphical user interface used within Creo Parametric. 1. Demonstrate use of Creo Parametric advanced system tools. 2. Create a new file, save a newly created or edited file, and open an existing file. 2. Achieve competency in creation of advanced sketches. 1. Learn advanced sketch tools through multifaceted exercises. 2. Define specific terms, such as Sketch Planes & Datum Features. 3. Create complex geometry and 3D splines using advanced sketch tools. 3. Apply blends and sweeps to sketches geometry. 1. Apply dimensions and logical constraints to advanced geometry. 2. Manipulate and sketch variable section sweeps. 4. Learn advanced techniques for creating “Pattern Features”. 1. Create table driven pattern features. 2. Create a Pro/Table driven geometry. 5. Learn advanced techniques for creating “User Defined Features”. 1. Create part and assembly “UDF” and Shell Features. 2. Create On-Surface and manage UDFs. 6. Create and modify advanced rounds on solid parts. 1. Add overall dimensions and geometric relationships to round sets. 2. Edit relationships for Auto Round features. 7. Create and modify parametric relations in solid assembly parts.

Changed	Field	Current Version	Proposed Version
		1. Add 3D components to an existing assembly. 2. Manipulate system parameters to achieve top-down design relations. 3. Replace, delete, or modify geometric mate constraints within an existing assembly. 8. Create and modify advanced Engineering Drawings (derived from Solid Models and Assemblies). 1. Create complex orthographic drawing layout for detailed drawings of Assemblies. 2. Create large assembly section views and auxiliary views. 3. Build large assembly drawings using exploded views, item balloons, and parts lists “BOMs”.	1. Add 3D components to an existing assembly. 2. Manipulate system parameters to achieve top-down design relations. 3. Replace, delete, or modify geometric mate constraints within an existing assembly. 8. Create and modify advanced Engineering Drawings (derived from Solid Models and Assemblies). 1. Create complex orthographic drawing layout for detailed drawings of Assemblies. 2. Create large assembly section views and auxiliary views. 3. Build large assembly drawings using exploded views, item balloons, and parts lists “BOMs”.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Advanced Toolbars and menu and Top-Down Assembly Design. 2. Advanced sketching and 3D Splines in Bottom-Up product design. 3. Creating features with UDFs, Pro/Program and Simplified Reps. 4. Manage large assembles and external references to parts.	1. Advanced Toolbars and menu and Top-Down Assembly Design. 2. Advanced sketching and 3D Splines in Bottom-Up product design. 3. Creating features with UDFs, Pro/Program and Simplified Reps. 4. Manage large assembles and external references to parts.

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202122	No Value
❗	**Banner Division**	2AT	No Value

Changed	Questions	Current Version	Proposed Version
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2016	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 067B	DMT 067B
	Course Status	New Stand-Alone	New Stand-Alone
!	**Course Status Code**	A	No Value
!	**Banner Department**	DMT	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	10/20/2015	10/20/2015
!	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Two hours lecture, six hours laboratory (96 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233007	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	095300	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• (mc-changed 5-yr rev yr from 2016 to 2020 per redistribution)	• (mc-changed 5-yr rev yr from 2016 to 2020 per redistribution)
❗	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
❗	**Prerequisite(s):**	DMT D065A, DMT D065B, DMT D065C, DMT D065D or DMT D065E	DMT D065B
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**

Changed	Questions	Current Version	Proposed Version			
					Consider defining CAD the first time it is used as an acronym. **Y-complete** 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,	
			4/23/2026	SpecificationsAssignments	Suggested 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, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
			4/23/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
						This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives	
			4/23/2026 Outline	Course Outline	Suggested	and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				
	Stage 6: Content Review Matrix Liaison	No Value	No Value				

Changed	Questions	Current Version	Proposed Version
	Stage 7: Dean of Online Learning	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Stage 8: SLO Coordinator**	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/29/2026	Learning Outcomes	CSLO #1	Required	Functioning as a designer using Creo Parametric, the student will create an engineering document package which complies with industry-defined standards and shall include the following; components modeled using CAD design tools, assemblies generated from multiple components and engineering drawings for components and assemblies. The student learning outcome must start with a Bloom's taxonomy verb: **Create, using Creo Parametric, an engineering document package which complies with industry-defined standards and shall include the following; components modeled using CAD design tools, assemblies generated from multiple components and engineering drawings for components and assemblies.** And you may wish to refine further.	Y - Created refined version of previous statement with verb Deleted original statement.

Changed	Questions	Current Version	Proposed Version

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/1/2026	Learning Outcomes	CSLO #	Required	Student learning Outcome needs to begin with a Bloom's Taxonomy verb. Suggestion: Design and create a complete engineering documentation package using Creo Parametric that meets industry standards, including components modeled using CAD design tools, assemblies generated from multiple components and engineering drawings for components and assemblies.	Y-Completed as per suggestion.

	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	DMTD067B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000578240

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Req/Adv	Prerequisite(s):
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

Section	Changed field
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD068B	DMTD068B
	Course Control Number	CCC000618094	CCC000618094
	Course Title (CB02)	Creo Parametric Surface Modeling	Creo Parametric Surface Modeling
	Short Course Title	CREO PARA SURFACE MODELING	CREO PARA SURFACE MODELING
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	Parametric and free-form surfacing methodologies in Creo are used to create organic 3D shapes that follow a processed-based (or task-based) approach to modeling. This course includes the application of multifaceted surface features in designing product models and molds for industry.	This course introduces parametric and free-form surfacing techniques in Parametric Technology Corporation (PTC) Creo Parametric to create complex, organic 3D shapes. Following a process-based (task-based) modeling approach, students learn to develop efficient workflows for constructing advanced surface geometry including Interactive Surface Design Extension (ISDX). The course emphasizes the application of multifaceted surface features in the design of industrial product models and molds, focusing on creating smooth, continuous surfaces that meet functional and aesthetic requirements in real-world manufacturing contexts.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This stand-alone CSU transferable course in a CTE program was developed based on the needs of major corporations in the local community, as discussed at our advisory board meetings. This course covers advanced parametric modeling skills, with emphasis on the creation and development of products from surface models.	This stand-alone CSU transferable course in a CTE program was developed based on the needs of major corporations in the local community, as discussed at our advisory board meetings. This course covers advanced parametric modeling skills, with emphasis on the creation and development of products from surface models.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This course is designed to advance the skills learned in our Design and Manufacturing technologies program, as well as creating an “on the job experience”, as advised by our industry advisory committee. This courses will be added and/or included in new certificate paths in the following year

CTE Course

Changed	Field	Current Version	Proposed Version
!	**Is this a CTE (Career Technical Education) course?**	No value	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
!	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	**Is this a mirrored credit/noncredit course?**	No value	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT CAD students receive free access to 3D parametric modeling software, as well as access to fully equipped computer labs, technical resources, and tutoring services. These resources are designed to ensure that every student has the tools, guidance, and support necessary to succeed, regardless of prior experience or background in computer-aided design. There is no representative OER, but we do have reference text books available The books meet universal design standards and cover current trends in the field.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course

Changed	Field	Current Version	Proposed Version
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	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 value	No

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12

Changed	Field	Current Version	Proposed Version
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	96	96
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Homework and extended projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Homework and extended projects Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
❗	**Assignments**	1. On-line video lectures, viewed as assigned during the course. 2. CAD advanced surface projects as assigned 3. Reading from textbooks and other references.	1. On-line video lectures, viewed as assigned during the course. 2. Computer aided design (CAD) advanced surface projects as assigned 3. Reading from textbooks and other references.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Accuracy and Completeness of assigned advanced CAD projects. 2. Mid-term examination covering assigned video lectures, textbook reading and advanced CAD projects. Exam will be evaluated on completeness of solid modeling requirements. 3. Final examination evaluating student's comprehensive understanding of advanced Creo Parametric CAD surfacing as defined in the grading rubric.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Accuracy and Completeness of assigned advanced computer aided design (CAD) projects. 2. Mid-term examination covering assigned video lectures, textbook reading and advanced CAD projects. Exam will be evaluated on completeness of solid modeling requirements. 3. Final examination evaluating student's comprehensive understanding of advanced Creo Parametric CAD surfacing as defined in the grading rubric.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • CAD computer laboratory with Creo software	**Essential Student Materials:** • None **Essential College Facilities:** • CAD computer laboratory with Creo software

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Steven G. Smith, Creo Parametric 4.0 Surface Modeling, CADQUEST, 2018 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Creo Parametric 7.0 Introduction to Surface Modeling **Author** Steven G. Smith **Publisher** CADQuest Inc. **Date/Edition** 2021 **ISBN** 1930933754
	Suggested Reading List	**Reading List** PTC, PTC University Precision LMS, Surefac and ISDX moduals, PTC, 2017 **May include, but are not limited to** No value	**Reading List** PTC, PTC University Precision LMS, Surefac and ISDX moduals, PTC, 2017 **May include, but are not limited to** No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Create surfaces for product development. • Manipulate surface geometry. • Apply surface construction geometry commands. • Extract and understand surface information. • Extract and replace model faces using surface geometry. • Derive surfaces from boundary curves. • Demonstrate variable section sweeps. • Import and utilize external geometry. • Demonstrate Interactive Surface Design Extension (ISDX) tool sets. • Combine parametric controls with free-form surfacing • Apply analysis tools to build high quality surface • Apply master modeling techniques to build surfaces	• Create surfaces for product development. • Manipulate surface geometry. • Apply surface construction geometry commands. • Extract and understand surface information. • Extract and replace model faces using surface geometry. • Derive surfaces from boundary curves. • Demonstrate variable section sweeps. • Import and utilize external geometry. • Demonstrate Interactive Surface Design Extension (ISDX) tool sets. • Combine parametric controls with free-form surfacing • Apply analysis tools to build high quality surface • Apply master modeling techniques to build surfaces
	CSLOs	**CSLOs** Create and edit complex Creo Parametric Surfacing design using Advanced 3D Surfacing and Interactive Surface Design Extension (ISDX) Modeling techniques & methodologies. **Expected SLO Performance** 0.0	**CSLOs** Create and edit complex Creo Parametric Surfacing design using Advanced 3D Surfacing and Interactive Surface Design Extension (ISDX) Modeling techniques & methodologies. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Create surfaces for product development. 1. Introduction to Surface interface. 2. Surface features. 3. Create surfaces. 4. Capped ends. 5. Trim and nurbed surfaces. 6. Protrusions, cuts and solidify surface features. 2. Manipulate surface geometry. 1. Trimming surfaces features. 2. Transforming surfaces. 3. Extending surfaces. 3. Apply surface construction geometry commands. 1. Datum points. 2. Datum curves. 3. Splines 4. Redefining datum curves. 4. Extract and understand surface information. 1. Parent-child relationships. 2. Surface analysis. 5. Extract and replace model faces using surface geometry. 1. Introduction. 2. Surface replacement. 3. Patches. 6. Derive surfaces from boundary curves. 1. Introduction. 2. Surfaces with C1 and C2 continuity. 3. Boundary blend control points. 7. Demonstrate variable section sweeps. 1. Introduction. 2. Involute surfaces using a variable section sweep. 8. Import and utilize external geometry. 1. Introduction to available tool sets. 2. Working with imported geometry. 3. Using the geometry as imported.	1. Create surfaces for product development. 1. Introduction to Surface interface. 2. Surface features. 3. Create surfaces. 4. Capped ends. 5. Trim and nurbed surfaces. 6. Protrusions, cuts and solidify surface features. 2. Manipulate surface geometry. 1. Trimming surfaces features. 2. Transforming surfaces. 3. Extending surfaces. 3. Apply surface construction geometry commands. 1. Datum points. 2. Datum curves. 3. Splines 4. Redefining datum curves. 4. Extract and understand surface information. 1. Parent-child relationships. 2. Surface analysis. 5. Extract and replace model faces using surface geometry. 1. Introduction. 2. Surface replacement. 3. Patches. 6. Derive surfaces from boundary curves. 1. Introduction. 2. Surfaces with C1 and C2 continuity. 3. Boundary blend control points. 7. Demonstrate variable section sweeps. 1. Introduction. 2. Involute surfaces using a variable section sweep. 8. Import and utilize external geometry. 1. Introduction to available tool sets. 2. Working with imported geometry. 3. Using the geometry as imported.

Changed	Field	Current Version	Proposed Version
		4. Modify geometry non-parametrically with Flexible modeling 5. Import data doctor to repair surfaces 9. Demonstrate Interactive Surface Design Extension (ISDX) tool sets. 1. Introduction to Freeform Surfacing 2. Full associativity of surfaces and curves 3. Import and trace sketch 4. Creating and editing curves in ISDX 5. Curvature analysis 6. Parametric controls to drive Freeform surfaces 10. Combine parametric controls with free-form surfacing 1. Solidify surface quilt 2. Seed and boundary surfaces 11. Apply analysis tools to build high quality surface 1. Exhibit the deviation from a surface or datum plane 2. Display curves that represent the reflection due to linear sources of light 3. Show a color plot of the shadow area cast by a surface 12. Apply master modeling techniques to build surfaces 1. Top down design 2. Skeleton models 3. Creating sub-components from driving geometry	4. Modify geometry non-parametrically with Flexible modeling 5. Import data doctor to repair surfaces 9. Demonstrate Interactive Surface Design Extension (ISDX) tool sets. 1. Introduction to Freeform Surfacing 2. Full associativity of surfaces and curves 3. Import and trace sketch 4. Creating and editing curves in ISDX 5. Curvature analysis 6. Parametric controls to drive Freeform surfaces 10. Combine parametric controls with free-form surfacing 1. Solidify surface quilt 2. Seed and boundary surfaces 11. Apply analysis tools to build high quality surface 1. Exhibit the deviation from a surface or datum plane 2. Display curves that represent the reflection due to linear sources of light 3. Show a color plot of the shadow area cast by a surface 12. Apply master modeling techniques to build surfaces 1. Top down design 2. Skeleton models 3. Creating sub-components from driving geometry
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Surface geometry 2. Geometry commands 3. Surface information 4. Model faces 5. Boundary curves and section sweeps 6. Interactive Surface Design Extension (ISDX) 7. Analysis tools	1. Surface geometry 2. Geometry commands 3. Surface information 4. Model faces 5. Boundary curves and section sweeps 6. Interactive Surface Design Extension (ISDX) 7. Analysis tools

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202122	No Value
❗	**Banner Division**	2AT	No Value
❗	**Catalog Term (21-22)**	21-22	No Value
❗	**5 Year Revision Year (2021)**	2020	No Value
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 068B	DMT 068B
	Course Status	New Stand-Alone	New Stand-Alone
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	DMT	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	05/28/2019	05/28/2019
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Two hours lecture, six hours laboratory (96 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233007	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	095300	No Value
❗	**Percent**	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	No Value	No Value
!	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
!	**Prerequisite(s):**	DMT D065A, DMT D065B, DMT D065C, DMT D065D or DMT D065E	DMT D065B
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**

Changed	Questions	Current Version	Proposed Version			
					Consider defining CAD the first time it is used as an acronym. **Y-complete** 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,	
			4/23/2026	SpecificationsAssignments	Suggested 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, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
			4/23/2026	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 yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A

Changed	Questions	Current Version	Proposed Version				
						This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives	
			4/23/2026 Outline	Course Outline	Suggested	and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A
	Stage 4: Articulation Officer	No Value	No Value				
	Stage 5: De Anza General Education	No Value	No Value				

Changed	Questions	Current Version	Proposed Version				
❗	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/29/26	Matrix G		Required	The material in the left hand column can only come from the course objectives (not the expanded content). The material in the right hand column is fine.	Y-Complete
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	DMTD068B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000618094

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/05/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics
Curriculum Office	CTE Status

Section	Changed field
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.
Comments	Stage 6: Content Review Matrix Liaison
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

Section	Changed field
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Mike Appio
	Course ID (CB01A and CB01B)	DMTD077Y	DMTD077Y
	Course Control Number	CCC000456970	CCC000456970
	Course Title (CB02)	Special Projects in CAD	Special Projects in CAD
	Short Course Title	SPECIAL PROJECTS IN CAD	SPECIAL PROJECTS IN CAD
	TOP Code (CB03)	0953.00	0953.00 Drafting Technology
	CIP Code	Drafting and Design Technology/Technician, General	15.1301 Drafting and Design Technology/Technician, General
	Department	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	This course involves projects advancing students' knowledge and experience in a selected area of Computer-Aided Design. Students will complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.	This course engages students in advanced projects to expand their knowledge and experience in a selected area of Computer-Aided Design (CAD). Students will work independently to complete project objectives and requirements as specified in Sections 3, 4, and 5 of the Special Projects Contract. Emphasis is placed on applying CAD skills to solve real-world design challenges, demonstrating creativity, technical proficiency, and effective project management throughout the project lifecycle.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Manufacturing Technology (Quality control, process control)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MACHINE TOOL TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This stand-alone, CTE course develops the students' ability to create and design objects using one of our various CAD systems. It is CSU transferable. The special projects class encourages the student to develop a plan for a unique design using a CAD system for the 3D model and for documenting the project with drawings as advised by our industry advisory committee.	This stand-alone, CTE course develops the students' ability to create and design objects using one of our various CAD systems. It is CSU transferable. The special projects class encourages the student to develop a plan for a unique design using a CAD system for the 3D model and for documenting the project with drawings as advised by our industry advisory committee.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This special projects course is designed to advance the skills learned in our certificate and degree program, as well as creating an “on the job experience”. The additional/advanced projects are intended to better prepare our students for work in the advanced design and manufacturing industry in the area of drafting and computer aided design (CAD), as advised by our industry advisory committee.

CTE Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a CTE (Career Technical Education) course?**	No value	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
❗	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No value	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	All DMT Special Projects students receive free access to 3D parametric modeling software, as well as access to fully equipped computer labs, technical resources, and tutoring services. These resources are designed to ensure that every student has the tools, guidance, and support necessary to succeed, regardless of prior experience or background in computer-aided design. There is no representative OER, but we do have reference material available The material meets universal design standards and covers current trends in the field and is no cost to the students.
❗	**Please check all areas in the COR that address DEI.**	No value	• Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
❗	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	No
	If yes, identify the UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	No

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	6	6
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2

Changed	Field	Current Version	Proposed Version
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Discussion of research project Oversight of individual student CAD projects	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Discussion of research project Oversight of individual student CAD projects
	Assignments	1. Lab project to be determined in consultation with instructor. See 3. and 4 of Special Project Contract. 2. Assigned reading from textbooks and references to be determined in consultation with instructor. See 3. and 4 of Special Project Contract.	1. Lab project to be determined in consultation with instructor. See 3. and 4 of Special Project Contract. 2. Assigned reading from textbooks and references to be determined in consultation with instructor. See 3. and 4 of Special Project Contract.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Evaluation of CAD project relating to objectives, methods and procedures of Special Projects Contract 2. Evaluation of completed product, engineering or manufacturing design using one of the Design and Manufacturing CAD systems available in the lab. 3. Final written report and/or examination results relating to objectives, methods and procedures of Special Projects Contract	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Evaluation of CAD project relating to objectives, methods and procedures of Special Projects Contract 2. Evaluation of completed product, engineering or manufacturing design using one of the Design and Manufacturing CAD systems available in the lab. 3. Final written report and/or examination results relating to objectives, methods and procedures of Special Projects Contract
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • Dependent on nature of project **Essential College Facilities:** • CAD laboratory	**Essential Student Materials:** • Dependent on nature of project **Essential College Facilities:** • CAD laboratory

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** No value **Author** To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** No value **Author** To be determined in consultation with the instructor. See 3 and 4 of Special Project Contract. **Publisher** No value **Date/Edition** No value **ISBN** No value
❗	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Create a project report as determined in 3, 4, and 5 of the Special Projects Contract. • Establish and tabulate research data for the project as determined in 3, 4, and 5 of the Special Projects Contract. • Establish project activities and prepare conclusions as determined in 3, 4, and 5 of the Special Projects Contract.	• Create a project report as determined in 3, 4, and 5 of the Special Projects Contract. • Establish and tabulate research data for the project as determined in 3, 4, and 5 of the Special Projects Contract. • Establish project activities and prepare conclusions as determined in 3, 4, and 5 of the Special Projects Contract.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Create an engineering document package which complies with industry-defined standards and shall include the following; components modeled using CAD design tools, assemblies generated from multiple components and engineering drawings. **Expected SLO Performance** 0.0	**CSLOs** Create an engineering document package which complies with industry-defined standards and shall include the following; components modeled using CAD design tools, assemblies generated from multiple components and engineering drawings. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Create a project report as determined in 3, 4, and 5 of the Special Projects Contract. 1. Value or purpose report 2. Available data 2. Establish and tabulate research data for the project as determined in 3, 4, and 5 of the Special Projects Contract. 1. CAD publications or references 2. CAD lab research 3. Establish project activities and prepare conclusions as determined in 3, 4, and 5 of the Special Projects Contract. 1. List performance objectives of project 2. Sequence and timeline for activities 3. List any and all conclusions, evaluate validity of project outcomes.	1. Create a project report as determined in 3, 4, and 5 of the Special Projects Contract. 1. Value or purpose report 2. Available data 2. Establish and tabulate research data for the project as determined in 3, 4, and 5 of the Special Projects Contract. 1. CAD publications or references 2. CAD lab research 3. Establish project activities and prepare conclusions as determined in 3, 4, and 5 of the Special Projects Contract. 1. List performance objectives of project 2. Sequence and timeline for activities 3. List any and all conclusions, evaluate validity of project outcomes.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2AT	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	DMT 077Y	DMT 077Y
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	DMT	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
❗	**Course Characteristics**	CTE Special Projects	CTE
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	DMT 77X	DMT 77X
❗	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
❗	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233007	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	095300	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
❗	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in DMT D077X or DMT D077Z.)	(Not open to students with credit in DMT D077X or DMT D077Z.)
	Entrance Skills(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
❗	**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.**	No Value	Consent of Instructor and Dean
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: DEI	No Value	No Value
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/21/26	Matrix H	Objective 2	Required	Complete for your limitation on enrollment	Y - Consent of Instructor and Dean
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	DMTD077Y
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000456970

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/15/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: DEI
Comments	Stage 5: De Anza General Education
Comments	Stage 6: Content Review Matrix Liaison
Comments	Stage 8: SLO Coordinator
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Mary Clark Tillman	• Elizabeth Stimson
	Course ID (CB01A and CB01B)	THEAD020A	THEAD020A
	Course Control Number	CCC000567541	CCC000567541
	Course Title (CB02)	Theory and Technique of Acting (Introduction)	Theory and Technique of Acting (Introduction)
	Short Course Title	THEORY/TECHN ACTING (INTRO)	THEORY/TECHN ACTING (INTRO)
	TOP Code (CB03)	1007.00	1007.00 Dramatic Arts
	CIP Code	Drama and Dramatics/Theatre Arts, General	50.0501 Drama and Dramatics/Theatre Arts, General
	Department	THEA - Theater Arts	THEA - Theater Arts
!	**Effective Term**	Fall 2026	Fall ~~2026~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course examines the basic theory and techniques of acting, along with the actor's range of choices within the framework of scenarios and improvisation. Students will conduct a beginning analysis of acting styles and methods from diverse cultural and historical perspectives.	This course examines the basic theory and techniques of acting, along with the actor's range of choices within the framework of scenarios and improvisation. Students will conduct a beginning analysis of acting styles and methods from diverse cultural and historical perspectives.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• In person ONLY	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Drama/Theater Arts
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - DRAMA/THEATER ARTS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets De Anza's general education requirement and is a major preparation requirement in the discipline of Theatre Arts for at least one CSU or UC. It is an introductory, beginning-level course that introduces the student to the basics of acting. In this course, the student will explore the fundamentals of acting, including but not limited to: improvisation, characterization, script analysis, and the performance of scripted material. This course belongs on the Liberal Arts A.A. degree.	This course meets De Anza's general education requirement and is a major preparation requirement in the discipline of Theatre Arts for at least one CSU or UC. It is an introductory, beginning-level course that introduces the student to the basics of acting. In this course, the student will explore the fundamentals of acting, including but not limited to: improvisation, characterization, script analysis, and the performance of scripted material. This course belongs on the Liberal Arts A.A. degree.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	THTR F020A	THTR F020A
	Does the course have a Foothill equivalent?	Yes	Yes

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	Adding DAGE status and language only. -mkct	~~Adding DAGE status~~ Students will conduct a beginning analysis of acting styles and ~~language only. -mkct~~ methods from diverse cultural and historical perspectives. The textbooks are low textbook cost.
	Please check all areas in the COR that address DEI.	• Basic Course Information - Course Description	• Basic Course Information - Course Description • Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.

Changed	Field	Current Version	Proposed Version
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** De Anza GE **Area(s)** • 2G7B - Approved. **-** No value	**System/Institution** De Anza GE **Area(s)** • 2G7B - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	3	3
	Lecture Hours - Out of Class	6	6
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative projects	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative projects
	Assignments	1. Required reading from the textbook and supplemental plays 1. Assigned weekly readings from text 2. Assigned scenes, monologues and works of contemporary playwrights 3. Articles on aspects of theatre 2. Writing: Evaluations and analyses 1. Evaluations of live performances 2. Character analysis of performed characters 3. Script analysis of assigned plays 3. Preparation and presentation of assigned monologues and scenes 4. Attendance at live performances	1. Required reading from the textbook and supplemental plays 1. Assigned weekly readings from text 2. Assigned scenes, monologues and works of contemporary playwrights 3. Articles on aspects of theatre 2. Writing: Evaluations and analyses 1. Evaluations of live performances 2. Character analysis of performed characters 3. Script analysis of assigned plays 3. Preparation and presentation of assigned monologues and scenes 4. Attendance at live performances

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Final exam, written and practical, to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to performance. 2. Written script analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class. 3. Assigned projects evaluated for mastery of key concepts. 4. Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Final exam, written and practical, to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to performance. 2. Written script analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class. 3. Assigned projects evaluated for mastery of key concepts. 4. Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • Classroom with adequate projection facilities, performance area, lighting equipment and various stage furniture and properties	**Essential Student Materials:** • None **Essential College Facilities:** • Classroom with adequate projection facilities, performance area, lighting equipment and various stage furniture and properties

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Cohen, Robert. "Acting Power: The 21st Century Edition." New York, Routledge, 2013. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Gillette, John. "Acting Stanislavski: A Practical Guide to Stanislavski's Approach and Legacy" New York, Bloomsbury Publishing, 2014. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** A Beginner’s Guide to Acting Methods: Understanding Practitioners and their Legacies **Author** Shire, Kimberley **Publisher** Methuen Drama **Date/Edition** 2025 **ISBN** 1350434159 **Title** Acting Power: The 21st Century Edition **Author** Cohen, Robert **Publisher** Routledge **Date/Edition** 2013 **ISBN** 0415658470 **Title** Acting Stanislavski: A Practical Guide to Stanislavski's Approach and Legacy **Author** Gillette, John **Publisher** Bloomsbury Publishing **Date/Edition** 2014 **ISBN** 1408184982

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: Bogart, Anne. "The Viewpoints Book: A Practical Guide to Viewpoints and Composition." New York: Theatre Communications Group, 2005. **May include, but are not limited to**: No value **Reading List**: Hodge, Allison. "Actor Training" 2nd ed. New York, Routledge, 2010. **May include, but are not limited to**: No value **Reading List**: Hooks, Ed. "The Ultimate Scene and Monologue Sourcebook." New York: Back Stage Books, 2007. **May include, but are not limited to**: No value **Reading List**: Moston, Doug. "Coming to Terms with Acting" New York: Quite Specific Media Group, 1993. **May include, but are not limited to**: No value **Reading List**: Oida, Yoshi and Marshall, Lorna. "The Invisible Actor" 2nd edition, London, Methuen, 2007. **May include, but are not limited to**: No value **Reading List**: Rodernburg, Patsy. "The Actor Speaks: Voice and the Performer." New York: Palgrave Macmillan, 2002.	No value

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Demonstrate using the human body as an instrument of communication. • Employ the functions of the vocal mechanism including breath support and vocal articulation. • Apply the skills needed for character development and analysis • Examine the acting styles and methods from diverse cultural and historical perspectives.	• Demonstrate using the human body as an instrument of communication. • Employ the functions of the vocal mechanism including breath support and vocal articulation. • Apply the skills needed for character development and analysis. • Examine the acting styles and methods from diverse cultural and historical perspectives.
!	**CSLOs**	**CSLOs** Develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance. **Expected SLO Performance** 0.0	**CSLOs** Develop the voice and body as an instrument of expression while gaining confidence through the experience of interaction and audience performance. **Expected SLO Performance** 0.0
		CSLOs Demonstrate ability to analyze text and performance content for self-advancement. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate ability to analyze text and performance content for self-advancement. **Expected SLO Performance** 0.0
		CSLOs Develop critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Demonstrate using the human body as an instrument of communication. 1. Employ a comprehensive physical and vocal warm-up. 2. Practice exercises which enhance breath release and awareness. 3. Explore exercises which enhance on stage concentration and focus. 4. Use centering techniques including focused breathing, meditation, and concentration. 2. Employ the functions of the vocal mechanism including breath support and vocal articulation. 1. Practice exercises in breath support and diaphragm control. 2. Employ techniques which enhance vocal articulation. 3. Demonstrate methods of projecting the voice: resonance, range, and speech. 3. Apply the skills needed for character development and analysis 1. Employ Stanislavski's basic techniques of character analysis. 2. Examine the actor's choices by means of theatre games and improvisation. 3. Demonstrate awareness of the demands of working in a collaborative art by means of scene study and in improvisation exercises. 4. Use imagination, observation and concentration in character development. 4. Examine the acting styles and methods from diverse cultural and historical perspectives. 1. Demonstrate exercises in centering from diverse theatre traditions such as those of Japan and India. 2. Examine use of gesture in diverse theatre traditions.	1. Demonstrate using the human body as an instrument of communication. 1. Employ a comprehensive physical and vocal warm-up. 2. Practice exercises which enhance breath release and awareness. 3. Explore exercises which enhance on stage concentration and focus. 4. Use centering techniques including focused breathing, meditation, and concentration. 2. Employ the functions of the vocal mechanism including breath support and vocal articulation. 1. Practice exercises in breath support and diaphragm control. 2. Employ techniques which enhance vocal articulation. 3. Demonstrate methods of projecting the voice: resonance, range, and speech. 3. Apply the skills needed for character development and analysis. 1. Employ Stanislavski's basic techniques of character analysis. 2. Examine the actor's choices by means of theatre games and improvisation. 3. Demonstrate awareness of the demands of working in a collaborative art by means of scene study and in improvisation exercises. 4. Use imagination, observation and concentration in character development. 4. Examine the acting styles and methods from diverse cultural and historical perspectives. 1. Demonstrate exercises in centering from diverse theatre traditions such as those of Japan and India. 2. Examine use of gesture in diverse theatre traditions.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Physical and vocal warm-ups 2. Movement exercises and techniques 3. Monologues 4. Partner scene work	1. Physical and vocal warm-ups 2. Movement exercises and techniques 3. Monologues 4. Partner scene work

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Assignments: B. Writing: Evaluations and analyses Evaluations of live performances Character analysis of performed characters Script analysis of assigned plays
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Assignments: B. Writing: Evaluations and analyses Evaluations of live performances Character analysis of performed characters Script analysis of assigned plays
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Methods of Evaluation: D. Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.
❗	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Methods of Evaluation B. Written script analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class. Methods of Evaluation: D.Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Assignments: B. Writing: Evaluations and analyses Evaluations of live performances Character analysis of performed characters Script analysis of assigned plays C. Preparation and presentation of assigned monologues and scenes
❗	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Methods of Evaluation: D.Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Methods of Evaluation: D.Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Methods of Evaluation B. Written script analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class.
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Methods of Evaluation: D.Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: A. Required reading from the textbook and supplemental plays 1. Assigned weekly readings from text 2. Assigned scenes, monologues and works of contemporary playwrights 3. Articles on aspects of theatre B. Writing: Evaluations and analyses 1. Evaluations of live performances 2. Character analysis of performed characters 3. Script analysis of assigned plays
❗	**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	Oral Communication: Assignments: C. Preparation and presentation of assigned monologues and scenes Written Communication: B. Writing: Evaluations and analyses 1. Evaluations of live performances 2. Character analysis of performed characters 3. Script analysis of assigned plays Collaborative Exercises: Assignments: C. Preparation and presentation of assigned monologues and scenes
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation: B. Written script analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class. C. Written critiques and reviews examining various acting performances as well as written reports on assigned plays to evaluate ability to analyze critically and synthesize course materials.

Changed	Questions	Current Version	Proposed Version
!	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: A. 2. Assigned scenes, monologues and works of contemporary playwrights Outline: D. Examine the acting styles and methods from diverse cultural and historical perspectives. 1. Demonstrate exercises in centering from diverse theatre traditions such as those of Japan and India. 2. Examine use of gesture in diverse theatre traditions.
!	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: A. 2. Assigned scenes, monologues and works of contemporary playwrights Outline: D. Examine the acting styles and methods from diverse cultural and historical perspectives. 1. Demonstrate exercises in centering from diverse theatre traditions such as those of Japan and India. 2. Examine use of gesture in diverse theatre traditions.
!	**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	Course Outline: A. Demonstrate using the human body as an instrument of communication. 1. Employ a comprehensive physical and vocal warm-up. 2. Practice exercises which enhance breath release and awareness. 3. Explore exercises which enhance on stage concentration and focus. 4. Use centering techniques including focused breathing, meditation, and concentration. B. Employ the functions of the vocal mechanism including breath support and vocal articulation. 1. Practice exercises in breath support and diaphragm control. 2. Employ techniques which enhance vocal articulation. 3. Demonstrate methods of projecting the voice: resonance, range, and speech. C. Apply the skills needed for character development and analysis 1. Employ Stanislavski's basic techniques of character analysis. 2. Examine the actor's choices by means of theatre games and improvisation. 3. Demonstrate awareness of the demands of working in a collaborative art by means of scene study and in improvisation exercises. 4. Use imagination, observation and concentration in character development.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 3: DEI**	No Value		**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			02/03/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to include information about the knowledge, skills, and abilities students will gain upon the completion of the course. Consider adding to this DEI statement to include a number of equitable approaches the COR is already taking. For example, the COR uses diverse methods of instruction, assignments, and methods of evaluation in keeping with best practices from universal design for learning, and the course description uses welcoming, student-centered language.	
			02/03/2026	Basic Course Information	DEI Review	Suggested		

Changed	Questions	Current Version	Proposed Version					
			02/03/2026	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 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.	Each of these textbooks are low cost. Where to put this information is not clear "DEI box?" Y
			02/03/2026	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.	As this is a beginning acting course, the primary texts reflect the basic approaches to the art form.

Changed	Questions	Current Version	Proposed Version							
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**		
			02/03/2026					Specifications	Assignments	Suggested	Thanks for this assignment list! Do any of these assignments provide students with choices in how they demonstrate proficiency and/or encourage students to connect course content to their own life, background, and experiences? If yes, consider clarifying/adding this to the relevant assignment. If not possible/appropriate, please disregard.	The study of acting begins with. the actor (their life, background and experience).
			02/03/2026					Specifications	Methods of Evaluation	Suggested	For any of these methods of evaluation, is it possible to provide examples of strong and/or successful assignments to clarify expectations for all students? If appropriate, please consider adding to the relevant evaluation method. If not appropriate, please disregard.	
			02/03/2026					Outline	Course Outline	Suggested	If appropriate, consider making space in the course outline to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. This may be included as part of "Examine the acting styles and methods from diverse cultural and historical perspectives." If it is, please let me know in the Initiator Response Box. If not appropriate, please disregard.	It is included in the statement "diverse cultural and historical perspectives."
	Stage 4: Articulation Officer	No Value	No Value									
!	**Stage 5: De Anza General Education**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**				
			2/24		DA GE form	missing	Please fill out the De Anza GE form	Y				
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**				
			03/4/26	Matrix B		Required	Complete Matrix B for your English advisory					

Changed	Questions	Current Version	Proposed Version
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/10/2026	Learning	CSLO #3	Required	Students hopefully will develop in the areas CSLO states, but the assessable statement is more like " Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. "	Y
3/15/2026	Learning	CSLO #3	Required	'Develop' can be Bloom's Taxonomy word if used as: Develop a collaborative project demonstrating critical thinking skills, effective interpersonal communication, and an appreciation of diverse perspectives.	Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/24/2026		CSLO #3	Required	‘Develop’ is the activity to learn the skill of thinking critically, effective interpersonal communication, and an appreciation of diverse perspectives. But the student will " Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. " to evidence having learned the skill.	Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/20/2026	Learning Outcomes	CSLO #3	Required	Last phrase is redundant. Leave as “Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. “	Y

	Stage 10: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	THEA 020A	THEA 020A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-mkct • CCN requisite changes appr. 9/23/24 (effect. F25). -sw • Added DAGE appr. 6/17/25 (effect. F26).-mkct	• Requisite change appr. 1/17/23 (effect. F23).-mkct • CCN requisite changes appr. 9/23/24 (effect. F25). -sw • Added DAGE appr. 6/17/25 (effect. F26).-mkct

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	THEAD020A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Jun 17, 2025 12:00:00 AM
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000567541

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/15/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status

Section	Changed field
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Comments	Stage 8: SLO Coordinator
Foothill Equivalency	Foothill Course ID
Foothill Equivalency	Does the course have a Foothill equivalent?
Foothill Equivalency	Foothill Faculty Consultation Name
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

Section	Changed field
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Elizabeth Stimson
	Course ID (CB01A and CB01B)	THEAD020B	THEAD020B
	Course Control Number	CCC000567540	CCC000567540
	Course Title (CB02)	Theory and Technique of Acting (Modern Period)	Theory and Technique of Acting (Modern Period)
	Short Course Title	THEORY/TECHN ACTNG:MODRN	THEORY/TECHN ACTNG:MODRN
	TOP Code (CB03)	1007.00	1007.00 Dramatic Arts
	CIP Code	Drama and Dramatics/Theatre Arts, General	50.0501 Drama and Dramatics/Theatre Arts, General
	Department	THEA - Theater Arts	THEA - Theater Arts
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course is a continued study of the acting process, including extensive participation in the performance of contemporary dramatic scripts from diverse theatre traditions.	This course is a continued study of the acting process, including extensive participation in the performance of contemporary dramatic scripts from diverse theatre traditions.
!	**Course Type (CB27)**	No value	• Lower Division
!	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Drama/Theater Arts
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - DRAMA/THEATER ARTS

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of Theatre Arts for at least one CSU or UC. This is an intermediate level course that allows the student to continue the study of acting at a more advanced level. In this course, the student has the opportunity to further explore acting including, but not limited to: advanced improvisation, more complex characterization, and performance of advanced scripted material from the modern period. This course belongs on the Liberal Arts A.A. degree.	This course is a major preparation requirement in the discipline of Theatre Arts for at least one CSU or UC. This is an intermediate level course that allows the student to continue the study of acting at a more advanced level. In this course, the student has the opportunity to further explore acting including, but not limited to: advanced improvisation, more complex characterization, and performance of advanced scripted material from the modern period. This course belongs on the Liberal Arts A.A. degree.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	THTR 20B
❗	**Does the course have a Foothill equivalent?**	No	~~No~~ Yes
	Foothill Faculty Consultation Name	No value	Acting II

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a CTE (Career Technical Education) course?**	No value	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
❗	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	**Is this a mirrored credit/noncredit course?**	No value	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
!	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	This course is a continued study of the acting process, including extensive participation in the performance of contemporary dramatic scripts from diverse theatre traditions. The textbooks are low textbook cost.
!	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Examples of Primary Texts and References

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0

Changed	Field	Current Version	Proposed Version
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
❗	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	No
	If yes, identify the UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree **Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree **Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	3	3
	Lecture Hours - Out of Class	6	6
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	72	72

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12

Changed	Field	Current Version	Proposed Version
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
	Assignments	1. Required reading from the textbook and supplemental plays 1. Weekly readings from text 2. Monologues, scenes and works of modern playwrights 2. Writing: Evaluations, subtexts and analyses 1. Subtexts for each character portrayed 2. Script analyses of four modern plays of different styles 3. Evaluations of live performances 3. Preparation and presentation of monologues and scenes from modern scripts 4. Attendance at selected live performances	1. Required reading from the textbook and supplemental plays 1. Weekly readings from text 2. Monologues, scenes and works of modern playwrights 2. Writing: Evaluations, subtexts and analyses 1. Subtexts for each character portrayed 2. Script analyses of four modern plays of different styles 3. Evaluations of live performances 3. Preparation and presentation of monologues and scenes from modern scripts 4. Attendance at selected live performances
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Final exam, written and practical, to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to performance. 2. Written analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class 3. Assigned projects to evaluate mastery of key concepts 4. Written critiques and reviews examining various acting performances to evaluate ability to analyze critically and synthesize course materials.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Final exam, written and practical, to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to performance. 2. Written analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class 3. Assigned projects to evaluate mastery of key concepts 4. Written critiques and reviews examining various acting performances to evaluate ability to analyze critically and synthesize course materials.

Changed	Field	Current Version	Proposed Version
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • Classroom with adequate projection facilities, performance area, lighting equipment and various stage furniture and properties	**Essential Student Materials:** • None **Essential College Facilities:** • Classroom with adequate projection facilities, performance area, lighting equipment and various stage furniture and properties
!	**Examples of Primary Texts and References**	**Title** No value **Author** Cohen, Robert. "Acting Power: The 21st Century Edition" New York, Routledge, 2013. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Gillett, John, "Acting Stanislavski: A Practical Guide to Stanislavski's Approach and Legacy" New York, Bloomsbury Publishing, 2014. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Acting Heightened Text: The Basics **Author** Weidner, Catherine **Publisher** Routledge **Date/Edition** 2026 **ISBN** 9781032695297 **Title** Acting Power: The 21st Century Edition **Author** Cohen, Robert **Publisher** Routledge **Date/Edition** 2013 **ISBN** 0415658470 **Title** Acting Stanislavski: A Practical Guide to Stanislavski's Approach and Legacy **Author** Gillett, John **Publisher** Bloomsbury Publishing **Date/Edition** 2014 **ISBN** 1408184982

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: Bayly, Susan. "Asian Voices in a Post-Colonial Age" New York, Cambridge University Press, 2007. **May include, but are not limited to**: No value **Reading List**: Bogart, Anne. "The Viewpoints Book: A Practical Guide to Viewpoints and Composition." New York: Theatre Communications Group, 2005. **May include, but are not limited to**: No value **Reading List**: Boleslavsky, Richard. 'Acting: The First Six Lessons". New York, Routledge, 2013. **May include, but are not limited to**: No value **Reading List**: Hagen, Uta and Frankel, Haskel. "Respect for Acting", John and Sons, 2008. **May include, but are not limited to**: No value	No value

Changed	Field	Current Version	Proposed Version
		Reading List Hodge, Alison. "Actor Training". London: Routledge, 2010. **May include, but are not limited to** No value	
		Reading List Meisner, Sanford and Longwell, Dennis. "Sanford Meisner on Acting". Vintage Books, 1987. **May include, but are not limited to** No value	
		Reading List Stanislavski, Constantin. "An Actor Prepares". New York: Theatre Arts Books, 1989. **May include, but are not limited to** No value	
		Reading List Stanislavski, Constantin. "Building a Character". New York: Theatre Arts Books, 1989. **May include, but are not limited to** No value	
		Reading List Stanislavski, Constantin. "Creating a Role" New York: Theatre Arts Books, 1989.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Suzuki, Tadashi. "The Way of Acting: The Theatre Writings of Tadashi Suzuki." New York: Theatre Communications Group, 1986.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Recognize and demonstrate knowledge of modern plays and playwrights. • Recognize and employ contemporary theories of acting. • Practice techniques to develop the body and voice as instruments of communication. • Practice rehearsal and performance techniques	• Recognize and demonstrate knowledge of modern plays and playwrights. • Recognize and employ contemporary theories of acting. • Practice techniques to develop the body and voice as instruments of communication. • Practice rehearsal and performance techniques.

Changed	Field	Current Version	Proposed Version
!	CSLOs	**CSLOs** Utilize more advanced techniques to develop the voice and body as instruments of expression while gaining confidence through the experience of interaction and audience performance. **Expected SLO Performance** 0.0	**CSLOs** Utilize more advanced techniques to develop the voice and body as instruments of expression while gaining confidence through the experience of interaction and audience performance. **Expected SLO Performance** 0.0
		CSLOs Develop critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. **Expected SLO Performance** 0.0
		CSLOs Apply more advanced, modern acting theories as well as analyze more advanced modern text. **Expected SLO Performance** 0.0	**CSLOs** Apply more advanced, modern acting theories as well as analyze more advanced modern text. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Recognize and demonstrate knowledge of modern plays and playwrights. 1. Realism 1. Father of Modern Drama: Ibsen "A Doll's House" "Ghosts" 2. Naturalism: Emile Zola "Therese Raquin and Georg Buchner "Woyzeck" 3. Russian Realism: Chekhov "The Seagull" "The Cherry Orchard" "The Three Sisters" 4. American Realism: Eugene O'Neil "Harry Ape" and Arthur Miller "A View from the Bridge" 2. Anti-realism 1. Symbolism: August Strindberg "A Dream play" 2. Brecht "Three Penny Opera" and Epic Theatre. 3. Absurdism: Samuel Beckett "Waiting for Godot" and Alfred Jarry "Ubu Roi". 4. Representational plays of diverse theatre traditions (Sanskrit Theatre's "The Little Clay Cart"). 3. Comedy 1. Farce: Eugene Ionesco "Rhinoceros" 2. Tragic-comedy and dramatic comedy: Caryl Churchill "Cloud 9" and Oscar Wilde "The Importance of Being Earnest" 3. Male playwrights and political satire: George Orwell "Animal Farm" "1984" 4. Female playwrights and political satire: Mary Zimmerman "The Arabian Knights" and Caryl Churchill "Top Girls" 2. Recognize and employ contemporary theories of acting. 1. The Internal method	1. Recognize and demonstrate knowledge of modern plays and playwrights. 1. Realism 1. Father of Modern Drama: Ibsen "A Doll's House" "Ghosts" 2. Naturalism: Emile Zola "Therese Raquin and Georg Buchner "Woyzeck" 3. Russian Realism: Chekhov "The Seagull" "The Cherry Orchard" "The Three Sisters" 4. American Realism: Eugene O'Neil "Harry Ape" and Arthur Miller "A View from the Bridge" 2. Anti-realism 1. Symbolism: August Strindberg "A Dream play" 2. Brecht "Three Penny Opera" and Epic Theatre. 3. Absurdism: Samuel Beckett "Waiting for Godot" and Alfred Jarry "Ubu Roi". 4. Representational plays of diverse theatre traditions (Sanskrit Theatre's "The Little Clay Cart"). 3. Comedy 1. Farce: Eugene Ionesco "Rhinoceros" 2. Tragic-comedy and dramatic comedy: Caryl Churchill "Cloud 9" and Oscar Wilde "The Importance of Being Earnest" 3. Male playwrights and political satire: George Orwell "Animal Farm" "1984" 4. Female playwrights and political satire: Mary Zimmerman "The Arabian Knights" and Caryl Churchill "Top Girls" 2. Recognize and employ contemporary theories of acting. 1. The Internal method

Changed	Field	Current Version	Proposed Version
		1. Emotional recall and sense memory 2. Objective 3. Obstacle 4. Tactics 5. Subtext 6. Operatives 2. External techniques and theories of acting. 1. Spatial relationship and environment 2. Speech and gesture techniques 3. Character study through physicality and masks 3. Practice techniques to develop the body and voice as instruments of communication. 1. A comprehensive physical and vocal warm-up. 2. Centering techniques 3. Breath release and diaphragm control. 4. Methods of projecting the voice: resonance, range, and speech. 4. Practice rehearsal and performance techniques 1. Disciplined activity 2. Sensitivity and stage presence 3. Phrasing and timing 4. Improvisation as a tool for character development. 5. Awareness of ensemble	1. Emotional recall and sense memory 2. Objective 3. Obstacle 4. Tactics 5. Subtext 6. Operatives 2. External techniques and theories of acting. 1. Spatial relationship and environment 2. Speech and gesture techniques 3. Character study through physicality and masks 3. Practice techniques to develop the body and voice as instruments of communication. 1. A comprehensive physical and vocal warm-up. 2. Centering techniques 3. Breath release and diaphragm control. 4. Methods of projecting the voice: resonance, range, and speech. 4. Practice rehearsal and performance techniques. 1. Disciplined activity 2. Sensitivity and stage presence 3. Phrasing and timing 4. Improvisation as a tool for character development. 5. Awareness of ensemble
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Physical and vocal warm-ups 2. Movement exercises and techniques 3. Improvisations 4. Monologues 5. Partner scene work	1. Physical and vocal warm-ups 2. Movement exercises and techniques 3. Improvisations 4. Monologues 5. Partner scene work

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	THEA D020A	THEA D020A
	Corequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2CA	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	THEA 020B	THEA 020B
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value

Changed	Questions	Current Version	Proposed Version
!	**Banner Department**	THEA	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Three hours lecture, three hours laboratory (72 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	231010	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	100800	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
❗	**Print/No Print to Catalog**	Yes	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			02/03/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to include information about the knowledge, skills, and abilities students will gain upon the completion of the course. Consider adding to this DEI statement to include a number of equitable approaches the COR is already taking. For example, the COR uses diverse methods of instruction, assignments, and methods of evaluation in keeping with best practices from universal design for learning, and the course description uses welcoming, student-centered language.	
			02/03/2026	Basic Course Information	DEI Review	Suggested		

Changed	Questions	Current Version	Proposed Version					
			02/03/2026	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 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.	Each of these textbooks are low cost. Where to put this information is not clear "DEI box?" Y

Changed	Questions	Current Version	Proposed Version			
			02/03/2026	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. Thanks for this assignment list! Do any of these assignments provide students with choices in how they demonstrate proficiency and/or encourage students to connect course content to their own life, background, and experiences? If yes, consider clarifying/adding this to the relevant assignment. If not possible/appropriate, please disregard. For any of these methods of evaluation, is it possible to provide examples of strong and/or successful assignments to clarify expectations for all students? If appropriate, please consider adding to the relevant evaluation method. If not appropriate, please disregard.
			02/03/2026	Specifications	Assignments	Suggested	
			02/03/2026	Specifications	Methods of Evaluation	Suggested	

Changed	Questions	Current Version	Proposed Version					
			02/03/2026	Outline	Course Outline	Suggested	If appropriate, consider making space in the course outline to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. If this is already reflected in the Course Outline (in the sub sections of "Recognize and demonstrate knowledge of modern plays and playwrights" for example), please let me know in the Initiator Response Box. If not appropriate, please disregard.	
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			2/24/26	General Course Information	Attachments	Required	Complete and Upload a Matrix G for your THEA 20A prerequisite	
			3/4/26		Matrix G	Required	The entries in the left column must come from the Objectives of THEA 20A. These correspond to only the top level statements of the course outline (A, B, C, etc.)	Y
	Stage 7: Dean of Online Learning	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
❗	**Stage 8: SLO Coordinator**	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/10/2026	Learning	CSLO #2	Required	Students hopefully will develop in the areas CSLOs states, but the assessment is more like " Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. " 'Develop' can be Bloom's Taxonomy word if used as: Develop a collaborative project demonstrating critical thinking skills, effective interpersonal communication, and an appreciation of diverse perspectives.	Y
3/15/2026	Learning	CSLO #3	Required		Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/24/2026		CSLO #2	Required	‘Develop’ is the activity to learn the skill of thinking critically, effective interpersonal communication, and an appreciation of diverse perspectives. But the student will " Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. " to evidence having learned the skill.	Y

	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	THEAD020B

Changed	Field	Current Version
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000567540

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

06/15/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval

Section	Changed field
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Comments	Stage 8: SLO Coordinator
Foothill Equivalency	Foothill Course ID
Foothill Equivalency	Does the course have a Foothill equivalent?
Foothill Equivalency	Foothill Faculty Consultation Name
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

Section	Changed field
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Elizabeth Stimson
	Course ID (CB01A and CB01B)	THEAD020C	THEAD020C
	Course Control Number	CCC000567539	CCC000567539
	Course Title (CB02)	Theory and Technique of Acting (Classic Period)	Theory and Technique of Acting (Classic Period)
	Short Course Title	THEORY/TECHN ACTNG:CLASS	THEORY/TECHN ACTNG:CLASS
	TOP Code (CB03)	1007.00	1007.00 Dramatic Arts
	CIP Code	Drama and Dramatics/Theatre Arts, General	50.0501 Drama and Dramatics/Theatre Arts, General
	Department	THEA - Theater Arts	THEA - Theater Arts
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2027
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This is a continuation of acting study including extensive participation in the performance of selected scenes from classic period plays of diverse theatre traditions.	This is a continuation of acting study including extensive participation in the performance of selected scenes from classic period plays of diverse theatre traditions.
!	**Course Type (CB27)**	No value	• Lower Division
!	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Drama/Theater Arts
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - DRAMA/THEATER ARTS

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of Theatre Arts for at least one CSU or UC. This is an advanced level course that allows the student to study their of acting at the most advanced level. In this course, the student has the opportunity to further explore acting including, but not limited to advanced improvisation, complex characterization, the dramatization of various styles of period acting as well as a performance of advanced scripted material from the classical period. This course belongs on the Liberal Arts A.A. degree.	This course is a major preparation requirement in the discipline of Theatre Arts for at least one CSU or UC. This is an advanced level course that allows the student to study their of acting at the most advanced level. In this course, the student has the opportunity to further explore acting including, but not limited to advanced improvisation, complex characterization, the dramatization of various styles of period acting as well as a performance of advanced scripted material from the classical period. This course belongs on the Liberal Arts A.A. degree.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	THTR 20C
❗	**Does the course have a Foothill equivalent?**	No	~~No~~ Yes
	Foothill Faculty Consultation Name	No value	Acting III

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a CTE (Career Technical Education) course?**	No value	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
❗	**Is this an honors/non-honors course?**	No value	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	**Is this a mirrored credit/noncredit course?**	No value	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
!	**Is this a cross-listed course?**	No value	No

DEI Review

Changed	Field	Current Version	Proposed Version
!	**Please check all areas in the COR that address DEI.**	No value	• Basic Course Information - Course Description • Specifications - Examples of Primary Texts and References
	Please summarize the ways in which your course includes DEI.	No value	This is a continuation of acting study including extensive participation in the performance of selected scenes from classic period plays of diverse theatre traditions. The textbooks are low textbook cost.

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0

Changed	Field	Current Version	Proposed Version
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
❗	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	No
	If yes, identify the UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	Yes
	If yes, identify the lower-division UC course and campus.	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree **Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree **Associated Program** Liberal Arts (Arts and Letters Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	3	3
	Lecture Hours - Out of Class	6	6
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	72	72

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12

Changed	Field	Current Version	Proposed Version
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
	Assignments	1. Required readings from texts as well as supplemental classical plays 1. Assigned weekly readings from text 2. Assigned monologues, scenes and works of period playwrights 2. Writing: textual analyses and evaluations 1. Textual analyses for each character portrayed 2. Script analyses of four classic plays from different periods 3. Evaluations of live performances 3. Rehearsals and performances of monologues and scenes from classic scripts 4. Attendance at selected live performances	1. Required readings from texts as well as supplemental classical plays 1. Assigned weekly readings from text 2. Assigned monologues, scenes and works of period playwrights 2. Writing: textual analyses and evaluations 1. Textual analyses for each character portrayed 2. Script analyses of four classic plays from different periods 3. Evaluations of live performances 3. Rehearsals and performances of monologues and scenes from classic scripts 4. Attendance at selected live performances

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Final exam, written and practical, to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to performance of classical scenes and monologues. 2. Written script analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class 3. Assigned period plays to evaluate mastery of key concepts 4. Written critiques and reviews examining various classical acting performances to evaluate ability to analyze critically and synthesize course materials.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Final exam, written and practical, to evaluate comprehension and mastery of key terms and concepts as well as application of skills related to performance of classical scenes and monologues. 2. Written script analyses and reviews demonstrating the student's ability to integrate and summarize concepts discussed in class 3. Assigned period plays to evaluate mastery of key concepts 4. Written critiques and reviews examining various classical acting performances to evaluate ability to analyze critically and synthesize course materials.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • Classroom with projection facilities, performance area, lighting equipment and various stage furniture and properties	**Essential Student Materials:** • None **Essential College Facilities:** • Classroom with projection facilities, performance area, lighting equipment and various stage furniture and properties

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Barton, Robert. "Style for Actors" 2nd ed., New York, Routledge, 2010. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Benedetti, Robert. "The Actor At Work", 10th ed. Boston: Allyn and Bacon, 2008. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Acting Heightened Text: The Basics **Author** Weidner, Catherine **Publisher** Routledge **Date/Edition** 2026 **ISBN** 1032695297 **Title** Style for Actors **Author** Barton, Robert **Publisher** Routledge **Date/Edition** 2010/2nd Edition **ISBN** 0415485738 **Title** The Actor at Work **Author** Benedetti, Robert **Publisher** Allyn and Bacon **Date/Edition** 2008/10th edition **ISBN** 0205542077

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: Bayly, Susan. "Asian Voices in a Post-Colonial Age" New York, Cambridge University Press, 2007. **May include, but are not limited to**: No value **Reading List**: Bogart, Anne. "The Viewpoints Book: A Practical Guide to Viewpoints and Composition." New York: Theatre Communications Group, 2005. **May include, but are not limited to**: No value **Reading List**: Brine, Adiran and York, Michael. "A Shakespearean Actor Prepares". Lyme, New Hampshire: Smith and Kraus, 2001. **May include, but are not limited to**: No value **Reading List**: Crystal, David & Ben Crystal: "Shakespeare's Words: A Glossary and Language Companion." England: Penguin Group, 2002.	No value

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Harrop, John and Sabin Epstein. "Acting With Style". Boston: Allyn and Bacon, 1999.	
		May include, but are not limited to No value	
		Reading List Lorca, Federico Garcia. "Blood Wedding," "Yerma," " Bernarda Alba." New York: New Directions Books, 1955.	
		May include, but are not limited to No value	
		Reading List Meyer-Dinkgrafe, Daniel. "Approaches to Acting Past and Present". New York: Continuum Publishers, 2005.	
		May include, but are not limited to No value	
		Reading List Moliere, Jean Baptiste Poquelin De. "The Misanthrope," "Tartuffe." New York: Harvest Book Harcourt Inc., 1993. (tr.Richard Wilbur)	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Plotkin, Sammy and Silverbush, Rhona. "Speak the Speech!" New York: Faber and Faber, 2002.	
		May include, but are not limited to No value	
		Reading List Rodenburg, Patsy. "The Actor Speaks: Voice and the Performance." New York: Palgrave Macmillan, 2002.	
		May include, but are not limited to No value	
		Reading List Seneca, Lucius Annaeus. "Oedipus." New York: Doubleday & Company Inc., 1972.	
		May include, but are not limited to No value	
		Reading List Shakespeare, William. "A Midsummer Night's Dream," "Hamlet," "Macbeth," "The Two Gentlemen of Verona." London: Bloomsbury Arden Shakespeare, 2016.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Suzuki, Tadashi. "The Way of Acting: The Theatre Writings of Tadashi Suzuki." New York: Theatre Communications Group, 1986.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Recognize and demonstrate a knowledge of period plays and playwrights. • Dramatize various styles of period acting. • Use a variety of vocal techniques for stage. • Contrast presentational and representational dramatic forms.	• Recognize and demonstrate a knowledge of period plays and playwrights. • Dramatize various styles of period acting. • Use a variety of vocal techniques for stage. • Contrast presentational and representational dramatic forms.

Changed	Field	Current Version	Proposed Version
!	CSLOs	**CSLOs** Utilize more advanced, classical techniques to develop the voice and body as instruments of expression while gaining confidence through the experience of interaction and audience performance. **Expected SLO Performance** 0.0	**CSLOs** Utilize more advanced, classical techniques to develop the voice and body as instruments of expression while gaining confidence through the experience of interaction and audience performance. **Expected SLO Performance** 0.0
		CSLOs Develop critical thinking and interpersonal communication skills as well as diversity perspectives through collaborative projects. **Expected SLO Performance** 0.0	**CSLOs** "Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. **Expected SLO Performance** 0.0
		CSLOs Apply classical acting theories and techniques. **Expected SLO Performance** 0.0	**CSLOs** Apply classical acting theories and techniques. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Recognize and demonstrate a knowledge of period plays and playwrights. 1. Greek period: Aristophanes, Sophocles, and Euripides 2. Roman period: Seneca 3. Medieval period: Everyman 4. Elizabethan period: Shakespeare 5. Italian Renaissance: Commedia dell'Arte/Carlo Goldoni 6. 17th century France: Moliere 7. 20th century Spain: Federico Garcia Lorca 8. Asian performance traditions: Kabuki 2. Dramatize various styles of period acting. 1. Rehearsal and performance techniques 2. Movement techniques and gesture 3. Textual analysis and character development 4. Costumes: Influence on movement style 5. Improvisation based on scenes and characters from period plays 3. Use a variety of vocal techniques for stage. 1. Rhythm and meter: Iambic pentameter 2. Regional and foreign dialects 3. Poetic dialogue 4. Contrast presentational and representational dramatic forms. 1. Character analysis in relation to these forms 2. Social, cultural, and historical context	1. Recognize and demonstrate a knowledge of period plays and playwrights. 1. Greek period: Aristophanes, Sophocles, and Euripides 2. Roman period: Seneca 3. Medieval period: Everyman 4. Elizabethan period: Shakespeare 5. Italian Renaissance: Commedia dell'Arte/Carlo Goldoni 6. 17th century France: Moliere 7. 20th century Spain: Federico Garcia Lorca 8. Asian performance traditions: Kabuki 2. Dramatize various styles of period acting. 1. Rehearsal and performance techniques 2. Movement techniques and gesture 3. Textual analysis and character development 4. Costumes: Influence on movement style 5. Improvisation based on scenes and characters from period plays 3. Use a variety of vocal techniques for stage. 1. Rhythm and meter: Iambic pentameter 2. Regional and foreign dialects 3. Poetic dialogue 4. Contrast presentational and representational dramatic forms. 1. Character analysis in relation to these forms 2. Social, cultural, and historical context
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Physical and vocal warm-ups 2. Movement techniques and exercises 3. Improvisations 4. Monologues 5. Partner scene work	1. Physical and vocal warm-ups 2. Movement techniques and exercises 3. Improvisations 4. Monologues 5. Partner scene work

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	THEA D020A	THEA D020A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	THEA D020B	THEA D020B
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2CA	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2020	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2020	No Value
	Sort ID (00 < 10; 0 < 100)	THEA 020C	THEA 020C

Changed	Questions	Current Version	Proposed Version
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	THEA	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
❗	**Emergency Approval**	No	No Value
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Three hours lecture, three hours laboratory (72 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	231010	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	100800	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
❗	**Print/No Print to Catalog**	Yes	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			02/03/2026	Basic Course Information	Course Description	Suggested	Consider revisions to make this course description more student-centered and to include information about the knowledge, skills, and abilities students will gain upon the completion of the course.	
			02/03/2026	Basic Course Information	DEI Review	Suggested	Consider adding to this DEI statement to include a number of equitable approaches the COR is already taking. For example, the course uses diverse methods of instruction, assignments, and methods of evaluation in keeping with best practices from universal design for learning.	

Changed	Questions	Current Version	Proposed Version					
			02/03/2026	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 instructor response box. Please also let me know if your textbook is low cost, and consider adding this information to the DEI Box if appropriate -- it looks like at least one of these textbooks qualifies for low textbook cost. This will satisfy the required component of this edit.	Each of these textbooks are low cost. Where to put this information is not clear "DEI box?" Y

Changed	Questions	Current Version	Proposed Version			
			02/03/2026	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. Thanks for this assignment list! Do any of these assignments provide students with choices in how they demonstrate proficiency and/or encourage students to connect course content to their own life, background, and experiences? If yes, consider clarifying/adding this to the relevant assignment and noting it in the DEI statement. If not possible/appropriate, please disregard. For any of these methods of evaluation, is it possible to provide examples of strong and/or successful assignments to clarify expectations for all students? If appropriate, please consider adding to the relevant evaluation method. If not appropriate, please disregard.
			02/03/2026	Specifications	Assignments	Suggested	
			02/03/2026	Specifications	Methods of Evaluation	Suggested	

Changed	Questions	Current Version	Proposed Version					
			02/03/2026 Outline		Course Outline	Suggested	If appropriate, consider making space in the course outline to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. This may be covered under "Contrast presentational and representational dramatic forms" -- if yes, let me know in the Initiator Response Box and consider adding to the DEI statement. If not appropriate, please disregard.	
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value	No Value					
!	**Stage 6: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			2/24/26	Basic Course Information	Attachments	Required	Complete and upload Matrix G for your THEA 20A prerequisite	
			2/24/26	Basic Course Information	Attachments	Required	Complete and upload Matrix G for your THEA 20B advisory	
			3/4/26		Matrix G	Required	The entries in the left column must come from the Objectives of THEA 20A and THEA 20B. These correspond to only the top level statements of the course outline (A, B, C, etc.)	

Changed	Questions	Current Version	Proposed Version
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/10/2026	Learning	CSLO #2	Required	Students hopefully will develop in the areas CSLO states, but the assessable statement is more like " Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects. " 'Develop' can be Bloom's Taxonomy word if used as: Develop a collaborative project demonstrating critical thinking skills, effective interpersonal communication, and an appreciation of diverse perspectives.	Y
3/15/2026	Learning	CSLO #2	Required		Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/24/2026		CSLO #2	Required	‘Develop’ is the activity to learn the skill of thinking critically, effective interpersonal communication, and an appreciation of diverse perspectives. But the student will "Demonstrate critical thinking, effective interpersonal communication, and an appreciation of diverse perspectives through collaborative projects." to evidence having learned the skill.	Y

	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	THEAD020C
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000567539

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	